

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Blandford St. Mary Church of England Primary School

Vision

Knowing we are loved, we learn and grow to be the best that we can be.

‘Let all that you do be done in love.’ 1 Corinthians 16:14

Blandford St. Mary 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 Christian vision and associated values are a lived reality, contributing significantly to the flourishing of both pupils and adults.
- Inspired by the vision, strong relationships are a hallmark of this school, where pupils and adults know how to live well together. This creates a transformative school community.
- Leaders, including trustees, prioritise wellbeing and this extends into the community as a natural outworking of the vision. Those facing personal challenges are nurtured and supported.
- Collective worship is invitational and inclusive. Pupils and adults value the peace and opportunities for reflection that these times offer. This enhances their spiritual flourishing.

Development Points

- Develop pupils’ awareness and understanding of justice. This is to enable them to identify and challenge injustice so that they can make a positive difference to their world.
- Create planned opportunities to support spiritual development across the whole curriculum. This is to extend and deepen pupils’ spiritual flourishing.



Inspection Findings

Vision and Leadership

The Christian vision and associated values of this welcoming and nurturing school are woven seamlessly through everyday life. The school's values are consistently celebrated and provide pupils with the tools to live out the vision successfully. Leaders know their school well, taking time to monitor and evaluate the impact of the vision. As a result, the imperative to love underpins the decision-making and actions of trustees, leaders and staff. It drives policy making, ensuring that these are viewed through the lens of love. The development of the school's behaviour policy is an illustration of this. The natural outworking of the school vision also inspires leaders in their strategic decision making. One notable example is the building of a nursery onto the school which includes a pastoral hub to support families. In this way the influence of the vision extends beyond the school walls. Moreover, the genuine, relentless application of the vision means that pupils and adults know that they are loved. This certainty brings confidence, encouraging them to be the best version of themselves. This is transformational, resulting in pupils and adults flourishing.

Vision and Curriculum

Embodying the school's Christian values of love, hope, perseverance, respect and responsibility, pupils learn in an environment of purposeful calm. The vision is reflected in pupils' conversations, inside and outside the classroom. They readily express their responsibility to each other in the attention they give as listeners and the respectful quality of their speech. Consequently, regardless of their starting point, pupils are enriched, learning from one another while communicating their ideas, opinions and knowledge effectively. This raises pupils' self-esteem. The approach to educational provision is full of aspiration and hope, ensuring that pupils receive support to fulfil their potential and thrive. This includes those with special educational needs and/or disabilities. The curriculum is enriched by leaders and staff intentionally broadening pupils' experience of the world. Activities such as forest school, residentials, visits and visitors to school provide opportunities for spiritual flourishing. Staff are ambitious for their pupils, providing aspirational and challenging opportunities for pupils to fulfil the vision. Consequently, pupils 'grow to be the best' that they can be, whether in the classroom, sports field or on a stage. However, leaders have not ensured that there are planned opportunities within each area of the curriculum to deepen pupils' spirituality. This limits pupils' understanding of the profound impact that spirituality can bring to their lives.

Worship and Spirituality

Collective worship is valued by pupils and staff alike. They appreciate the opportunities it affords them to be still and feel at peace. It is well planned and explores relevant Bible stories, reinforcing the school's values. Worship is inclusive and invitational. Adults value weekly class worship which enables them to understand their pupils at a deeper level, while discussions on the week's theme are mutually beneficial. Leaders ensure that those with specific needs participate in their own acts of worship, which are comparative to their peers, enabling them to be nourished spiritually. Pupils and adults are encouraged to take ideas and challenges from worship into the school day. In this way, the impact of the vision and supporting values develops across the week. A rich variety of worship styles are offered to broaden pupils' experience of Christian worship. The rector and local church teams are instrumental in this, with the latter providing accessible ways for pupils to participate fully through drama. Consequently, worship contributes significantly to spiritual development.

Vision and School Culture

Driven by the vision, leaders and staff have a compassionate, pastoral heart. This inspires leaders to make strategic, bold decisions to enrich and extend the school's proactive wellbeing ethos. As a result, staff are employed specifically to support pupils and their families. The culture of offering help, whilst preserving dignity, is gently but determinedly building a community of love which fulfils the vision. It ensures that those facing challenging times are actively and sensitively supported. Families speak powerfully of the school 'wrapping its



arms around them' during life's tragedies. Such genuine care movingly demonstrates the vision in action. In a similar way, pupils and staff are aware of and readily perform acts of kindness which scatter the school day like confetti. This naturally enhances wellbeing. Leaders are ambitious for their staff, ensuring that they feel valued personally and professionally. Staff are encouraged to take advantage of the many opportunities there are within the school and trust to receive training and guidance. As a result, they are happy and proud to be part of the team and staff retention is high.

Vision, Justice and Responsibility

Pupils benefit from leaders and staff modelling the vision to them. Consequently, they know that they are listened to and are taken seriously. This is evident in the many informal conversations they have with adults who seek to gather their thoughts and opinions. On occasion, pupils have used this platform to address issues which concern them. For example, pupils identified and responded to the need for compost bins to be placed in each classroom. Pupils are eager to fulfil roles which give them responsibility within the school. These include taking care of the environment and serving as house captains. However, most of these school leadership roles are undertaken by Year 6 pupils only, meaning that others do not have similar opportunities to serve. Pupils know that they are treated fairly. Inspired by the vision, they are kind to one another. These loving foundations to relationships are building a vision shaped school community. Nonetheless, pupils have a limited understanding of justice. Therefore, they do not readily identify injustice and so are unable to challenge this. As a result, opportunities for pupils to learn the difference they could make to their school and wider community are limited.

Religious Education

The recent adoption of the trust's religious education (RE) curriculum has been wholeheartedly embraced by the staff. It is well balanced and constructed so that knowledge is secured through the revisiting of concepts at increasing depth. Pupils are exposed to the rich diversity of faith and are encouraged to make meaningful connections between them. Leaders are proactive in making changes to the content and delivery of the curriculum wherever they can see that improvements can be made. This ensures the best possible outcomes for pupils. The contributions made to the curriculum by visitors, such as the rector, enrich pupils' experience and deepen their understanding. Targeted training and guidance effectively support staff, ensuring that RE is well resourced.

Pupils are given appropriate help to access the RE curriculum and shine regardless of their ability. Leaders gather information about the substantive knowledge that pupils have gained as well as their personal response to this. As a result, staff refine teaching and ensure that pupils' learning is secure. RE is a priority for leaders. Consequently, a clear system of monitoring and evaluation is in place. This effectively supports teaching and learning. Pupils also recognise the importance of this subject. This is evident in the care and pride they have in their RE work. Pupils are aware that RE gives them an understanding of those whose lives are different to their own. This enables them to grow in empathy and respect.

Information

Address	Birch Avenue, Blandford St. Mary, Dorset DT11 9QD		
Date	9 June 2026	URN	141046
Type of school	Academy	No. of pupils	204
Diocese	Salisbury		
MAT	Diocese of Salisbury Academy Trust		
MAT Chair	Siân Thorton		
Headteacher	Rosaleen Beaver		
Chair of Governors	John Lever		
Inspector	Dorothy Robinson		