

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Studley St Mary's Church of England Academy

Vision

Walking alongside to live life in all its fullness. "Let us run the race that is before us, and never give up."

Studley St Mary's Church of England Academy 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 is clearly articulated, deeply understood and confidently expressed by pupils and adults. As a result, the vision impacts upon achievement and wellbeing.
- The school's commitment to ensuring that religious education (R.E.) is meaningful and engaging drives continual development and improvement.
- The school recognises that every pupil has a unique race to run. It seeks to remove barriers to learning and enables pupils to flourish.
- The Christian vision is lived out through the ways adults and pupils are valued, supported and encouraged. Leaders recognise the importance of nurturing the well-being and professional growth of all members of the school workforce. As a result, staff feel well supported to flourish personally and professionally.
- Leaders have carefully designed a curriculum that recognises the unique journey of its pupils. As a result, barriers to learning are reduced, allowing pupils, regardless of their starting points, to achieve high aspirations and thrive.

Development Points

- Deepen pupils' understanding of the school's values to strengthen how they influence attitudes, decisions and relationships.
- Ensure that opportunities for reflection and prayer are woven into the daily life of the school. This is to develop pupils and adults personal spiritual flourishing.
- Enrich the school's Christian vision by empowering pupils to identify and respond to the needs and wellbeing of others. This is to inspire them to take active and courageous roles within both the local and wider community.



Inspection Findings

Vision and Leadership

The school has renewed its vision. Rooted in biblical scripture, it calls the community to 'run the race which is before us and never give up.' It is visible throughout the school environment, reflected in the building, key documents, communications and the school website. Leaders apply this vision as a guiding principle for decision-making. The effective support of the multi academy trust (MAT) provides advice, guidance and development opportunities. The school community gains much from this effective partnership. Pupils are not judged by their starting points or limited by expectations of what they can achieve. Instead, they are empowered to recognise that everyone's journey is different and that each person has a unique race to run. Although the Christian vision is visible throughout the school, the school values are less known and understood. Pupils are not consistently able to articulate how the school's values influence their choices, relationships and actions. This limits the extent to which the vision is fully lived out in everyday school life. Opportunities for governors to monitor the quality of RE and collective worship through first-hand activities are few. Their understanding is not sufficiently developed to inform strategic improvement or maximise their impact on the ongoing development of the subject.

Vision and Curriculum

The school's curriculum is shaped by its Christian vision with carefully planned learning experiences that encourage pupils to grow in knowledge, character and confidence. It provides a clear framework for curriculum decisions. It has been thoughtfully reviewed, adapted and developed. It does not limit pupils but instead meets them where they are, enabling them to flourish and reach their potential. The curriculum increasingly incorporates opportunities for spiritual development. It enables pupils to reflect on their experiences and appreciate moments of awe and wonder across a range of subjects. Learning has been enriched through themes such as Black History and the Windrush generation. This enables pupils to develop a deeper understanding of identity, justice and the contribution of different communities to British society. Leaders and staff carefully consider the needs of pupils. They make thoughtful adjustments where needed so that pupils can take part, succeed and feel included. Staff empower pupils to understand that everyone's race is different and that each journey has value. Enrichment is an important part of the school's curriculum offer, broadening pupils' experiences beyond the classroom. Opportunities such as forest school for all pupils, alongside a wide range of extra-curricular activities allow pupils to develop talents, confidence and wider skills. As a result of these carefully considered curriculum developments, more pupils succeed and achieve their best.

Worship and Spirituality

Worship provides opportunities for the whole community to gather, reflect and grow together. It is a special part of each day where pupils and adults are welcome to join, reflect and take part in a way that feels comfortable for them. It creates a safe space where all pupils and adults are encouraged to participate and explore their faith and spirituality. The school has a clear and shared understanding of spirituality, shaped through the kintsugi story. It is expressed through the concepts of 'ows, wows and nows' — recognising moments of challenge, wonder and reflection in everyday life. Pupils value collective worship and engage positively with the varied pattern of worship across the week. Each worship experience builds upon the previous one. This creates a clear journey of learning and reflection that begins at the start of the week and develops over time. Prayer is a valued and meaningful feature of whole-school collective worship. However, opportunities for prayer and reflection at other points throughout the school day are less consistently embedded across classes.

