

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Mark's Church of England Primary School

#### Vision

##### **Loving God - Serving others - Flourishing together**

*"Encourage one another and build each other up."* 1 Thessalonians 5:11

Core values: Respect, aspire, rejoice.

St Mark's C.E. 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 vision and values are intrinsic to the school. They direct its work and are understood by staff, children and parents. The governors have a full understanding of the needs of the school as a result of careful monitoring and evaluation. They take entirely appropriate action to ensure the vision is fully realised.
- There is a tangible sense of togetherness within the school. Wellbeing and mental health are a priority for adults and leaders.
- Provision for pupils who have special educational needs (SEND) and those who are considered vulnerable is highly effective. Early identification of needs and continual monitoring ensure pupils flourish.
- Spiritual development is strong throughout the life of the school. Staff make good use of both planned and unplanned opportunities within the curriculum. A variety of engaging collective worship gatherings offers valuable times for spiritual reflection.
- Teaching in religious education (RE) is strong. As a result of the wide range of different activities within RE, pupils are fully engaged and inspired by their learning.

#### Development Points

- Extend the expertise within the team of moderating assessment judgements in RE. This is to increase staff confidence in planning work which will allow pupils to make further progress in their learning.
- Ensure pupils are aware of the diversity of practices within religions and worldwide views. This is to enable pupils to gain more understanding of wider beliefs and values.



## Inspection Findings

### Vision and Leadership

The highly effective implementation of the revised vision ensures that St Mark's continues to live up to its legacy of serving others. Together with a set of values, it underpins the work of the school, enabling pupils and adults to flourish. There is a tangible sense of togetherness, with adults supporting pupils and one another to be successful in achieving their aspirations. The vision and values positively influence pupils' actions and guide them to serve others; for example, the buddy system reflecting the care pupils show for their younger peers. The school community celebrates and takes delight in others' achievements, living out their biblical link. Adults work tirelessly to ensure pupils are fully supported in school life, enabling them to achieve their best. The nurturing ethos within St Mark's school creates positive relationships between families and school. Governors are robust in their monitoring and evaluation of the vision and ensure policies are in line with this. Close partnerships with external groups, such as the Bringing School Together Trust and local universities, assist the school in living out its Christian vision.

### Vision and Curriculum

The vision and values are key drivers of the curriculum and underpin all decisions and changes. The provision of the extended school day makes a significant contribution to the environment in which the pupils flourish. Through curriculum enrichment opportunities, such as musical theatre and trips, pupils embrace new experiences and are aspirational for themselves. Adults are ambitious for pupils and work together to ensure that 'no one is left behind'. The curriculum and adaptations for those pupils deemed to be vulnerable and those with SEND is precise and well crafted. The school's vision underpins the agreed understanding of spirituality, which staff created together. Adults confidently use planned and unplanned opportunities to link daily experiences with moments of spiritual development. Staff make a significant impact to make spiritual links across the curriculum. These offer moments of reflection within the pupils' learning. For example, links with 'Christ the Redeemer' statue in art helps pupils to develop a broader sense of spirituality. Reflecting on the rain, gave the younger pupils' the chance to consider spirituality within nature. The school makes highly effective use of the outdoor environment, which offers supportive places for pupils to reflect at an individual level.

### Worship and Spirituality

Pupils and adults enjoy coming together for times of worship. They thrive as a result of the different types of collective worship, which reinforce the core values and develop spirituality. Leaders support staff to lead worship developing spirituality within their practice. The invitational nature of worship ensures pupils and staff feel included. The worship council plays an active role in representing the pupils' voice, making the coming together to worship a special time. Staff use their musical gifts to enhance worship, increasing pupils' enjoyment and engagement in prayer. Singing is a particular strength. The school's strong partnership with St Mark's church nurtures spiritual occasions, such as the art week, hosted in the church. This offers a range of spiritual activities, helping the community to grow and flourish as one.

### Vision and School Culture

Wellbeing and good mental health are clear priorities and central to the life of the school. There is a strong inclusive culture. The school is highly welcoming. Leaders are mindful of staff workload and adults feel very well supported and respected. The celebration of National Teaching Assistant Day reflects the sense of working together with mutual respect. The school's open-door policy and staff presence at the gates in the morning and around the school creates a trusting partnership with parents. The timing of 'wellbeing week' at the beginning of the school year, ensures pupils' needs are quickly identified and supported. This ensures pupils are in a position to flourish, both mentally and academically. The work of the pastoral team, within the inclusion team, makes a significant impact on pupil wellbeing. In addition to the theological support offered by the university chaplain and church clergy, their practical help is also highly valued by the school. Actions such as the creation of a safe access route to school reflects the strong partnership with the church and the emphasis upon the wellbeing for all.



### Vision, Justice and Responsibility

Pupils have a well-developed sense of justice and responsibility. As a result, they have a good understanding of fairness, at school level and in a wider sense. Through the school's core values, pupils are guided to have open discussions. They recognise that although they don't always have to agree, they accept others' opinions. They make relevant links between justice and the school's regulation and engagement policy. Pupils have a broader sense of justice within the wider world; for example, they show a good awareness of the need for clean water and how this impacts on those who do not have this facility. They embrace their roles of responsibility within the school, reflecting the vision in action. The buddy system for new pupils demonstrates the sense of flourishing together. Visiting a care home to share their gifts, shows pupils' commitment to serve others. Through the school council system, pupils lead and support their peers' actions for causes that have particular meanings for them. This enables them to make a positive difference.

### Religious Education

The recently reviewed RE curriculum, and the time given to it overall, ensures that it continues to be effective in meeting the needs of the pupils. It includes learning about world religions and non-religious world views. Pupils develop the skills to discuss and debate with their peers and compare different texts across their RE learning. The introduction of a range of high-quality resources, ensures that RE continues to have high priority. The subject is well led and its place within the curriculum reflects the Christian distinctiveness of a church school. High quality training and professional development for staff is provided by leaders and the Diocese. Pupils thrive as a result of the high standard of RE provision. They demonstrate a good understanding of religions other than Christianity and worldviews, which is enhanced by visitors to the school. However, pupils have less clarity about the wide spectrum of practices within all faiths.

As a result of high quality RE provision, pupils are enthusiastic learners. Through careful planning and detailed assessment, RE provision is skilfully adapted and gives pupils small precise steps. This enables them to know how to be successful and to flourish. However, not all staff possess a clear understanding of the moderation of assessment. Pupils enjoy the wide range of activities that are included in their RE learning and this has a positive impact on their engagement.

## Information

Address	Talbot Village, Bournemouth, Dorset, BH10 4JA		
Date	26 September 2025	URN	142445
Type of school	Academy	No. of pupils	416
Diocese	Salisbury		
Headteacher	Andrew Bright		
Chair of Governors	Lisa McGaw		
Inspector	Sarah Wickens		