

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Saint Mary's Church of England Primary School

Vision

Delivering Excellence, allowing all to flourish.

Saint 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 deeply embedded Christian vision is understood and lived out by the whole school community. It drives strategic decision making and shapes the culture of the school, enabling pupils and adults to flourish.
- Strong and nurturing relationships, rooted in the school's Christian ethos, create a deeply inclusive community where pupils and adults feel known and valued.
- Daily collective worship is faithful to the school's Christian foundation. It is deeply valued by pupils and adults. Through its inclusive and invitational approach, it enriches the lives of the school community and effectively supports spiritual flourishing.
- Leaders give a high priority to religious education (RE). This enables pupils to develop a secure understanding of a range of worldviews and faiths, including Christianity. This fosters curiosity, respect and informed dialogue.
- Spirituality is deeply embedded in the life of the school, permeating the curriculum, collective worship, relationships and daily experiences. Consequently, pupils and adults confidently recognise and engage with experiences that lead to opportunities for their spiritual flourishing.

Development Points

- Strengthen systems for reviewing the impact of the school's Christian vision. This is to enable leaders, including governors, to more effectively evaluate how the vision shapes the experiences and flourishing of pupils and adults.
- Develop pupils' understanding of justice and responsibility and the way that this is rooted in the vision. This is so that it inspires them to actively initiate and lead positive change, which impacts on the lives of others.
- Establish a coherent and consistent approach to assessment in RE. This is to enhance the ways that leaders and teachers evaluate pupils' progress accurately and use this information to inform future learning.



Inspection Findings

Vision and Leadership

The established, well-embedded Christian vision at St Mary's school is central to its identity. As a result, its focus, 'allowing all to flourish' shapes the school's culture, relationships and decision-making. This ensures that pupils and adults are supported and enabled to thrive. Strong and mutually beneficial relationships with the diocese and local church enhance this work. These partnerships help to bring the vision to life across the school community. The vision and associated values have remained constant during a recent period of significant staffing and leadership change at the school. This consistency has provided stability and direction. Members of the school community describe the vision as a treasure, providing strength and resilience in times of change. Leaders can articulate the impact of the vision. However, the school is not strategically gathering a broad range of evidence to support its evaluation. Consequently, leaders are not always able to systematically assess how effectively the vision informs and influences the school's Christian ethos.

Vision and Curriculum

Leaders' commitment to ensuring that the Christian vision is lived out is evident in the school's curriculum and extra-curricular provision. There is an extensive range of enrichment opportunities and educational visits accessible to pupils, regardless of personal circumstance. This provision widens experiences for pupils considered vulnerable and develops the confidence of those participating. Across the curriculum, a wide range of carefully planned opportunities support reflection and spiritual development. These are woven throughout school life rather than being confined to specific times of the day, activities or spaces. For example, specialist art teaching enables pupils to explore and express their understanding of themselves as spiritual and creative individuals. This is enhanced through the way that pupils readily use the school's shared language of 'ows, wows and nows' and 'golden glue.' This language provides them with a common and accessible framework for reflection. They speak thoughtfully about experiences that have prompted reflection, awe and wonder, describing the emotional and physical responses these moments evoke. Consequently, pupils are able to express how these experiences have shaped their understanding of events and support their connection as a community. They understand, too, that 'golden glue' moments can occur in a variety of wider community contexts. As a result, pupils articulate their understanding of spirituality with confidence and maturity and thus flourish spiritually.

Worship and Spirituality

Carefully planned daily collective worship reflects Anglican traditions and is a valued part of school life. Through clear routines and a consistent structure, it provides meaningful opportunities for reflection, stillness and spiritual development. Worship prepares pupils for the day ahead, creating a sense of calm and enabling them to engage positively with school life. It is welcoming and interactive. Theological concepts are presented in accessible ways, enabling pupils from Nursery to Year 6 and staff to worship together and reflect on the school's Christian vision and values. Parents and carers value opportunities to attend monthly worship in school and the Eucharist service in church twice each term. These shared experiences strengthen relationships and contribute to the strong sense of community evident within the school. Class worship corners and the prayer area in the main hall provide nurturing spaces for reflection and prayer. Pupils use these spaces thoughtfully. Opportunities to engage with, and reflect on, Bible stories in the church, deepen pupils' understanding of biblical narratives. This provides further opportunities for reflection and spiritual development. The broad range of worship styles enriches the lives of both pupils and adults. Consequently, worship makes a strong contribution to spiritual growth across the school community.

Religious Education

RE has a high profile within the school and is a clear expression of the school's Christian vision. It is well resourced and supported by a recently introduced curriculum, alongside staff training. The curriculum provides a



carefully sequenced programme of learning. This enables pupils to explore global Christianity, a range of world faiths and non-religious worldviews. Its strong focus on knowledge and progression ensures that pupils revisit and build upon key concepts and vocabulary over time. Planned visits and visitors enrich the curriculum and bring learning to life.

RE teaching is strong and inclusive, with teachers providing a variety of creative opportunities for pupils to record and express their learning. The new curriculum and staff training has resulted in teachers providing clear challenge and depth within lessons. Opportunities for reflection and discussion enable pupils to explore their own worldviews, articulate their ideas and engage respectfully with different perspectives. As a result, they readily ask challenging questions and discuss sensitive issues with maturity and thoughtfulness. Most teachers make effective use of the detailed planning and quality resources. Consequently, pupils demonstrate a secure understanding of both religious and non-religious worldviews. While evidence in lessons and books demonstrates progression over time, a consistent approach to assessing RE is not fully established across the school.

Vision, Justice and Responsibility

Pupils demonstrate a strong understanding of fairness and equity. They recognise that, for all to flourish, provision may need to be different to meet individual needs. Pupils are confident in advocating for their peers when they encounter unkindness. They are clear about the importance of treating others fairly. A diverse range of visitors and curriculum experiences have deepened pupils' awareness of injustice and inequality. In addition, eco-leaders are beginning to influence environmental decision-making within the school. Examples include initiatives such as wildflower planting and campaigning for more sustainable alternatives to plastic sports day medals. However, pupils' age-appropriate understanding of the ways they can challenge injustice and how this is rooted in the vision is less developed. This limits their capacity to take meaningful action to support others.

Vision and School Culture

The school's Christian vision is rooted in a clear understanding that flourishing encompasses wellbeing. Pupils demonstrate a strong understanding of varying needs, with one explaining that, 'Being fair is allowing all to thrive.' This shared understanding of the vision informs the school's holistic approach to education and care. Leaders and staff know pupils well and use this knowledge effectively to identify and respond to individual needs. Consequently, strategies are carefully tailored to promote an equitable culture in which pupils are supported to succeed. The school community describes an environment where they feel valued and known. A range of well-established support systems contributes to this culture of care. As a result, relationships across the school are positive and behaviour is good. Celebration badges, awarded through collective worship, successfully encourage pupils to live out the school's values in their daily interactions. Trained anti-bullying ambassadors and Year 6 pupils work alongside staff to help maintain a friendly and inclusive environment during social times. Attendance is high, reflecting the strong sense of belonging that characterises the school community.

Information

Address	Felsham Road, Putney, London SW15 1BA		
Date	08 June 2026	URN	101046
Type of school	Voluntary aided	No. of pupils	201
Diocese	Southwark		
Headteacher	Cheryl Pane (Headteacher) Sara Sanbrook-Davies (interim Headteacher)		
Chair of Governors	Paula Anne Greenwood		
Inspector	Catherine Allard		