Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brixton St Mary's Church of England Primary School

Vision

Within the love of God, working together, growing together for all to flourish.

Brixton St Mary's 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 and values, framed in the love of God, drive the work of the school. Pupils and adults live out the vision by working together to help themselves and others succeed. Leaders make bold decisions to serve pupils and families at the school.
- Wellbeing is a priority at St Mary's. Led by the vision, adults and pupils show love to one another. In order that pupils flourish, leaders do all that they can to support those who are considered to be disadvantaged or facing difficulties.
- Leaders are committed to providing a rich, exciting and engaging curriculum that reflects the vision. This enables pupils to flourish in their learning and personal development.
- Collective worship is a valued and joyous time through which the school's vision and supporting values are embedded. Worship is inclusive and leads to pupils' spiritual growth through opportunities to reflect and think deeply.
- Pupils enjoy religious education (RE) and the rich variety of ways in which they encounter, explore and present their learning. As a result, pupils learn well and make sound progress.

Development Points

- Provide opportunities for pupils to gain a deeper understanding of injustice. Use this to empower pupils to seek to bring about change where they see justice denied within the wider world.
- Strengthen the RE curriculum so that pupils learn in more depth about diversity within religions. This is so that pupils appreciate that people across the world live out their faith in different ways.

Inspection Findings

Vision and Leadership

The Christian vision and values drive the work of leaders and pupils at St Mary's. Leaders frame their work in God's love, and pupils and families appreciate the love that they receive. Leaders, including governors and those across the federation, regularly review the impact of the vision. As a result, leaders know the school well and this informs the decisions that they make to shape its continuous development. Adults and pupils know that they flourish when working together and recognise the importance of modelling this. This leads to a deep sense that those at St Mary's know that they are not alone and can always seek the help of others. Values are used to express the vision. For example, pupils learn how to draw on the value of friendship. They know how to build caring and mutually supportive relationships with each other. Leaders are reflective and, when reviewing the vision, draw on effective support from the diocese. By continually reflecting on their work, leaders ensure that the school meets the needs of its community.

Vision and Curriculum

Inspired by the vision, leaders have developed a curriculum that enables pupils to flourish. This is seen through the ways in which pupils discover, develop and apply their talents and skills. Opportunities, such as a recent trip to New Zealand, afford rich experiences for pupils to see diverse cultures and locations. Leaders, working together, have created a curriculum that engages pupils. They talk passionately about their learning. They know that they flourish by being successful learners. The curriculum is carefully tailored so that pupils' knowledge is deepened by making links across subjects. For example, by expressing their understanding in RE through art, they are able to connect their learning in meaningful ways. Teachers, supported by colleagues across the federation, know their pupils well, which results in pupils' individual needs being met. Leaders have thought carefully about how to provide opportunities for spiritual development through the curriculum. Pupils and teachers have a clear understanding of spirituality and use a shared language when describing it. As a result, pupils talk confidently about when they have considered the feelings of others through 'window moments'.

Worship and Spirituality

Collective worship is valued by pupils and adults. Worship is a time when pupils are encouraged to think of themselves, others and the world, resulting in them developing spiritually. They give thanks for the wonders that they see and think deeply about how this makes them feel. The school's Christian values shape careful planning that makes clear links to the vision. Adults provide a range of ways in which pupils can engage in worship. It includes time to reflect, hear stories and have meaningful moments of silence. Pupils recall special times and themes from worship that have made a lasting impact. For example, they remember stories that have reflected the school's values or people that they can relate to. Pupils at St Mary's love to worship through song. They value coming together and the role that worship plays in their daily life, adding to their spiritual development. Partnerships with members of the local church add to the rich diet of worship. Pupils, families and adults value this partnership and how it enables them to take their worship and celebrations to church.

Vision and School Culture

Motivated by the vision, a culture of care and love frames how people live and learn together. Pupils and their families value the warm welcome that they receive when joining the school and at the start of every day. Leaders commit to looking after the adults in the school. Adults value the support and care that leaders in the school and wider federation give them. Thus, the staff are a happy, motivated and caring team, instilling ambition and hope in their pupils. The good mental health of members of the school community is important at St Mary's. To this end, pupil 'Mental Health Champions' offer support to their peers, recognising the importance of caring for others. Through effective strategies such as this, as well as opportunities within the curriculum, adults support pupils in developing caring and trusting relationships. Effective help for pupils who have special educational needs and/or disabilities (SEND) is provided through leaders working together across the federation. Leaders of

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SEND are committed to enabling pupils to flourish through working collaboratively with families, other professionals and each pupil individually. This means that those who have additional needs are given the support that they need to understand and manage their emotions. Parents and carers value the love that staff show their children that helps them thrive in school.

Vision, Justice and Responsibility

Led by the vision, pupils are encouraged and enabled by adults to take responsibility for themselves, others and their community. Pupils value taking responsibility through the wide range of leadership roles that they adopt. Leaders, supported by the federation, are developing opportunities for pupils to understand children's rights within the curriculum. This is giving pupils a clearer understanding of their own rights and how to respect those of others. Pupils recognise the role that they can play in making a positive difference beyond the school. For example, pupils enthusiastically fundraise to support charities. They respond with compassion when they learn of others who are in need. However, pupils do not fully understand that when they give charitably to others, they are often responding to injustices. This is because they do not have sufficient opportunities to explore how responding to injustice is wider than fundraising.

