

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Primary School

Vision

Psalm 139 v14: I will praise you because I am made in an amazing, wonderful way.

Enjoy, Explore, Excel; be amazing.

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.

Notable Strengths

- The realisation of the vision creates a strong sense of identity, family and community. Consequently, pupils and adults feel proud to be part of St Mary's Church of England Primary.
- School leaders have ensured that the deeply rooted Christian vision is central to strategic leadership decision-making. It has provided clear direction during a period of significant change for the school.
- The school curriculum has been carefully crafted to provide rich and meaningful opportunities to live out the vision. Through this, pupils learn how to respond to injustice and become responsible custodians of God's world.
- Collective worship is a much valued and cherished moment of the school day, nurturing the spiritual growth of pupils and staff. It shapes pupils' understanding of the school's chosen Christian values and how to embody the vision.
- The religious education (RE) curriculum has been well-designed and sequenced. It provides opportunities to critically engage with a range of religions and worldviews.

Development Points

- Enhance the way that the new partnership with the trust is shaped by the school's Christian vision. This is to strengthen the way that this relationship enables pupils and adults to flourish.
- Extend the way that leaders and governors evaluate the impact of the Christian vision. This is to ensure that their informed actions and decisions enrich the Christian foundation of the school.
- Sharpen pupils' ability to recall their knowledge and understanding from their RE lessons. This will help them to confidently make connections between different religions and worldviews and express their own perspectives clearly.



Inspection Findings

Vision and Leadership

School leaders ensure that the vision is central to the life of St Mary's. Pupils and adults are encouraged to 'explore, enjoy, excel and be amazing!' in how they learn, work and grow together. The living out of the vision through six carefully chosen values, love, hope, service, forgiveness, courage and truthfulness, translates the vision into daily choices, actions and relationships. This commitment to the vision and values nurtures a strong sense of belonging and identity. Pupils, staff and parents are proud to be part of the St Mary's family. More recently, the school's Christian vision has been the key point of reference for the governors' strategic decision to join the Severn Federation Academy Trust. The school is in the early stages of aligning its Christian vision with the trust's vision, 'living together, with minds that think and hearts that care.' Ongoing monitoring of the impact of the vision is enabling governors to ensure that pupils and adults continue to flourish.

Vision and Curriculum

The Christian vision has been a key driver in the way leaders have designed and sequenced the school's curriculum. It is carefully designed to enable pupils to develop the skills and knowledge they need to play a meaningful part in making the world a fairer and more sustainable place to live. The school strives to ensure that pupils leave St Mary's feeling hopeful and empowered to make a difference. This is demonstrated in learning about sustainable environmental development, as well as peace and conflict. In this way pupils develop respect for people and human rights. The beautiful school grounds are harnessed to promote learning. For example, outdoor learning in the Early Years promotes physical and social development. Opportunities for spiritual reflection are woven into the curriculum. This helps pupils to reflect on the wonder of God's world and their place in it. Pupils are also presented with a range of enriching curriculum encounters, such as opportunities to learn a range of musical instruments. An extensive selection of after-school clubs, trips and experiences also enhances pupils' learning. Collectively, these give the chance for pupils to try something new. Significantly, the vision-led curriculum helps pupils to move onto secondary school, ready for the next stage of their learning journey.

Worship and Spirituality

Leaders ensure that collective worship is a key part of school life. It is a cherished moment of the St Mary's day. Pupils and staff value the opportunities to pause and reflect on their purpose in life, enhancing their spiritual development. Carefully chosen Bible stories, linked to the term's value, ensure that worship is rooted in biblical narrative and relevant to school needs. It acts as a spring board to help understand and live out the values. Pupil-enacted drama brings Bible stories to life and partner talk facilitates critical thinking. Opportunities for prayer are embedded, providing a moment in time for pupils and adults to present their hopes and concerns before God. Collective worship is also inclusive. Pupils who have special educational needs and/or disabilities, for example, take part and show strong levels of engagement. Singing provides a rich opportunity for engaging in spiritual joy, which is enthusiastically embraced by the school community. The school has an established relationship with the parish church. This is reflected in the use of the church building as a much-valued setting to mark key moments in the Christian calendar. Easter, Harvest and Christmas celebrations bring the school and parish community together.

Vision and School Culture

The realisation of the vision helps foster an environment where pupils and staff can flourish. Staff are empowered and supported to 'explore and excel', and in turn 'be amazing'. This includes encouragement to take on leadership initiatives, or opportunities to consider reaching one's full potential. Well-being is prioritised and school leaders provide valuable support at times of vulnerability. For example, emotional literacy support provides targeted provision at times of need. The school dog provides therapy, joy and humour to the day-to-day experience of pupils, adults and visitors. The school develops a positive partnership with parents and support them effectively in times of difficulty. This helps foster trust in the school to provide for pupils intellectually, spiritually and morally.



Vision, Justice and Responsibility

Rooted in its Christian vision, a commitment to justice and responsibility is a defining feature of the school's life. The school curriculum design translates the school's vision into structured opportunities to explore and respond to justice and responsibility. Significantly, pupils live out their notions of responsibility and care in their day-to-day interactions with each other. This can be seen, for example, in the way pupils lead the outdoor well-being hub, providing emotional support and encouragement for their peers. They take the role very seriously and make a positive difference to the lives of others. Pupils are empowered to support a range of local and national charities. They actively contribute in ways that make a difference to the lives of others less fortunate than themselves. Pupils thus move onto secondary school with a strong sense of self-worth and a responsibility to uphold the dignity of others.

Religious Education

The RE curriculum is well-constructed and provides a broad range of sequenced opportunities to learn about different faiths and worldviews. Pupils, for example, learn about Christianity, Hinduism, Islam, Judaism and Humanism. This deepens pupils' understanding of religious diversity and nurtures respect for different beliefs in the world around them. Pupils also learn by visiting and experiencing places of worship. The local church, for example, is utilised to learn about baptism. This helps to make learning relevant and meaningful. Leaders ensure that the curriculum continues to evolve. More recently, they have sought to develop understanding of Christianity as a global faith. School leaders demonstrate a commitment to professional development in RE. Collaborative working with the diocese has a positive impact on curriculum improvement. Staff value the support they receive from the RE lead. This helps teachers to cultivate their confidence and understanding of complex RE concepts.

Teachers deliver engaging RE lessons which motivate and inspire. They 'explore' challenging ideas about belief. For example, pupils are given opportunities to engage critically and creatively with concepts such as the Holy Trinity and the Gospel. Floor books also showcase pupils' learning and the expression of their ideas. However, whilst the curriculum is well-sequenced, enthusiastically delivered and embraced, pupils do not confidently recall prior RE learning. This inhibits pupils from making connections between different religions and worldviews. It also means that pupils are not confident at expressing their own perspectives on RE. Verbal feedback in lessons, however, deepens pupils' understanding and addresses key misconceptions. It also assists staff in assessing the progress of pupils in individual lessons.

Information

Address	Church Road, Yate, BS37 5BG		
Date	29 September 2026	URN	166980
Type of school	Academy	No. of pupils	315
Diocese	Bristol		
MAT/Federation	Severn Federation Academy Trust		
MAT Chair	Louisa Davies		
Headteacher	Bethan Scriven		
Chair of Governors	Richard Harris		
Inspector	Gary Price		