Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Primary School

Vision

"Love one another. As I have loved you, so you must love one another." John 13:34

Unconditional love underpins all we do at St Mary's Church of England Primary School. We value and embrace the individuality of every child as they discover, learn and flourish in a place of security and love.

Love – We show love and care for everyone.

Opportunity – Our inclusive love ensures that all children have opportunities to live life to the full.

Values – Our Christian values give pupils the character and strength to live well and make a difference.

Education –Through our inclusive, loving care, all children flourish.

St Mary's 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

- Leaders have a clear sense of the school's vision, context and needs. This underpins the creation of careful and strategic decisions that serve the school community.
- Provision for those who are vulnerable and for pupils who have special educational needs and/or disabilities (SEND) is a priority. Compassionate and thoughtful interventions enable these pupils to thrive.
- The vision has inspired a school culture that prioritises and celebrates individual pupils. Pupils and adults are treated well within an environment that is nurturing and supportive. As a result, those in the school community feel recognised and valued for who they are.
- The religious education (RE) curriculum is rich and engaging. This enables pupils to develop a deep understanding and knowledge of Christianity and world religions through a range of high-quality learning opportunities.

Development Points

- Develop a school-wide understanding of the language of spirituality. This is to ensure that adults and pupils are able to discuss and recognise spiritual moments within the curriculum.
- Provide opportunities for pupils to engage in age-appropriate social action activities. This is to enable them to live out the vision by demonstrating care for others in an outward-looking way.

Inspection Findings

The vision, carefully chosen and developed with the school community, has given the school a clear sense of purpose. Leaders understand the needs of the community that they are serving. Support by the trust has ensured that the vision is lived out in policy and practice. Additionally, leaders have ensured that this underpins an effective strategic approach to staff training and continuous development. As a result, the vision is fully embedded in school life. One parent rightly said that the Christian vision 'encompasses what the school is'. It drives decisions and enhances the work of the school. Through their monitoring and evaluations, supportive governors have a thorough understanding of the school. This means that they offer the school challenge and assist the ongoing development of St Mary's as a Church school.

The school has worked closely with the trust to refine and develop a curriculum that places the vision at the centre of its formation. This positively impacts the learning experience at St Mary's. For example, the study of Charlie French in Art, develops an understanding of equity, diversity and inclusion. Comprehensive adjustments for pupils who have SEND and those who are vulnerable, result in pupils flourishing. Enrichment experiences are many and contribute to building confidence and self-esteem. These include creative opportunities such as the jazz musician workshop days. The physical education programme includes many sports groups and after school clubs such as dodgeball, football, and multisports. Opportunities such as these help pupils to develop their individual talents and skills. The curriculum is framed through 'big ideas'. It encourages and supports spiritual development through awe and wonder moments. This enables pupils to have an understanding of themselves and their place in the world. However, at present, there is not a consistent language used to discuss spirituality. As a result, pupil understanding of spirituality is inconsistent.

Collective worship offers a variety of ways for pupils and adults to engage in worship. Linked to the Christian values, worship empowers pupils and adults to love one another on a daily basis. There is a diversity of expression that shapes worship. This includes the re-telling of Bible stories and joyful singing that draws the school community together. Further creative engagement in worship is provided by the regular visits of the Hadleigh Story Tellers. Their Bible story telling through drama enriches pupils' time of worship. This deepens understanding of how these stories make a difference to their lives. The partnership with St Mary's church, Hadleigh, positively contributes to pupils' Christian worship experiences. Local clergy know and support the school community through regular visits and weekly leading of worship. This contributes to pupils making sense of the school's Christian foundation alongside their own beliefs and understanding of the world. End of term celebrations at St Mary's church also enrich collective worship for the wider school community. The 'worship council' is made up of elected pupils who facilitate the delivery of aspects of worship. These pupils gain confidence in sharing the delivery of worship with the adults. Opportunities to enhance spirituality are provided by specific prayer and reflection days and the special school windows. These enable pupils and adults to pause and ponder.

In line with the vision, the school provides a nurturing pastoral environment, transforming lives for the better. A strong culture of care and inclusion has been developed within the school in response to individual needs. As a result, pupils are happy and feel that they are listened to. Leaders have taken careful financial decisions to enrich the experience for these pupils, such as the comprehensive provision for emotional wellbeing. There are clearly established, robust school systems and provision for pastoral care. Flexible 'soft starts' are offered for pupils who need time to adjust at the start of the school day. For example, designated spaces and provision allow these pupils to be offered bespoke care and support so they settle into school readily. Such nurture is part of the school's

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equitable culture. A lunchtime inclusion group helps pupils who need additional support at this time of day. This compassionate approach has a notable impact on building individual pupil confidence and a sense of wellbeing. Care for pupils and families is effectively provided in a variety of ways. For example, the bereavement programme facilitates sensitive care for individual pupils and their families at difficult times. The 'Service Children's Champion', nurture groups and the play therapist are additional examples of pastoral care. These help foster a safe and loving school environment. The support for the social and emotional wellbeing of pupils is further achieved by ensuring staff are given relevant professional training. As a result, staff feel valued. They feel that their wellbeing is supported and know that their professional development needs are met.

As an outworking of the vision the school has established and developed partnerships with other schools both within the trust and with schools in the local area. This has resulted in an outward looking culture among staff in sharing practice and an enhancing of their expertise. The partnership with parents, in line with the vision, is rooted in love. The nurturing approach of staff enables parents of pupils with SEND to feel highly supported. Pupils and parents speak of feeling listened to. This helps create a safe and welcoming environment. The curriculum provides opportunities for pupils to understand issues of justice and responsibility for others. They recognise their responsibility to themselves, each other and the environment. This is exemplified in the school's eco club which encourages pupils to think about and care for the world around them. However, there are few opportunities for pupils to engage in social action projects in school and beyond.

The RE curriculum is varied and rich and is a strength of the school. It explores a diversity of worldviews, religions and beliefs in meaningful and practical ways. For example, the Nursery class make pancakes as part of their learning about Lent and the importance of Shrove Tuesday for some Christians. Scrapbooks and classbooks demonstrate a detailed and broad engagement with learning. Resources are of high quality and enhance the curriculum. Teaching staff at St Mary's have been involved in writing the curriculum and this in turn, positively impacts their subject understanding and leadership. The quality and provision of RE is additionally supported by the diocese through RE network meetings and professional development opportunities. Training, together with the sharing of expertise within school and shared planning enhances the quality of RE provision. This is because of confident and knowledgeable teachers. There is effective teaching of RE. Assessment is routinely tracked and gaps in knowledge are identified. As a result, pupils make good progress because of well-planned lessons that are interactive and engaging. Pupils also have the opportunity to reflect on their own beliefs. This supports their own spiritual development and self-awareness. Unit outlines are revisited as part of pupils' self-evaluation and end of unit reviews. This allows pupils to reflect on their learning and gaps in their understanding. Additionally, end of unit quizzes provide pupils and staff with a clear understanding of progress. This engagement further fosters a love of learning in RE.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Stonehouse Road, Hadleigh, Ipswich, Suffolk, IP7 5BH		
Date	4 March 2025	URN	142597
Type of school	Academy	No. of pupils	148
Diocese	St Edmundsbury and Ipswich		
MAT	St Edmundsbury and Ipswich Diocese Multi-Academy Trust		
Headteacher	Andrew Frolish		
Chair of Governors	John Turnbull		
Inspector	Claire Gibson		