

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

### St Mary and All Saints Church of England Primary School

#### Vision

Jesus said 'I have come that you may have life in all its fullness' (John 10:10).

At St Mary and All Saints we believe the purpose of education is to nurture and enable every child to flourish so they can be the person they are fully capable of being.

Our vision is to enable each child to reach their full potential, both spiritually and intellectually, within a loving, safe and nurturing environment where they are central to all that we do. We are inclusive and welcoming to those of all backgrounds and faiths; all individuals are respected, supported and nurtured.

St Mary and All Saints Church of England 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

- Driven by the aspirational Christian vision, dedicated leaders champion fullness of life for the families that they serve. Values are embedded and carefully chosen so that pupils thrive. There is a strong commitment to being a community that brings out the best in everyone.
- The vision shapes an ambitious curriculum that is enhanced by the school's strong partnerships. Pupils benefit from a wide range of rich learning experiences. This engages them, broadens their horizons and gives them confidence within and beyond their learning.
- Carefully planned collective worship is inspired by the vision and draws the school community together. It provides opportunities for spiritual growth that complement those in the wider life of the school.
- Leaders create a highly inclusive culture that is equitable and dignifying. Pupils, including those who have special educational needs and/or disabilities (SEND) are valued as unique individuals and personalised programmes are tailored to their needs. There is a powerful outreach of welcome and acceptance that includes the wider school community.
- The religious education (RE) curriculum is purposefully designed to include a range of religions and worldviews. Learning engages pupils as it enables them to ask important questions, build knowledge and explore ways of belonging.

#### Development Points

- Strengthen the scope of teaching about Christianity in RE. This is to ensure that pupils understand the diversity of belief and practice around the world.
- Embed the school community's shared language and understanding of spirituality. This is to enable adults and pupils to articulate and deepen their spiritual awareness.
- Extend pupils' understanding of justice. This is so that they recognise how they can actively make a positive difference within and beyond their school community.



## Inspection Findings

### Vision and Leadership

Adults and pupils thrive in this school because its deeply rooted Christian vision is for everyone. This focus on 'life in all its fullness' responds to the school's context and inspires leaders in their strategic decision making. Their carefully chosen school values of kindness, curiosity and readiness encourage people to care for, respect and trust each other and nourishes a sense of belonging and aspiration. As a result, pupils and adults feel valued as unique individuals of worth. Leaders work together to make the vision a lived reality. They monitor the impact of the vision to evaluate how it helps pupils and adults to grow. This leads to improvements in, for example, pupils' engagement with opportunities for personal development, learning outcomes and inclusion. The vision-led support of the trust upholds leaders' commitment to fostering the flourishing of pupils and adults. This drives the valuable outreach work that the school puts in place for its community. To this end, staff members take action to support families and champion the best possible provision for pupils.

### Vision and Curriculum

Inspired by the vision, leaders have devised an ambitious, outward-looking curriculum that includes vibrant partnership activities. These broaden and deepen pupils' experiences of the arts, culture, education and sport. Pupils benefit from opportunities on and off site that nourish the fullness of their lives and inspire possibilities for their futures. For example, the choir performs in a local theatre and pupils take part in an NHS junior link scheme. Personal development is central to the design of the curriculum. It is carefully planned to engage and challenge pupils from their starting points. For instance, a calendar of residential visits builds up pupils' confidence over time. It is enhanced by its partnership with the trust and prioritises access and opportunity for all. Leaders have taken bold decisions to develop provision for an inclusive curriculum. They carefully tailor programmes to meet individual needs with flexible access to onsite specialist provision. Adults skilfully support pupils, including those considered vulnerable or who have SEND. As a result, pupils are affirmed in their uniqueness and thrive.

