

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Hampton Church of England Primary School

Vision

'And now these three remain: faith, hope, and love. But the greatest of these is love' (Corinthians 13:13).

At St Mary's Hampton, our vision is rooted in the values of faith, hope, and love. We strive to nurture a community where every child feels supported, valued, and inspired to reach their full potential. Through faith, we encourage trust and resilience; through hope, we foster aspiration and perseverance; and through love, we build a compassionate and inclusive environment where everyone belongs. Together, these values guide us in creating a school where every child flourishes.

St Mary's Hampton 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, deeply rooted in the values of faith, hope and love, is a heartfelt expression of the school community. Underpinned by 'the greatest of these is love,' the school's vision provides meaning and belonging. It brings people together and it guides decision making.
- Caring relationships are at the centre of this nurturing, welcoming school. Kindness is modelled by pupils and adults alike, enabling a safe and happy environment in which people flourish.
- Guided by the vision, leaders have a limitless belief in every pupil. In collaboration, the school and Instanter Learning Trust provide a wealth of opportunities focused on growing and inspiring individuals.
- Collective worship is wholly invitational to pupils and adults. It is thoughtfully and enthusiastically delivered, providing a special time for praise and reflection while enabling spiritual togetherness.
- Enriched by the school's value of faith, staff and pupils' opinions matter. This means that suggestions are valued and nurtured by leaders, empowering people in their hopes for the school and their own lives.

Development Points

- Develop robust systems that enhance the monitoring and moderation of assessment within religious education (RE). This is so that leaders and pupils know the progress they are making and how to further develop their work in RE.
- Embed the school's approach to spirituality. This is so that opportunities for spiritual development are recognised and planned for across the curriculum and wider life of the school.
- Enhance opportunities for pupils to engage creatively with the themes of worship. This is to extend the opportunities for spiritual flourishing, especially in class worship.



Inspection Findings

Pupils and adults are embraced in love at this caring, welcoming school. Driven by the Christian vision, St Mary's Hampton is a compassionate school community in which 'faith, hope and love' inspire the actions of pupils and adults. One staff member described its impact as, 'we show our love for everyone.' The school's value of love is at the centre of school life and leaders are united in their heartfelt hopes for every pupil. This aspiration is upheld by the Instanter Learning Trust, to which the school belongs. Rooted in biblical verse, there is a special togetherness between the school and trust. This means that the collective vision of an education, embedded in academic, personal and spiritual flourishing, is realised. Leaders, governors and trustees bring a wealth of experience, enhancing the life of the school as a Church school. As a result, the Christian vision is thoughtfully considered across school life; it remains focal to decision making. Furthermore, leaders, determined by the vision, are rapid change-makers. An example of impact is the implementation of the school's behaviour policy. Underpinned by positive relationships, this policy enables pupils to flourish within a kind and loving environment.

Curriculum subjects reflect the school's values and governors play an important role in monitoring and evaluating the impact of the vision in action. Because leaders are ambitious for every pupil, the curriculum extends beyond the classroom. Pupils' lives are enriched with a wealth of extra-curricular clubs and activities, broadening their experience of life beyond the school. In turn, the curriculum provides opportunities for pupils to look outwardly. An illustration can be found in the school's creative arts week, where pupils are inspired to connect with the awe and wonder of the natural world. In the early development of a whole school approach to spirituality, pupils are stirred to look beyond themselves. They welcome the planned opportunities within the curriculum that enable them to think deeply. For instance, pupils speak enthusiastically about topics in history, which empower them to empathise and reflect. These experiences evoke a strong desire in pupils wanting to make a difference. Underpinned by the school's vision-led curriculum, leaders aspire for all pupils to 'contribute positively to society.' However, planned opportunities for pupil's spiritual development, woven through the curriculum, are in the early stages of development.

