

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Wavendon Church of England Primary School

Vision

'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbour as yourself.'

Love, Learn, Grow

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

- Strong relationships across the school clearly reflect the vision to 'Love, Learn, Grow.' These relationships are rooted in care and mutual respect, creating a nurturing environment where pupils and adults flourish.
- The school is a welcoming, inclusive community where individuals are celebrated for their uniqueness. This ethos builds a sense of belonging, supports positive behaviour and ensures pupils and adults feel valued.
- The trust, diocese and local governing body work closely with the school, providing balanced challenge, support and strategic guidance. This strengthens leadership and secures development aligned with the school's Christian vision.
- Religious education (RE) is regarded as a high-profile, well-respected core subject. Pupils have an insightful understanding of biblical texts and are respectful of world faiths. This supports spiritual and moral growth.

Development Points

- Embed the school's approach to spiritual development across the curriculum. This will support pupils to recognise, express and deepen their personal spirituality through varied learning experiences.
- Extend opportunities, grounded in justice and integrity, which enable pupils to act as agents of change locally and beyond. These experiences will support them to grow as confident, compassionate advocates who serve others through their words and actions.



Inspection Findings

St Mary's Church of England School has a nurturing environment where pupils and adults love, learn and grow together. Rooted in its Christian vision, the school has navigated significant change with integrity and care. The vision has sustained the school through a move to new premises and into the Inspiring Futures Through Learning (IFTL) trust. It continues to shape a clear identity as the school grows beyond village roots, welcoming pupils from a larger, more diverse area. Christian values, reflecting the vision, are embedded in daily life. Families recognise them as inclusive and relevant, regardless of background or belief. As leaders align policies with trust expectations, they remain committed to the school's foundation as a Church school. Local governors actively uphold this identity. Pupils and adults understand how the vision guides decision-making and creates consistency amid change. Leaders monitor impact carefully. Their measured, compassionate leadership provides stability, enabling pupils and adults to flourish.

The inclusive curriculum reflects the vision and supports pupils' and adults' learning and growth. Planned opportunities for spiritual development are currently limited. A more intentional approach could strengthen pupils' ability to reflect, ask deep questions and grow in their understanding of spirituality. It could also enrich their understanding of self and others. Pupils with special educational needs and/or disabilities (SEND) receive personalised strategies which help them grow in confidence and independence. Staff thoughtfully plan learning for vulnerable pupils, while leaders create calm, purposeful spaces that help those needing quiet, to thrive. A range of extra-curricular activities helps pupils grow in confidence and interests. A recent drama production included pupils with SEND. This gave them a chance to shine and feel fully part of school life. Outdoor learning, off-site learning and visitors to school broaden pupils' understanding of the world around them. Opportunities are adapted to be inclusive. Individualised experiences ensure pupils unable to attend core educational visits, are fully included. One parent shared that their child had never appeared so happy and animated as during a recent sensory visit. This variety of inclusive opportunities supports pupils as they learn and grow together through shared experiences.

Collective worship is carefully planned and central to expressing and embedding the school's Christian vision. It takes place daily and is inclusive and invitational. During worship, pupils and adults reflect on the vision, promoting thoughtful behaviour and nurturing strong, respectful relationships. Taking place in calm and purposeful spaces, collective worship follows Anglican traditions and is increasingly shared with the wider community. Through pupil-led worship, the school community celebrates love, learning and growth as an expression of its Christian character. Pupils are proud to lead, which deepens their confidence and understanding. Attending families feel welcomed, valued and included. Prayer is invitational, offering space to reflect. This supports spiritual growth, encourages space to pause and allows pupils to respond meaningfully in their own way. Pupils are inspired by collective worship and revisit its message throughout the week, exploring it through a range of activities. They are beginning to recognise spiritual moments and are developing the language to express these experiences clearly. Pupils describe worship as peaceful and calming.

The Christian vision shapes the school's culture and practice. This is evident in the way staff are supported by school leaders and the trust. Regular, relevant training helps staff learn and grow professionally, supported by a caring culture that reflects the school's vision of love. Staff are well equipped to care for pupils and families in a confident and compassionate manner. As a result, pupils feel safe and loved and families feel supported. Leaders understand that pupils flourish when their families thrive. They appointed a family worker to provide valued support across the school community. Rooted in the school's Christian vision, strong and trusting relationships



between families and the school, contribute to a culture of care and high expectation, supporting pupils' learning and wellbeing. This is demonstrated through community initiatives such as toddler groups and drop-in sessions, as well as practical support when needed. In this way, the vision is lived out to enable adults and pupils to flourish.

Pupils are inspired by the Christian vision to take responsibility and serve others. Pupil leadership roles such as play leaders, allow older pupils to support younger ones in play and conflict resolution. The Junior Park Rangers promote environmental care and their impact has been recognised through a meaningful, external award. Pupils enjoy applying for leadership roles, using speeches or letters to explain their ideas. This develops communication skills and self-confidence. Year 6 council members serve on the trust-wide Youth Parliament, deepening their understanding of democracy and shared responsibility. Such roles are beginning to show pupils that their voice matters and their actions make a difference. However, independent pupil engagement is limited, which restricts the development of an active culture of justice and responsibility. Pupils express an emerging theological understanding of justice, describing it as 'doing something for the greater good.' Nevertheless, there are few opportunities to translate this understanding into independent actions, with responses like litter picking remaining adult led. Strong partnerships with church, diocese and trust, strengthen the school's identity as a distinctively Christian community rooted in its vision. A developing relationship with Glebe Farm School, the main secondary destination and trust partner, supports pupils as they move on. These relationships support the school's vision and contribute to the flourishing of pupils and adults alike.

RE is a core subject, taught in line with the Church of England's Statement of Entitlement. Support from the subject leader, trust colleagues and local clergy helps teachers plan and deliver RE with confidence. Learning is well structured and builds over time. It prepares pupils for life in a diverse and complex world. A range of approaches, including discussion, questioning and creative expression, supports deep understanding. For example, pupils enjoy exploring Big Questions such as 'Should all Christians be vegetarian?' They also consider 'What would you write on the last piece of paper in the world?' These opportunities help pupils think theologically and ethically. They can express their own views clearly and listen respectfully to others. Pupils enjoy RE and are proud of their work. They value the chance to share their own beliefs and experiences. The school community includes people of different faiths, worldviews and none. This diversity is used thoughtfully in RE lessons. One pupil commented 'I love teaching others about Islam.' Pupils often act as experts, which builds mutual respect and deepens understanding across beliefs.

Information

Address	Walton Road, Milton Keynes MK17 8LH		
Date	15 July 2025	URN	151368
Type of school	Voluntary Controlled	No. of pupils	438 plus 55 nursery (493)
Diocese	Oxford		
MAT	Inspiring Futures Through Learning (IFTL)		
Headteacher	Amanda Dicks – Headteacher Hayley Cook - Interim Headteacher Kim Kemp Executive Headteacher		
Chair of Governors	David Hopkins		
Inspector	Kaye Healy		