Vision and School Culture

The school's Christian vision is evident in the way staff are nurtured, valued and enabled to flourish. Senior leaders and the MAT provide compassionate and consistent support. Together, they have created a culture where staff know they are not expected to face challenges alone. Leaders are approachable, listen carefully and



respond thoughtfully to both personal and professional needs. This creates a strong sense of belonging, trust and psychological safety. Leaders and the MAT provide effective support and encouragement, fostering a positive culture in which staff feel valued and empowered to flourish. The same commitment to flourishing is reflected in the extensive care provided for pupils. A carefully coordinated network of support, includes weekly counselling, mental health practitioners and a range of external agencies. These organisations work alongside school staff to ensure that pupils are heard, valued and understood. Leaders actively strengthen partnerships with families through termly special education needs and/or disabilities (SEND) newsletters, coffee mornings and SEND clinics. These actions break down barriers and foster trusting relationships. As a result, pupils, families and staff experience a community where perseverance is actively encouraged and celebrated. They are supported to overcome challenges and this enables flourishing together.

Vision, Justice and Responsibility

The school's Christian vision inspires a compassionate response to the needs of its immediate community. Staff demonstrate love in action through practical care and support. When families experience difficulty, leaders and staff respond sensitively and without judgement. This thoughtful approach removes barriers, preserves dignity and reflects the school's commitment. This ensures that members of the community are able to continue their journey with hope and confidence. The vision is also expressed through acts of generosity beyond the school gates. This includes donations of food to the local foodbank which enables pupils to see Christian values translated into meaningful action. However, their understanding of wider issues of justice, responsibility and courageous advocacy is less well developed. Opportunities to consider ethical decision-making, challenging injustice and understanding how to change the lives of others are still emerging. Consequently, pupils' awareness of their responsibility to their neighbour beyond the immediate school community remains at an early stage of development.

Religious Education

The curriculum is well balanced, drawing effectively on a range of resources. Lessons are carefully planned to help pupils learn about a range of faiths including Christianity. Pupils ask thoughtful questions and explore different beliefs. They develop respect for others and gain a deeper understanding of the world around them. Visits to places of worship representing different faiths and worldviews enhance classroom learning. Such visits enable pupils to encounter lived faith and appreciate the beliefs and practices of others. Pupils learn about Christianity through Bible stories and teachings, helping them understand the Christian faith and its values. RE is delivered by teachers who are well supported through subject leadership and diocesan training. The strong partnership between the school and the local church significantly enriches pupils' learning. Regular visits to the church at key points throughout the year deepen pupils' understanding of Christian worship and practice. Pupils participate in creative learning experiences including art, craft and dance linked to RE.

The curriculum provides consistent and appropriate coverage, establishing a solid foundation from which teaching effectively supports pupils of different abilities. As assessment practices become increasingly embedded across the school, leaders are systematically refining how they track and target individual progress. This purposeful development strengthens the capacity to ensure that pupils are challenged and nurtured to flourish academically in RE. Leaders have established a clear vision for a more coherent approach that will strengthen progression and inform future planning. Governors understand and actively support the school's Christian vision and appreciate the importance of RE.

Information

Address	New Road, Studley B807ND		
Date	29 June 2026	URN	141000
Type of school	Academy	No. of pupils	209
Diocese	Coventry		
MAT	Diocese of Coventry Multi Academy Trust		
MAT CEO	Michael Cowland		
Headteacher	Adam Clark		
Chair of Governors	Caroline Taylor		
Inspector	Shaun Miles		