Daily collective worship provides a loving space, where spirituality is nurtured. Worship is wholly invitational, providing pupils and adults with a moving and meaningful time. Thoughtfully planned, it brings people together in storytelling, praise and reflection. Comfort is found in worship songs, carefully chosen to reflect key themes. This valuable time of worship enriches the spiritual flourishing of pupils and adults. As a result, pupils are motivated to lead worship and this calling extends to their playground games, where songs of worship resound. Pupils engage deeply with biblical verse, the impact of which can be seen in their behaviours and actions. Through the worship themes they encounter, pupils feel empowered to become better people. Furthermore, the school's thriving partnership with St. Mary's Hampton Church brings community belonging and wider opportunities to serve. Worship is further enriched by the school's buddy approach, which brings pupils together in a paired reflection activity. Pupils enjoy these creative tasks which impact on their thinking. However, at present, the class worship schedule does not enable pupils to regularly encounter varied approaches. Therefore, their opportunities to flourish spiritually are less developed.

Loving relationships are at the heart of school life. One pupil said, 'we think about other people, everyone deserves to be loved.' This nurturing ethos supports pupils and adults to thrive. Pupils with special educational needs and/or disabilities (SEND), are met with considerable attention, rooted in a 'whole child' approach. Additionally, the school's buddy system brings pupils together in kindness and care. Parents rightly



value the strong relationships that are fostered across the school. This includes the St Mary's CARES initiative that supports high aspirations and warm relationships in each classroom. Furthermore, the vibrant relationship with the trust's secondary school raises life opportunities. Pupils, including those that are vulnerable, are brought together through a mentorship programme, providing valuable insight and inspiration. In addition, pupils visit the secondary school as part of their 'Little People, Limitless Dreams' programme. This exciting initiative is a much-loved project between the two schools. It ignites hope and ambition.

Pupils' opinions are valued. This means that pupils feel encouraged to share their ideas. An example includes the school's bird watching club, crafted in response to pupil voice. This lunchtime club inspires pupils to notice and care for the environment. Throughout the school, pupils are invited to serve the community through a range of pupil leader roles. This includes the important work of the school council and those who serve in the pupil parliament. School councillors take pride in researching charities and supporting whole school fundraising events. The annual visit to the local care home, at which pupils sing, is a cherished part of the school calendar. Themes of justice and responsibility are encountered, including the annual visit from the local foodbank, which pupils feel compelled to support. These enriching experiences enthuse pupils to take care of one another, both in and outside of school. One parent described how, 'children are encouraged to love people outside of these walls.' The school's value of love is actively encouraging leaders in their ambitious approach to deepening spirituality throughout the school community.

RE is an important subject within the school and across the trust. RE is led by an enthusiastic and creative subject leader and monitored by a skilled and experienced governor. This collaborative approach enhances the delivery of this subject. Because tasks are thoughtfully planned and adapted, lessons in RE are memorable and imaginative. Pupils enjoy the varied opportunities for collaboration and discussion in RE, supporting them to learn and retain knowledge. To guide pupils in their effective use of subject vocabulary, knowledge grids are used in RE. They also support staff in delivering a challenging and accurate RE curriculum. When pupils record their work in RE, they welcome the marking feedback, which extends their thinking. However, current assessment practices do not fully inform pupil progress in this subject and pupils do not always know how to improve their work.

As a result of their broad and balanced RE curriculum, pupils encounter a breadth of world faiths, including Christianity. Enhanced by thoughtful resourcing, pupils understand that Christianity is a global faith and their exploration of worldviews is developing. Through the rich curriculum, pupils encounter lived experiences across a range of religions. This includes individuals within the school, who feel empowered to share their personal faith experiences with others.

Information

Address	Oldfield Road, Hampton, TW12 2HP		
Date	6 February 2025	URN	139421
Type of school	Voluntary aided	No. of pupils	171
Diocese	London		
MAT	Instanter Learning Trust		
Headteachers	Lizzie Wayland and Victoria Woodier		
Chair of Governors	Teri-Anne Cavanagh		
Inspector	Carmella Reece		