Religious Education

RE has a high profile at St Mary's. Leaders are supported effectively by colleagues within the federation and diocese. They provide tailored training that shapes the continuous development of the subject. As a result, leaders refine the curriculum to ensure that it continues to meet pupils' needs. Leaders have developed an engaging, well-sequenced curriculum that builds a comprehensive knowledge of the core beliefs of Christianity and other religions. However, the curriculum does not give sufficient focus to the different ways that people of faith practise their beliefs. Therefore, pupils have a limited appreciation of diversity within religions across the world.

The quality of teaching of RE is strong, which leads to pupils making sound progress. Teachers carefully plan, resource and present pupils' learning in a variety of ways. Pupils engage well through studying religious texts, watching short videos, exploring pieces of art and meeting members of faith communities. As a result, pupils find joy in learning. They enjoy presenting their learning in different ways, particularly when this involves art and their work is displayed. Adults use questioning well to encourage deeper thinking and give opportunities for pupils to develop their oracy skills. Teachers consider where links with other subjects can be made and when learning can build on prior knowledge. For example, older pupils creatively use what they have learnt in presenting the Creation story as a comic strip. Teachers skillfully use assessment to capture pupils' understanding and plan lessons that meet the needs of their classes. As a result of carefully designed assessment activities, pupils recognise their progress and know what they need to do next. Thus, pupils across the school learn well in RE and are proud to see how their learning develops over time.

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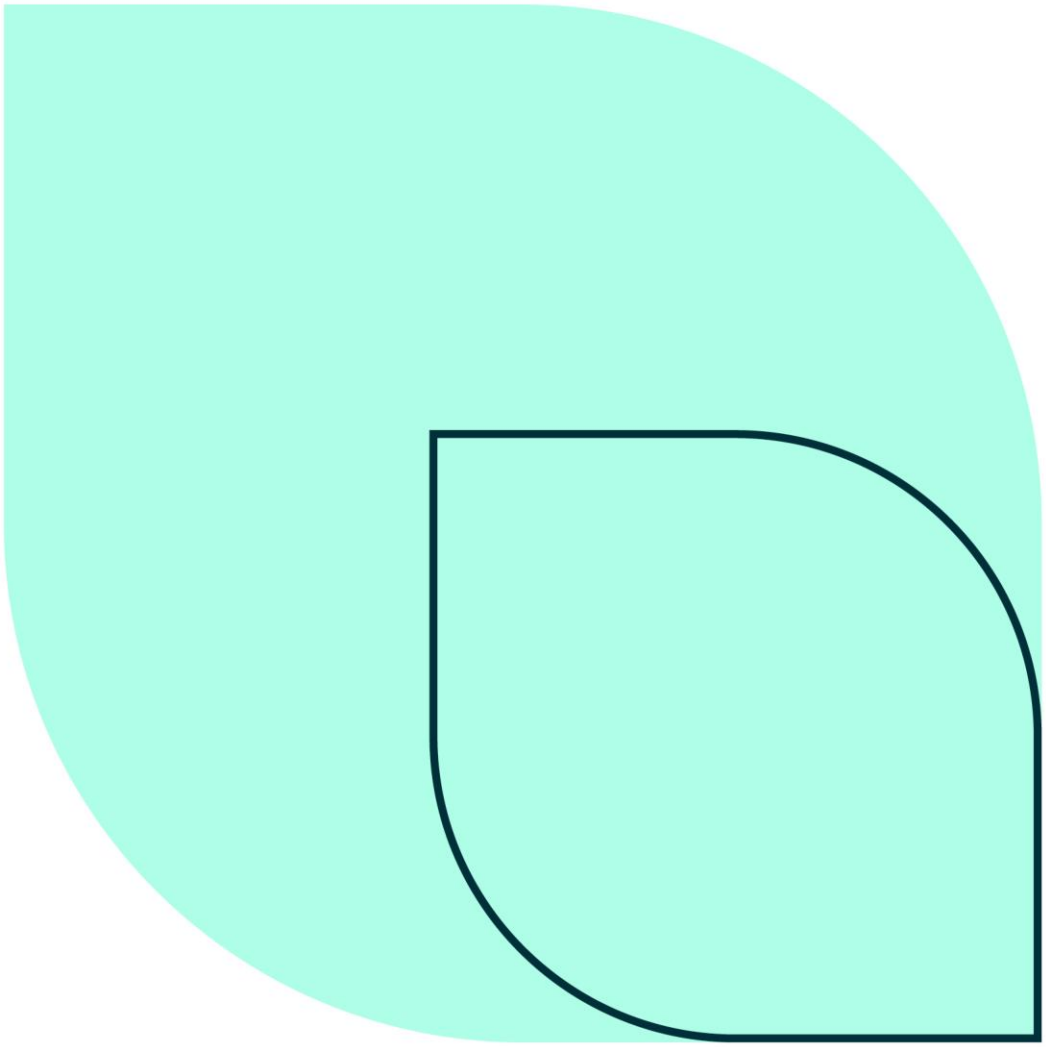
Information

Address	Elliots Hill, Brixton, Plymouth, PL8 2AG		
Date	5 February 2026	URN	113478
Type of school	Voluntary aided	No. of pupils	100
Diocese	Exeter		
Federation	United Schools Federation		
Headteacher	Adrian Clements		
Chair of Governors	Nick Glanfield		
Inspector	Lee Moscato