

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

South Marston Church of England Primary School

Vision

We teach the children that being part of a community allows us to flourish. We provide the children with 'hope' in their lives to help them flourish in the present and in the future. We help the children to understand that sometimes things get difficult and it is important to persevere to achieve their goals. We help the children to develop the skills to be a good friend. Friendships can provide a sense of belonging, comfort, support and joy and enrich our lives. We know, that through knowing God's love, amazing outcomes can come from small beginnings – enabling all our school community to thrive and have high aspirations and hope for the future.

'Encourage one another and build each other up' 1 Thessalonians 5:11
Flourishing together with community, hope, perseverance and friendship.

South Marston 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 central to the life of this happy community. Dedicated leaders nurture pupils and adults, enabling them to flourish with resilience and hope.
- Inspired by the vision, adults craft an inclusive curriculum that offers pupils a variety of rich experiences. This enables them to be curious, aspirational and flourish personally.
- Collective worship offers joyful and meaningful opportunities to deepen pupils' understanding of the vision and values. Thoughtfully chosen Bible stories, songs and prayers facilitate spiritual flourishing for pupils and adults.
- Leaders foster an inclusive culture where every effort is made to enable people to live well together. The deep commitment to building each other up is an expression of God's love.
- The curriculum for religious education (RE) is carefully planned, engaging and well-led. Pupils thrive because they enjoy learning about religious and non-religious worldviews.

Development Points

- Extend opportunities for pupils to initiate their responses to injustice. This is so that they feel empowered to use their voice for good and be agents of change.
- Strengthen the school's shared understanding of spirituality. This is to enable pupils to articulate their self-reflections and connections with others more deeply.



Inspection Findings

Vision and Leadership

At the heart of South Marston primary lies a Christian vision centered on encouraging one another. It drives and shapes a culture where people are valued and supported. Leaders demonstrate a deep commitment to ensuring that pupils and adults have abundant opportunities to grow. They work tirelessly to create an uplifting environment. The school is characterized by a joyful and supportive family atmosphere. Individuals are encouraged to develop their unique skills and talents. The Blue Kite Academy Trust also fosters a strong sense of belonging and aspiration to enhance the school community. By providing expertise and guidance for staff, the trust ensures that individuals are empowered to reach their full potential. This collaborative approach is fundamental to the school's dedication to its Christian vision supporting people to flourish.

Vision and Curriculum

Leaders craft an inspiring curriculum that nurtures pupils to develop a love of learning. Teachers are aspirational, encouraging pupils to persevere when activities challenge them. The class 'learning teams' help to reinforce the skill of collaboration whilst celebrating the joy of success. Adults broaden pupils' understanding through creatively planned lessons. For example, tap dancing within physical education. Pupils benefit because sports clubs teach new skills and perseverance. Carefully planned topics initiate a culture where curiosity is valued and encouraged. Adults exploit opportunities to explore connections with previous learning. This enables pupils to flourish and achieve well. In addition, teachers foster a sense of wonder, inspiring pupils to approach lessons with excitement and interest. Although pupils use the chosen language for spirituality this is not fully embedded across the school. This means that conversations do not fully explore spiritual connections. The school is attentive to the needs of its most vulnerable pupils. Leaders promote open communication with parents. Consequently, the curriculum is adapted for pupils and closely monitored, allowing for robust and effective support. Governors and members of the trust play an active role in evaluating the curriculum. They ensure that pupils who have special educational needs and disabilities (SEND) can flourish alongside their peers. Their oversight contributes to a nurturing and inclusive environment.

Worship and Spirituality

Collective worship is thoughtfully planned by leaders. This ensures that both pupils and staff have meaningful opportunities to deepen their understanding of the Christian vision. Worship sessions are carefully constructed, with Bible stories selected to highlight essential themes such as justice. This approach helps participants draw connections between these messages and their own lives, making the experience relevant and spiritually engaging. Throughout worship, meaningful discussions and quiet moments of reflection encourage pupils to consider how their actions might be transformed by what they learn. This reflective element supports the development of personal growth. In addition, it invites pupils to think deeply about their choices and responsibilities. Action songs further engage participants, enhancing the sense of community and fostering a vibrant, inclusive environment. The integration of music not only energizes the sessions but also strengthens communal bonds, making worship a shared and joyful experience. Pupils enthusiastically sing the school prayer. Strong partnerships with local churches reinforce connections and provide opportunities for school families to gather. These collaborative relationships enhance the overall impact of collective worship, cultivating a supportive atmosphere that encourages spiritual development.

Vision and School Culture

The school's carefully considered policies contribute to a culture in which people can live harmoniously and flourish. Adults consistently model professional and respectful relationships, setting clear examples for pupils to follow. As a result, they develop an appreciation of kindness towards each other and behave well. Organized playground activities are thoughtfully designed to promote enjoyable and nurturing interactions among pupils of different ages. This fosters a supportive and inclusive environment. Older pupils naturally take on positive roles



as 'good friends' to their younger peers. School leaders demonstrate foresight in prioritizing ongoing staff training, as well as providing continual care and compassionate support when necessary. In this way they live the Christian vision of God's love. For instance, the governors' decision to employ specialist staff has enhanced the tailored support for vulnerable pupils. Additionally, lavender lodge provides a safe and calming space offering gentle emotional support and understanding. This further strengthens the school's commitment to providing comfort where required.

Vision, Justice and Responsibility

Leaders ensure that older pupils are given meaningful opportunities to develop a sense of responsibility through leadership roles. Through these positions, they gain valuable experiences that contribute to their personal growth. Younger pupils can clearly articulate examples of injustice such as the diminishing habitat of polar bears. This demonstrates their growing awareness of issues that affect the wider world. Adults in the school effectively link these observations to the overarching school vision, helping to promote broader values. Through thoughtful guidance and discussion, pupils are encouraged to reflect upon environmental concerns. They demonstrate a growing sense of responsibility within their community and beyond. Adults support pupils in developing a well-rounded understanding of how their actions can contribute to positive change. The school and eco councils collaborate closely with teachers to implement improvements to the school grounds. For example, making bird feeders. Pupils proudly share the results of their efforts in their immediate environment. However, pupils do not select the causes or actions that are undertaken. This means that they are not as well equipped as they could be to make ethical choices.

Religious Education

Enthusiastic leaders organize and regularly evaluate an engaging RE curriculum. The well-balanced topics allow pupils to increase their knowledge and deepen their understanding of religious and non-religious worldviews. Due to effective training, teachers demonstrate confidence and expertise when planning lessons. They present pupils with a wide variety of exciting and memorable activities. For example, acting out Jesus' entry into Jerusalem. Adults skillfully weave moments for pupils to consider core beliefs alongside the lived experience of people. The characters 'Theo the theologian, Livvy the human scientist and Sophie the philosopher' help pupils understand different perspectives and views. Teachers successfully ensure that pupils appreciate the diversity of religious practice within Christianity. Governors support leaders through regular and effective evaluation. In this way they contribute to the development of the RE curriculum. The diocesan guidance and trust network meetings helpfully provide teachers with opportunities to extend their subject knowledge.

Information

Address	Old Vicarage Lane, South Marston, Swindon, Wiltshire SN3 4SH		
Date	5 March 2026	URN	143494
Type of school	Academy	No. of pupils	101
Diocese	Bristol		
MAT	The Blue Kite Academy Trust		
MAT Chair	Pauline Miller		
Headteacher	Marie Hendry		
Chair of Governors	Alison Robb-Webb		
Inspector	Helen Crolla		