

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Primary School

Vision

'Jesus grew in wisdom and stature, and in favour with God and all people'. (Luke 2:52)

Develop a life-long love of learning, characterised by educational excellence, supportive relationships and Christian values, which enables each child and adult to flourish mentally, physically, spiritually and socially and fulfil their God-given potential, in a welcoming, safe and inclusive Christian environment.

- Deliver educational excellence and foster life-long love of learning.
- Build strong personal and community relationship through Christian values.
- Help children and adults flourish and fulfil their God given potential.
- Provide a welcoming, safe and inclusive Christian environment.

St Mary's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision at St Mary's weaves through the curriculum, relationships and life of the school. Unswerving leadership drives the powerful vision, and associated values, to shape the strategic direction of the school.
- The vision inspired curriculum supports pupils because it is inclusive and aspirational. Leaders have developed a curriculum that ensures the needs of all learners are met and make careful decisions to enrich the experiences of pupils.
- Collective worship plays a major role in deepening pupils' understanding of the vision. It enriches and inspires pupils and positively supports the embedded opportunities for spiritual development.
- Inspired by the vision, relationships between school and its community are highly positive and greatly valued. The wellbeing and mental health of staff and pupils is a high priority, shaped by an overwhelming sense of Christian love. Staff nurture pupils to be the best individual they can be.
- Pupils thrive in religious education (RE). Supportive, knowledgeable and enthusiastic leadership provides pupils with a challenging and exciting curriculum. RE is a highly valued subject.

Development Points

- Extend opportunities for pupils to explore injustice to enable them to become agents for change.



Inspection Findings

Every detail of the Christian vision has been very carefully thought through by leaders to ensure that it is right for St Mary's. It is deeply embedded and woven into school life. The school community take shared ownership in moulding and driving the vision with commitment. Staff and governors' meetings have the vision at their core. They ensure it serves the pupils and families in their school and the changing needs of the community. School improvement planning is centred around the four pillars of the vision. This also helps to ensure the vision is integral to school life. Leaders rigorously review the effectiveness of the vision with robust monitoring. This has a marked impact on the school's strategic direction and effectiveness. For example, the decision to work in partnership with another school came from the vision. Governors recognised that this would strengthen the provision for both pupils and staff.

The curriculum, driven by the Christian vision, provides a well-rounded educational experience. Leaders are clear in their ambition for all to flourish and reach their potential. Each unit of work is linked to a 'big idea' (Christian value) which helps to embed the values and vision even further. For example, the 'big idea' of compassion is taught through looking after God's creation in relation to work studied about the rainforests. The determination to provide a broad range of inspiring, inclusive learning experiences is central to curriculum planning. Effective adaptations ensure that pupils, including those who have special educational needs and/or disabilities (SEND) enjoy success. Within lessons, pupils discuss and reflect upon the relevance of the school's 'big ideas' in the wider world, deepening pupils' understanding. For example, when struggling with challenging work, pupils independently discuss endurance and the fact that they need to keep trying.

Opportunities for spiritual flourishing are woven through different aspects of daily life. Pupils start the afternoon reflecting on a 'big idea' from their morning's learning. Pupils state this helps them to understand their Christian values and realise how they relate to their everyday lives. For example, one group of pupils reflected on their RE lesson and how this helped them to understand the 'big idea' of forgiveness. This period of quiet and calm helps to focus the minds of pupils and allows them to think spiritually. The shared language of stillness, reflection and appreciation as spirituality, is lived and breathed across the school. Teachers give pupils time to connect spiritually with nature, art and music. The 'prayer space' in the central hub of the school is well used by pupils to share their prayers. The area also allows pupils time and space to remember a very dear and special friend. Parent prayer groups held in school are also highly appreciated.

Members of the community are valued as unique and treasured by God. The wide range of enrichment opportunities such as singing at the Royal Albert Hall and many sporting opportunities help to enable pupils to flourish. The importance of forgiveness is embedded and helps pupils to resolve issues together. The school nurtures its pupils, supports parents, and staff greatly appreciate the love and care shown by leaders. A deep commitment to wellbeing and good mental health is at the heart of school actions. Pastoral support enhances pupils' lives which enables them to live life to the full. For example, older pupils offer nurturing support to their younger peers which impacts greatly on their confidence and self-



esteem. The school cares deeply about ensuring there is good provision for those with SEND. External agency drop-in session support is highly valued. The impact of this can be seen in their emotional resilience. Pupils' leadership opportunities, such as cultural ambassadors and eco warriors, results in them taking great responsibility across school.

Topics within the curriculum are planned which encourage pupils to have a sense of justice. The 'Sleep Out Challenge', to raise awareness of the plight of the homeless, is oversubscribed as pupils are keen to show their support. Pupils showed how valued local residents are by writing and sending Christmas cards to patients in hospital. Litter picks and donations to the local food bank are organised in consultation with pupils and adults. However, pupils are less aware of how they can act independently to challenge injustice and be agents of change.

Daily, carefully planned worship is centred around the vision. A wide variety of styles including prayer, Bible stories and singing, offer wider spiritual experiences. As a result, pupils appreciate and learn from taking part and regularly write and lead prayers. Leaders respond proactively to findings from monitoring activities. Pupils know their views are heard and valued. Leaders responded when pupils asked for a wider variety of less well-known Bible stories to be shared, illustrating the vision and Christian values are fully integrated into worship. Pupils understand the relevance of these stories for their own lives. Pupils comment on the story of Jonah and how it makes them reflect about their 'big idea' of compassion and forgiving others. As a result, pupils have a deepening understanding of the vision. Clergy from two local churches support the school as governors. They plan and lead worship as well as organising workshops in church at key times in the Christian calendar. These support pupils spiritually through first-hand experiences.

Pupils are highly enthusiastic about their learning in RE and talk insightfully and with an impressive knowledge. They encounter a challenging and well-balanced breadth of experiences. The RE curriculum is rich and diverse and as a result, pupils gain a good knowledge of Christianity and a range of world religions. It has been carefully designed and adapted for pupils to succeed and is reviewed regularly. RE learning is brought to life which helps them to remember more. For example, activities such as sampling a Passover meal and writing a job description for Jesus made them reflect on their learning.

Pupils show an impressive understanding of specific religious vocabulary and core religious concepts. Pupils are curious in their learning and challenging big questions are explored through a range of thought-provoking activities such as debates, drama and art. A wide range of opportunities visiting places of worship enriches the curriculum experience. For example, pupils reflected on their learning about Hinduism, talking about the similarities and differences to Christianity. Assessment procedures lead to focused ongoing judgements. Progress is rigorously reviewed, informing the next lessons. The RE leader's subject experience and support make a great difference to staff knowledge and skills. Effective practice is widely shared. This makes a significant impact on the quality of teaching and learning. As a result, pupils make good progress in RE.

Information

Address	62, Dollis Park, London. N3 1BS		
Date	10 February 2025	URN	101323
Type of school	Voluntary Aided	No. of pupils	440
Diocese/District	London		
Executive Headteacher	Stefan Roos		
Heads of School	Eve Watson and Rachel Collaco		
Chair of Governors	Claire Turner		
Inspector	Jane Davis		