

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Mary's Church of England Primary School

#### Vision

Live, Love & Learn Together in The Light of the Life of Christ

For once you were in darkness, but now in the Lord you are light. Live as children of light.

(Ephesians 5:8-11, 13-14)

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 Christian vision is a living reality for school leaders and successfully drives their decision making. Consequently, pupils and adults flourish.
- The vision directs the curriculum. It celebrates Christian virtues, such as hope, alongside individuality and diversity, inspiring learning through well designed lessons.
- Carefully planned collective worship enriches the pupils' understanding of the teachings of Jesus. This helps them reflect on Christian values and apply them in their daily lives.
- Relationships throughout the school community are very strong. The school is rightly acknowledged by pupils and adults as a place where they are valued and celebrated.
- The well-structured religious education (RE) curriculum builds upon previous learning and is relevant for pupils. This impacts positively on their knowledge and understanding.

#### Development Points

- Develop a shared and accessible understanding of spirituality. This is so that pupils understand and can express their spiritual thinking and growth.



## Inspection Findings

### Vision and Leadership

The Christian vision underpins and shapes this nurturing, purposeful and inclusive school community. Both pupils and adults demonstrate a strong sense of ownership of, and commitment to, the vision. It serves to inspire them and raise their aspirations. This fosters a culture in which individuals are encouraged, supported and able to flourish through their daily interactions. For example, pupils aspire to do their best. Consequently, they are proud of how they achieve. Adults and pupils possess a clear understanding of the values that underpin the vision. School leaders actively use them to guide, strengthen and inform their work. The whole staff team show a deep and sustained commitment to serving pupils and their families. One example is staff knowing pupil's individual circumstances. As a result, pupils flourish and their families are supported extremely well and relationships are well-developed. Collaborative partnerships with the church and the diocese support and embed the lived expression of the school's Christian vision. Leaders and governors have established a clear and robust system for reviewing and evaluating the impact of the vision. As a result, the school's Christian foundation and ongoing development are continually strengthened and enhanced.

### Vision and Curriculum

The school's curriculum is thoughtfully crafted. It reflects the vision, values and the needs and interests of pupils and the wider community. For example, pupils engage with texts that embody the school's values and reinforce the principles expressed in the vision. In this way, the curriculum and lessons are intentionally structured to ensure relevance and meaning for pupils. Educational visits are carefully integrated into the curriculum. Trips to places of interest within the local area and beyond, bring learning to life and enrich pupils' experiences. For example, a beach visit enables pupils to experience and appreciate the natural environment firsthand. A range of clubs, such as clay modelling and reading, further stimulate pupils' curiosity and enthusiasm for learning. Vulnerable pupils and those with additional needs are strongly encouraged to participate. Consequently, pupils enjoy their learning, value their time at school and benefit from a rich and engaging education. However, a shared understanding of spirituality is not fully embedded. Consequently, pupils' awareness and expression of their spiritual growth is limited.

### Worship and Spirituality

Daily collective worship is planned carefully so that pupils and adults with a range of faiths and worldviews take part purposefully. Leaders have developed clear regular practices, such as welcome and response. Therefore, pupils and adults understand the different elements of worship and actively join in. Pupils and adults have opportunities to grow spiritually through talking and listening to God in prayer. Through the teachings of Jesus in worship pupils and adults develop a good sense of moral and social responsibility. Adults and pupils are enthusiastic about worship, welcoming the opportunity to more deeply understand the Bible. For example, the conversation between Jesus and Nicodemus was explained very clearly. Consequently, pupils grasped the concept of eternal life. This helps those attending worship to understand the value of biblical teachings, which in turn, enables them to reflect spiritually. Worship has impact on the school community. It shows pupils the value of prayer and this has led to prayers being said at home for some pupils.

### Vision and School Culture

A highly nurturing ethos permeates the school, moulded by actions and decisions that promote compassion and respect. Behaviour and actions between staff and pupils reflect the school vision and foster mutually respectful relationships in which individuals feel known and valued. Staff respond promptly to any concerns by reinforcing expectations and linking them to the school's core values. Pupils are encouraged to reflect on their actions. They consider responding positively to a range of choices they make. This reflective approach promotes a culture grounded in ensuring dignity for pupils and adults. Parents and carers value the warm relationships that staff have with their children. This supports pupils well and is particularly important during times of challenge or



difficulty. Staff take time to celebrate positive news and events from home are shared alongside achievements within the school. This shared celebration contributes to the development of pupils' confidence and a strong sense of self-worth.

#### Vision, Justice and Responsibility

To live up to the vision of living as 'children of light' pupils understand that they have responsibilities. This includes to themselves and other members of their school and wider local community. They actively fulfil a range of leadership roles within the school. For example, a committed group of eco warriors promotes environmentally responsible behaviour. They encourage people to recycle, reuse and reduce the consumption of materials and energy. Through such opportunities, pupils recognise that their actions have impact and that their opinions are valued. They show enthusiasm and commitment for contributing to teams that undertake these important responsibilities. This level and type of involvement significantly enhance pupils' confidence as well as their communication skills. Pupils also demonstrate a clear understanding of the nature and importance of justice. For example, they know when and what to do if something happens in the playground that is not fair or right. Pupils use the guiding principle of the vision, 'to live as light', to practice fairness and compassion.

#### Religious Education

Senior leaders make up the strong and effective leadership team for RE. They give the subject a high profile at St Mary's, ensuring that the RE curriculum is effective. It enriches pupils' understanding of a range of religions and worldviews. Leaders have made sure that there are high quality resources to support the curriculum. Staff are provided with training from the diocese and the RE leaders to help them plan the curriculum effectively. This ensures that pupils revisit religions over time to strengthen their understanding. It also enables them to build on their prior learning and make comparisons between religious traditions. For example, in one lesson pupils explored how fasting is part of a range of religions. This supports the development of a secure knowledge and understanding of a range of religions and world views.

In RE, teaching ensures that pupils learn well. Teachers use questioning, discussion and short analysis activities to gauge pupils' current understanding. This helps them to plan lessons that build pupils' knowledge effectively and carefully adapt teaching. This enables pupils to make strong progress. Staff structure learning so that knowledge and skills develop in a logical sequence. Key vocabulary is revisited regularly through questioning, retrieval activities and discussion. For example, Year 2 pupils studied the concept of salvation using terms such as 'sacrifice' and 'new life'. This gives pupils the tools to articulate religious and worldviews precisely.

## Information

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|--------------------|------------------------------------------|---------------|--------|
| Address            | Garnet Road, Willesden, London, NW10 9JA |               |        |
| Date               | 6 March 2026                             | URN           | 101537 |
| Type of school     | Voluntary aided                          | No. of pupils | 180    |
| Diocese            | London                                   |               |        |
| Headteacher        | Susan Lawrence                           |               |        |
| Chair of Governors | Sandra Kitchen                           |               |        |
| Inspector          | Richard Blackmore                        |               |        |