

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Blaise Church of England Primary School, Milton

Vision

At St Blaise, our vision “Exploring and achieving as we grow together” is at the heart of everything we do. We chose this vision because we are a growing school—both in number and in diversity. As our community expands, we want to celebrate the uniqueness of every individual.

Our vision is rooted in the biblical creation story and inspired by Genesis 2:9, 1:11, and 1:12:

“The Lord God made all kinds of beautiful trees grow there and produce good fruit with seed in it according to their kinds, and God saw that it was good.”

This verse reminds us to delight in diversity and growth. Just as God created many kinds of trees—each bearing its own fruit—we believe every member of our school community is uniquely created. Everyone has the potential to grow, to flourish, and to make a positive difference.

St Blaise 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 woven throughout the life of the school. Leaders have a comprehensive understanding of the school’s context and ensure that the vision meets the needs of the community.
- Caring and nurturing relationships are at the heart of this school community. This is evidenced in the support provided to enable adults and pupils to explore, achieve and grow.
- Compassionate and high-quality support for those who are vulnerable or in need is a hallmark of the school. Consequently, pupils and adults are enabled to flourish.
- Pupils and adults understand the importance of justice. They recognise that their actions can make a difference to the lives of others. They value the responsibility given to them and use it effectively.

Development Points

- Revise the RE curriculum to identify the essential knowledge, skills and key concepts to be taught. This is to enable pupils to retain more knowledge and understanding of faiths and worldviews.
- Establish a shared understanding of spirituality and embed opportunities within the curriculum to promote spiritual development. This is to enable pupils to experience and articulate this wider dimension to their lives.
- Develop collective worship to provide meaningful opportunities to promote spiritual development. This is to enhance the spiritual flourishing of pupils and adults.



Inspection Findings

Vision and Leadership

Dedicated leadership underpins a Christian vision that permeates life at St Blaise School. The school is a nurturing and supportive environment that promotes the vision's aspiration to delight in diversity and uniqueness. The vision has evolved so that it continues to meet the needs of the school's community and context. Its focus on growth acknowledges a significant increase in pupil numbers and a commitment to meeting their individual requirements. For example, in order to ensure that all can take part in learning to swim, a pop-up school will be brought to school. This exemplifies how the personal needs of pupils are met in a setting where they feel safe to learn. Leaders, including governors, ensure that strategic and financial decisions are vision focused. This includes the development of the outdoor area to broaden learning opportunities and nurture individual interests and talents.

Vision and Curriculum

The curriculum has been developed with the vision at its heart. Learning focuses on the uniqueness of each child and what motivates them to explore, achieve and grow. Homework topics provide a wide range of learning activities that inspire pupils to develop their own interests and skills. As a result, pupils are encouraged to explore and achieve as individuals. Leaders and staff share a wholehearted commitment to meeting the specific requirements of those who have special educational needs and/or disabilities (SEND). A nurture room provides a safe space for pupils who need it. Provision for those with SEND is bespoke and prioritised. This promotes individual achievement. There are many opportunities for engaging in the natural world and being involved in art, music and drama activities. These contribute to spiritual development. Staff lead this learning with joy in the knowledge of the flourishing that they bring. Adults and pupils accurately highlight meaningful moments of spiritual development in some areas of the curriculum. However, such activities are not always being grasped as occasions to enrich personal spirituality. This is, in part, due to there being a lack of shared understanding of what spirituality is. Consequently, the extent to which spiritual flourishing is a planned and intrinsic part of the curriculum is underdeveloped.

Worship and Spirituality

Worship is carefully shaped by the Christian vision and the Anglican foundation of the school. It provides moments to be inquisitive as pupils explore Bible stories. These inspire pupils and adults to consider the school's values and how they promote flourishing. Having learned about the parable of the sower, pupils articulate that they should strive to be good soil. They understand that this represents a heart that is open to listening and making good choices. Consequently, collective worship encourages strong relationships and the good behaviour that are evident in this community. Worship leaders ensure that prayer is invitational and inclusive. A love of singing helps to promote spiritual flourishing. However, there are limited meaningful and purposeful opportunities for reflection. Although leaders have developed an approach to spirituality, this is not embedded. This means that staff and pupils find it hard to recognise times for spiritual development in their lives.

Religious Education

Most pupils enjoy RE and appreciate opportunities to learn about a range of faiths. This includes planned times to visit a variety of places of worship. These allow pupils to gain firsthand experience of what it is like to belong to the faiths studied. They rightly acknowledge how RE enables them to discuss their own values and beliefs within an environment of mutual respect. The curriculum has been carefully designed to ensure that it is well sequenced. However, subjects are covered in insufficient depth to ensure that key knowledge, skills and concepts are embedded. Although pupils learn about a range of major faiths, their recall of the most important information is inconsistent.



Vision, Justice and Responsibility

An emphasis on cultivating a sense of responsibility in pupils and adults pervades the life of the school. Pupils have a well-developed sense of justice. Adults lead by example through fundraising and giving up their time in supporting adults to learn English as an additional language. Pupils are empowered by adults to take responsibility to bring about changes that positively impact their school and wider community. All pupils are members of the pupil parliament. They know that their opinions matter by seeing their suggestions implemented. Their ideas for changes to lunchtime routines create a calmer and happier environment. Pupils work collaboratively to create a consequence ladder that promotes fairness and equity. They understand that following these rules enables the school community to live in harmony. Pupils are highly motivated and instrumental in improving their local environment. Seeking to save an ancient apple tree in the village and writing to national leaders to protest against deforestation are illustrative of this.

Vision and School Culture

A sense of love and care for one another permeates throughout the school. This creates a culture where wellbeing and good mental health are prioritised and positive relationships blossom. A jewel box, in the school's entrance, containing coloured stones, reflects the school's vision. It symbolises that pupils are treasured as unique and precious children of God. This is mirrored in the way in which pupils articulate their place within the school community. Forgiveness is understood and heals when there are disagreements. Pupils seek to live by Jesus' commandment to treat others as you would have them treat you. There is a wholehearted and passionate commitment to meet specific needs and offer appropriate nurturing and care. Parents rightly recognise the wealth of support that the school provides to ensure that their children flourish. Holiday clubs and games afternoons support parents and pupils, enabling them to thrive. Initiatives for the most vulnerable are thoughtfully implemented. Staff are overwhelmingly supportive and appreciative of each other, resulting in a strong and effective team. They are united in their commitment to the pupils in their care.

Information

Address	School Lane, Milton Heights, Abingdon, Oxfordshire, OX14 4DR		
Date	21 April 2026	URN	123178
Type of school	Voluntary controlled	No. of pupils	173
Diocese	Oxford		
Headteacher	Rebecca Costello		
Chair of Governors	Linda Shatford		
Inspector	Joanna Brookes		