

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary and All Saints Church of England Primary School

Vision

‘Let our Light Shine, Make a Difference.’

We want all children to be able to be themselves, find their passion and shine their light. The concept of shining a light comes from Matthew 5:16: ‘In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.’

St Mary and All Saints 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 school’s updated Christian vision and values have quickly become embedded. Pupils, parents and staff are committed to them and take the call to action seriously.
- Taking responsibility and promoting justice are at the heart of the school’s vision. The community action projects that each year group undertake are impressive. As a result, pupils have a good understanding of justice and equity and what these mean in practice.
- Pupil and staff wellbeing is a high priority and a significant strength. This creates a happy and harmonious school community where individuals are valued and encouraged.
- A range of opportunities encourage pupils to be involved in leading collective worship. This helps to make worship engaging and memorable and is contributing to pupils’ biblical knowledge and spiritual development.

Development Points

- Develop and evaluate opportunities for pupils to explore feelings, beliefs and worldviews across different subjects. This is to enable the full curriculum to contribute to pupils’ spiritual development.
- Extend the impact of the revised religious education (RE) curriculum. This is to enhance pupils’ engagement in RE lessons and their knowledge and understanding of religious beliefs and worldviews.



Inspection Findings

Vision and Leadership

Leaders, including governors, have reviewed school policies and practices to ensure they meet the school's needs. This includes the school's vision and values: respect, resilience, curiosity and kindness. Pupils, parents, staff, governors and local clergy were consulted as part of the process. As a result, the updated vision and values have quickly become embedded. There is commitment to them from across the school community. Pupils know them well and can articulate what they mean. They explain how they can learn from the example of Jesus and apply this in their own lives. Pupils are encouraged to 'shine their light,' whatever their unique character traits, interests and talents may be. The vision also challenges them to make a positive difference in school and beyond. Leaders model the values and behaviours that they promote, showing kindness and respect in their interactions with adults and pupils. Governors know the school well and evaluate its actions. Along with staff, they ensure the school lives out its inclusive Christian vision. The diocese shares this ambition for the school and provides valuable support and advice.

Vision and Curriculum

In reviewing the school curriculum, leaders have been keen to develop pupils' curiosity. This has been supported by the introduction of 'big questions' for each subject. Pupils are encouraged to think deeply and ask meaningful questions, as well as acquiring knowledge. The school also provides a wide range of extracurricular activities so that pupils can discover and grow in their talents. The school has a policy and framework for promoting pupils' spiritual development across the curriculum. This helps pupils to reflect on their own beliefs, viewpoints and values and those of others. This enhances self-awareness, encourages empathy and, for those with faith, provides an opportunity to explore their relationship with God. It also emphasises the importance of taking action to make a positive difference, reflecting the school's vision. The approach is reinforced through helpful displays for each year group and in collective worship. Pupils understand the key principles of it well. However, this initiative is in its early stages.

Worship and Spirituality

Daily collective worship is both distinctively Christian and inclusive. Pupils value the diversity of backgrounds, beliefs and worldviews within the school community. They recognise that collective worship is carefully designed so that no member of the school community feels excluded. Pupils who have special educational needs and/or disabilities (SEND), are helped to actively participate. Supported by Bible stories and texts, along with songs, prayers and time for reflection, worship reinforces the school's vision and values. As with the curriculum, it explores 'life's big questions,' which are often followed up in class discussions. As a result, pupils are able to discuss a range of issues in a well-informed and thoughtful way. Parents appreciate being invited to join worship when their child's class leads it. The vicar, and a team of volunteers from local churches, lead worship regularly. This includes an opportunity for pupils to act out Bible stories, which they find particularly enjoyable and engaging. It is improving their biblical knowledge and contributing to their spiritual development by increasing their understanding of the Christian faith. Two churches within the parish also host services for the school community to celebrate important events in the Christian calendar. Pupils, parents and staff benefit from these valuable connections with local churches. Leaders monitor the quality and impact of collective worship, along with many aspects of school life. They make improvements based on their observations and the feedback received. Governors also evaluate the impact of collective worship through their regular school visits and conversations with pupils and staff.

Vision and School Culture

Pupil and staff wellbeing is a high priority and a significant strength of the school. Governors are committed to ensuring that pupils are happy and reflective in school and later life as well as academically successful. As an important part of human flourishing, pupils and staff are encouraged to show resilience when facing challenges.



Pupils who have SEND, and those who find aspects of school difficult, receive personalised support, specialised care and adaptations. This helps them engage fully in school life. Parents speak highly of the emotional support provided for children who feel anxious. The school adopts a 'restorative justice' approach to behaviour management, reflecting the importance of forgiveness. This helps pupils to learn from their mistakes and seek reconciliation when relationships are damaged. Staff have been supported through a time of significant change for the school. Their commitment to the school, and the positive working environment, has resulted in low staff turnover. Leaders consult staff about changes and provide time for them to implement initiatives. Staff know that leaders genuinely care for them and will go above and beyond to provide personal support when needed. Governors meet with staff to discuss any questions or concerns. A staff wellbeing committee has also been established which is open to all staff members. As a result, they feel valued and listened to and, in turn, ensure that pupils feel the same.

Vision, Justice and Responsibility

Reflecting the values of respect and kindness, taking action and promoting justice are at the heart of the school's vision. They feature in many aspects of the curriculum and collective worship. Furthermore, each year group is engaged in a pupil-led community action project of their choosing. Some of these focus on local issues, such as road safety or litter, or designing improvements to school facilities. Others support a charity. Pupils are extremely enthusiastic about these projects. The impact is clear in terms of their secure understanding of justice and equity and what these mean in action. The school also supports a range of charities and community groups, such as the local food bank. Pupils have many opportunities to develop their leadership skills through the school council and leadership team. Their feedback and ideas, and those of parents, are regularly sought, valued and acted upon by leaders.

Religious Education

The RE curriculum is based on the diocesan framework and adapted to reflect the school's context. Pupils study Christianity as a global faith in depth, along with a range of world faiths and worldviews. As part of the whole-school curriculum review, the RE curriculum has also been updated. It is now based around half-termly 'big questions' for pupils to explore. This approach helps to develop their curiosity about, and respect for, different beliefs and worldviews. Drawing upon pupil feedback, time has been created for more class discussions, active learning activities and deeper reflection. Learning is enhanced through input from visiting speakers, including some parents. The diocese has provided helpful training and resources for staff as they have updated lesson plans and resources. However, the implementation and evaluation of the scheme is in its early stages.

The quality and quantity of pupils' work in their RE exercise books has improved considerably over the course of the academic year. Analysis of half-termly assessment data shows a similar trend. These improvements reflect the changes made to the curriculum and how it is taught. Most pupils' work is of a good standard and some shows deep insights into the topics being studied. Pupils talk enthusiastically about their work in RE, demonstrating a good understanding of religious concepts, beliefs and practices. Their knowledge of Christianity is enhanced by topics explored through collective worship.

Information

Address	Maxwell Road, Beaconsfield, Buckinghamshire HP9 1RG		
Date	29 June 2026	URN	110459
Type of school	Voluntary aided	No. of pupils	354
Diocese	Oxford		
Headteacher	Laurie O'Brien		
Chair of Governors	Caroline Davis-King		
Inspector	Andy Yarrow		