### Worship and Spirituality

Collective worship stimulates the spiritual flourishing of this diverse school community. Pupils who have SEND are thoughtfully supported ensuring their sense of being included. Pupils are invited to connect their experiences of worship to their daily lives. For example, they explore Christian responses to world events and understand how the Bible story of Noah can offer them hope in difficult times. Collective worship inspires pupils, encouraging them to learn from courageous people who have responded to difficulties with resilience. Visits to the church for special services bring the community together and clergy regularly lead worship in school. This promotes a deeper understanding of the Bible and Jesus' teachings. Consequently, pupils extend their knowledge of Christianity and have more opportunities to think about their own beliefs. In class pupils use classroom spiritual spaces for personal reflection. Therefore, pupils appreciate this dimension of life. However, the introduction of a shared language to explore spiritual responses is at an early stage. This means that the power of these opportunities to foster spirituality is under-tapped.

### Vision and School Culture

Leaders and staff members share a strong sense of common purpose that is inspired by the Christian vision. Their unwavering commitment to personal growth is enhanced by the trust. Leaders promote the wellbeing of staff members and make strategic decisions to maintain a balance of work and home life. Adults are valued and listened to and their professional development is nurtured. They are compassionately supported, for example, by adoption of the trust's approach to curriculum planning to reduce teacher workload. This creates a culture that nourishes people's confidence and aspiration. Staff members know pupils and families well, listening and responding to their concerns. As a result, parents, carers and their children understand that they are cherished.



Flexible access to specialist provision supports pupils according to their needs. Targeted work by skilful school practitioners fosters pupils' social and emotional wellbeing. This means that pupils, including those considered vulnerable or with SEND, are ready to access learning. Pupils are encouraged to be kind and to reflect on the impact of their actions on the feelings of others. Therefore, they live well together.

#### Vision, Justice and Responsibility

Positive relationships are central to the school's support for their pupils and the wider community. These demonstrate the impact of the Christian vision and values and create a respectful culture of justice and responsibility. Parents value the way the school works in partnership with them to nurture thriving family lives. Leaders ensure that there is equity. For instance, they support families in different ways and provide inclusive extracurricular experiences. Pupils explore their rights and responsibilities through the curriculum and collective worship. They have a good understanding of fairness, and know that if another pupil receives something extra or different, it is because it would help them. Pupils respond enthusiastically to opportunities to take on leadership roles in school, including as librarians, sports captains and lunchtime helpers. They know they can have a positive effect on others and on the environment by fund raising for their chosen charity and litter-picking. However, the range of opportunities for pupils to learn about issues of injustice is more limited. Thus, their understanding of how they can make ethical choices for change is underdeveloped.

#### Religious Education

Leaders ensure that RE has a high profile across the school. It is well resourced and highly visible in classroom displays. School leaders are effectively supported by diocesan and trust partnerships. These have a positive impact, for example, monitoring and evaluation activities are used to improve the RE curriculum. Teachers access professional development and resources that extend their understanding of the content of lessons. As a result, they are confident about teaching RE. The curriculum is thoughtfully sequenced to build up knowledge and subject-specific vocabulary over time. It is designed to meet the needs of the school community. There is a clear plan for teaching about a diverse range of worldviews, including Christianity. This enables pupils to talk confidently about ways people might express their religious beliefs. However, strategies to strengthen understanding of Christianity as a diverse global faith are less well established. Consequently, the impact of these is not consistently evident.

Teachers create spaces for pupils to explore their own views whilst respecting those of others. They use assessment tools to ensure lessons build on prior knowledge. This enables older pupils to extend their understanding of diversity within religions. For example, they explain some ways Buddhist practices might be different for monks and non-monks and describe some characteristics of Christian denominations. Pupils benefit from first-hand experiences of visiting places of worship such as a local Anglican church and Gurdwara. This engages them in their learning and extends their knowledge of religious beliefs and practices. Across the school, pupils develop a secure knowledge and understanding by exploring important questions and expressing their views.

## Information

Address	Wensley Road, Coley Park, Reading, RG1 6DU		
Date	25 November 2025	URN	146275
Type of school	Academy	No. of pupils	312
Diocese	Oxford		
MAT	The White Horse Federation		
MAT Chair	Ninna Gibson		
Headteacher	Matt Parting		
Chair of Governors	Kathryn Twine		
Inspector	Gillian Scozzafava		