



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Primary School, Twickenham	
Address	Amyand Park Road, Twickenham, TW1 3HE

School vision
<p>Growing and learning together to be our best, inspired by Jesus' love.</p> <p>“True love shows itself in action” 1 John 3:18</p>

School strengths
<ul style="list-style-type: none"> • The deeply embedded Christian vision, securely anchored in biblical teaching, is driving all aspects of provision in this thoughtfully led school. Consequently pupils and adults alike flourish. • All are known and loved in this thoroughly inclusive school community. Pupils understand well their responsibility towards others. The meticulous way in which each is supported by staff and peers reflects the importance of both excellence and compassion in this school. • Carefully planned collective worship is an important aspect of school life and contributes effectively to the spiritual flourishing of pupils and adults. • Religious education (RE) has a high priority in this Church school. Strong leadership has led to high standards of teaching and learning, and pupils demonstrate very good knowledge and understanding . • Through a variety of activities including annual personal pledges, pupils understand their capacity to be agents of change. They make changes which benefit both their local community and those further afield. Older pupils talk compellingly about how they plan to live their lives so that they have a positive impact on society.

Areas for development
<ul style="list-style-type: none"> • Ensure that the new RE curriculum is challenging, well-sequenced and well-balanced. • Extend the programme of RE enrichment so that it enables pupils to acquire a deeper understanding of the rituals and practices of a range of religions.

Inspection findings
<p>St Mary's Church of England School is securely rooted in the Bible verse which inspires its vision. Governors and leaders know their school exceptionally well. They ensure that the vision guides their strategic work in this increasingly diverse school community. The annual school improvement plan is informed and evaluated by governors' regular planned monitoring visits. Parents rightly value the school's life-enhancing work, describing learning as 'joyful' and 'a solid foundation of excellence'. The vision is foundational for pupils who talk with impressive clarity about how it motivates their thinking and behaviour both at school and at home. Combined with the school's well-known values, the vision's considerable influence ensures that pupils and adults are flourishing in this aspirational</p>



Church school.

The curriculum at St Mary's reflects the school's high ambition for each of its pupils. They know that they are 'growing and learning to be the best they can be'. Classrooms are calm and organised, and pupils respond enthusiastically in lessons. Clear assessment and support processes ensure that support for children with additional needs is effective. Provision for disadvantaged children is carefully thought through. For example they are given access to additional cultural opportunities which enrich their learning experience. All pupils enjoy lessons in 'Willow Wood'. These provide valuable time for reflection activities that contribute effectively to pupils' spiritual development. The school's provision is clearly enriched by its partnerships. Close links exist with the diocese and with other local Church schools. Special annual services such as the Bible presentation for Year 3 pupils, create a strong bond between the church and the community.

Staff are justifiably proud of their school and are passionate about serving their community by demonstrating 'true love in action'. They describe themselves as 'part of something special' and feel well supported by school leaders and governors. For example, staff appreciate the way in which school leaders used a recent annual survey to assess the impact of workload. Changes made as a result illustrate the well-established culture which prioritises the wellbeing of staff and pupils alike. The culture is further demonstrated through the provision of wellbeing focused workshops aimed at supporting parenting. Professional development is carefully planned and the school works with a number of local partners to provide high quality training for staff.

Collective worship is highly valued by all in the community and is an enriching and affirming part of each school day. It makes an effective contribution to the spiritual flourishing of pupils and adults alike. Worship is invitational because all pupils and adults are invited to contribute, and to pray after a period of reflection. Pupils' contributions to worship enable their peers to deepen their spiritual thinking. For example, they help to lead and write prayers and house captains give 'top tips' which enable pupils to understand new ways in which they can live out the school vision and values. Collective worship inspires pupils, who are encouraged and emboldened by its different themes and the celebration of the achievements of their peers. Pupils confidently articulate their understanding of spirituality. They explain that they have their own ways of finding and feeling calm, and thinking about what it means to them to be alive. Worship tables in each classroom display a range of resources and provide a place for pupils to express their spirituality during the school day. They do this by recording their 'big questions' and by writing their own prayers. These are then used in different ways in the variety of worship events that takes place during each term.

The carefully planned RE curriculum is effective and ensures that teaching is clear and well resourced. Teachers provide challenge through the depth of curriculum content and use of probing questioning in lessons. Pupils enjoy RE and say it is important. They explain that it 'helps them to understand why big things happen in the world'. They are engaged in lessons and articulate their own ideas and perspectives with confidence. Those with additional needs are sensitively supported through adaptations including pre-teaching, and the provision of individual resources. Exercise books are well presented and contain clear assessment criteria for each unit of work. They evidence clear understanding of religious concepts and vocabulary. However they do not always enable pupils to demonstrate a depth of thinking that matches the high level of their verbal responses. Professional development has ensured that staff are knowledgeable and confident to teach effectively. The RE leader is currently guiding the transition to a revised curriculum and assessment framework. This will ensure that content is fully aligned with the diocesan RE curriculum. The annual inter-faith panel event is an innovative highlight of the RE curriculum. It enables pupils to learn about different religions by listening to and questioning visiting speakers from a range of faiths and worldviews. Pupils use a variety of resources in RE lessons, but do not currently visit places of worship other than the local church.



Pupils’ personal development is a considerable strength of this nurturing community. Transition between the three sites is well supported, and provision for disadvantaged children ensures that all have access to culturally rich experiences. Emotional development lessons facilitate the development of self-control and interpersonal problem-solving skills. Pupils learn to manage relationships well and know they can share any concern with any trusted adult. Behaviour is excellent and bullying is rare but always resolved well and with sensitivity. Mental health support funded by the school’s trustees, is particularly appreciated by parents with one family describing it as ‘transformational’. Pupils are socially aware and their understanding of their potential as agents of change increases in line with age and maturity. They speak eloquently about individual, class and family annual pledges. These are often inspired by the desire to show 'true love in action'. For example, by donating to a local homeless charity or raising awareness of a national campaign about period poverty. Parents are justifiably grateful that their children are being taught to be active responsible citizens. One explained that this impacts widely on families who are then motivated to find their own ways to give back to their community.

The inspection findings indicate that St Mary’s Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	1 December 2023	URN	102914
VC/VA/Academy	Voluntary aided	Pupils on roll	622
Diocese	London		
MAT/Federation			
Headteacher	Angela Abrahams		
Chair	Caroline Rayfield		
Inspector	Nicola Flower	No.	2224