

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Mucklestone Church of England Primary School

Vision

Living, Loving and Learning in God's Care.

'O Lord, teach me how you want me to live' Psalm 86:11

St Mary's Mucklestone 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

- St Mary's is rooted in its strong Christian vision. It motivates and guides leaders. It is the driving force of action and policy, creating an aspirational and supportive environment founded in God's care.
- Relationships are a significant strength within the school. This leads to a culture of community which permeates school life, resulting in adults and pupils flourishing.
- Shaped by the Christian vision, leaders provide an enrichment programme that nurtures learners. Extending beyond the classroom, it offers breadth, richness and challenge, supporting academic, social, emotional and spiritual growth.
- Supported by a strong partnership with the local church, collective worship is valued as a time of togetherness and gathering. It offers both adults and pupils meaningful opportunities for spiritual growth.
- Religious education (RE) is prioritised and valued across the school. It offers a safe space for pupils to ask questions and share viewpoints. As a result, they develop respectful awareness, critical thinking skills and appreciation for the lives of others.

Development Points.

- Strengthen the sequencing and balance of the RE curriculum. This is to deepen pupils' understanding and develop their recall of world faiths.
- Refine and embed the Christian foundation of the school's vision. This is to ensure that the school's Christian foundation has a deeper, more visible impact across the school.
- Refine formal systems for planning, monitoring and evaluation of collective worship. This is to support leaders to secure continued improvements to its quality and impact.



Inspection Findings

Vision and Leadership

St Mary's is a school full of warmth and care. Leaders and governors have embedded a Christian vision that enables both adults and pupils to flourish. The school knows its community well. Together, they live out its vision of 'Living, Learning and Loving in God's Care' far beyond the school walls. It inspires pupils, staff, governors and the church to live out their faith and help others flourish. Governors and the multi-academy trust (MAT) are deeply committed to the school's vision. They monitor its impact through regular evaluation, using their findings to shape strategic decisions. This helps make sure that the school's Christian vision guides everyday life. Staff are supported to grow professionally and spiritually, modelling the vision through care and commitment. They live out the vision through calm, thoughtful support that helps pupils feel noticed and cared for. Pupils understand how the Christian vision is shown in their behaviour and choices, explaining how following Jesus' example helps them build strong foundations for life. This is reinforced through church partnership, which enriches daily life by leading worship, welcoming pupils to services and festivals, thus bringing the school's vision to life. The Christian vision inspires a positive culture of learning and growth. However, while the school's many values underpin daily life, the breadth of values limits a clear and shared understanding.

Vision and School Culture

St Mary's is a school where pupils and adults understand what it means to live well together. It fosters a welcoming environment where the strengths of pupils are recognised. Parents and carers appreciate the care and support from the school. Pupils know they are valued and therefore flourish. This is reflected in how the pupils and adults interact respectfully and inclusively. The school provides nurturing support for pupils, ensuring their needs are met effectively and consistently. When help is needed, pupils value the time taken to be listened to, to reflect, and to move forward in God's care. Strong relationships with families are actively fostered to help pupils feel happy and settled. The care extends to the staff, as leaders prioritise wellbeing. This culture enables pupils and adults to walk together in faith, demonstrating Christian values, as well as care and respect for each other.

Vision, Justice and Responsibility

Leaders recognise the importance of nurturing pupils' understanding of fairness, respect and responsibility through the school's Christian vision. A culture of taking responsibility for others is evident across the school community. Older and younger pupils play harmoniously together during playtimes. They serve one another proudly as buddies, acting as role models and living the vision for younger pupils. Pupils are supported to act thoughtfully against unfairness, reflecting a vision where faith inspires hope and purposeful action. Leadership opportunities are strong across the school. These roles nurture independence, empathy and moral awareness. Strong 'family circles' provide pupils with a space to be proactive in using their voice to influence others. As a result, pupils demonstrate confidence, empathy and a genuine commitment to contributing to positive change within their community. For example, they support charities close to their heart, contribute to food banks and engage with environmental issues. Consequently, they make a difference to others and help protect the gift of God's creation.

Worship and Spirituality

Daily acts of collective worship are valued by adults and pupils, and are effectively supported by the clergy and governors. It is planned to be inclusive and invitational. Pupils are invited to engage and respond. Older pupils lead worship with confidence. Younger pupils sit with their buddy in worship and church, supporting and guiding each other. This truly demonstrates the vision in action. It is a time to discuss and share openly. Pupils value the times of stillness and reflection. The time helps them deepen and focus their thoughts, guided by the words of Psalm 86:11, 'O Lord teach me how you want me to live'. While leaders monitor worship, the systems are



informal. This means that when improvements are made, their impact on spiritual flourishing is not always fully evaluated. The school has a strong and trusted partnership with the local church. Consequently, key events such as Easter, Christmas and Harvest are effectively celebrated. This deepens the pupils' understanding of Christian events.

Vision and Curriculum

The school's aspiration for pupils has created a curriculum that is underpinned by its Christian vision. It is designed to allow pupils to develop resilience, creativity and confidence in their learning. Crucial developments have secured time and space for opportunities across the curriculum for pupils to flourish. Teaching is inclusive. Staff know pupils as individuals. They share a clear belief that success is achieved through supporting each other and working together, inspired by the vision. Pupils are provided with the help they need, for example, the school has introduced a calming space and a school dog. This means pupils, including those who have special educational needs and/or disabilities (SEND), flourish. Enrichment activities are a strength of school life and highly valued. Leaders provide opportunities to spark interest in something new. These include residentials, opportunities to learn to play an array of musical instruments, cooking and sports. Through this curriculum, pupils grow academically, socially, emotionally and spiritually, equipping them to live out this vision.

Religious Education

A high priority is placed on the teaching of RE. Leaders confidently identify strengths and use diocesan support to adapt and refresh the curriculum. Effective partnership with the local diocese provides valued support for leaders of RE. The curriculum builds pupils' knowledge of Christianity well over time. Pupils enjoy creative approaches, such as discussion activities and thought-provoking questioning, which help them explore Christian beliefs and practice. Younger pupils recall Bible stories clearly, while older pupils ask deeper questions about meaning, showing secure understanding. Pupils particularly enjoy welcoming visitors from a wide range of faiths and visiting places of worship. Leaders evaluate the content of their curriculum and make decisions to ensure it is well-sequenced and relevant. This includes a strong focus on world religions and improved strategies for building knowledge and recall. Staff receive training, which builds confidence in teaching and leading RE. Leaders and governors work closely together to monitor and evaluate the impact of the RE curriculum. Pupils develop a firm understanding of Christian theology and explore the lived reality of world religions. However, their long-term recall of world religions is not secure.

Adults use a variety of teaching methods, such as mind mapping, discussions, big questions and visits to enhance learning experiences. This helps pupils to ask questions, reflect and draw on prior learning. Lessons provide safe spaces for debate and reflection, encouraging curiosity and meaningful links to pupils' experiences. Pupils make secure progress and talk enthusiastically about what they have learnt in RE lessons. Teachers use feedback and assessment to inform their planning and understand how well pupils are progressing.

Information

Address	Mucklestone, Market Drayton, Shropshire TF9 4DN		
Date	25 November 2025	URN	150077
Type of school	Academy	No. of pupils	49
Diocese	Lichfield		
MAT	The Key Educational Trust		
MAT Chair	Chris Wright		
Headteacher	Sharon Mannering (Head of School) Amy Graham (Executive Headteacher)		
Chair of Governors	Denise Keen		
Inspector	Kathryn Magiera		