

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shenfield St. Mary's Church of England Primary School

Vision

Unlock every child's potential as a unique child of God.

'May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.' Ephesians 3: 17-19

Shenfield St. Mary's 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 deeply embedded. The school community is flourishing because members are deeply committed to a culture of every member having potential as a unique child of God.
- The school is a place of welcoming and belonging. Wellbeing is prioritised and is at the heart of this friendly school. The support for pupils, families and staff is exemplary. Provision for pupils is individually tailored and effective.
- Collective worship is inspiring and inclusive. Pupils are enabled to reflect on worship and as a result, grow in confidence and develop their own ideas about faith and spirituality.
- Religious Education (RE) is led with enthusiasm and purpose. The newly implemented curriculum is carefully constructed and planned to meet the context of the school, so pupils make progress.
- The school creates meaningful opportunities for pupils to address injustice. They are empowered to value the world and improve the lives of others within the community and beyond.

Development Points

- Continue to develop the school's approach to spiritual development, so that its impact can be further strengthened for adults within the school community.



Inspection Findings

IQ1: Vision and Leadership

Shenfield St. Mary's School has a highly nurturing environment where they strive to treat everyone as a unique child of God. The Bible verse from Ephesians underpins the Christian vision and shapes the strategic decision making and daily practices of the school. Pupils and adults demonstrate the chosen values to one another, rooted in the desire to be filled with the fullness of God. The school benefits from the support of the Mid Essex Anglican Academy Trust, as well as providing guidance for other schools within the trust. Trustees and governors have clear systems in place for monitoring the impact of the school's Christian vision. The school is well supported by the diocese. Regular school visits by trust and diocese staff monitor the effectiveness of the school vision and action plans are created to address any shortcomings. One clear example was feedback on the need for further pupil discussion to seek the views of pupils on the impact of the vision on their daily lives. As a result, school staff prioritise feedback and value its importance in the approach to making improvements. The trust and the school share the same vision and work collaboratively to ensure it drives all aspects of school life.

IQ2: Vision and Curriculum

The school provides a broad curriculum offer. Driven by the vision, the curriculum aspires to enable every child to reach their full potential regardless of their starting points. Carefully considered enquiry questions encourage pupils to think deeply about the world in which they live. Pupils and staff regularly question and debate, with all views given respect and consideration. A wide range of extra-curricular activities including choir, chess and football help pupils to develop new skills. The school offer, encourage and then monitor pupils with additional needs for participation at extra-curricular clubs. Regular assessment ensures the school knows pupils well and learning is adapted where required. The school supports those who have Special Educational Needs and/or disabilities (SEND) with dignity and consideration. Parents and carers rightly appreciate the individual support that the school implements, as well as the compassion and care shown by leaders. As a result, pupils develop high levels of confidence which contributes positively to their flourishing.

IQ3: Worship and Spirituality

Collective worship is well-planned and central to the expression of the school's Christian vision. Collective worship is planned in partnership with the rector and takes place daily. It is inclusive, invitational, and rooted in Anglican traditions. Worship enables pupils to reflect on Christian values, promoting respectful relationships and thoughtful behaviour. The calm and reverent atmosphere supports spiritual development and fosters a strong sense of belonging. Pupils regularly lead worship, with children modelling reflective thinking effectively. Their leadership strengthens pupil confidence, evidenced through regular feedback. It encourages wider pupil engagement. Pupils record their thinking on a dedicated reflection tree, allowing ideas to be revisited and deepened over time. Prayer is invitational, creating space for individual spiritual response. Pupils revisit worship themes throughout the week, exploring them further across the curriculum and through creative activities. Worship is consistently described by pupils as peaceful and meaningful. The involvement of the wider community enhances its impact. However, opportunities for staff spiritual development need further focus, to ensure the full spiritual flourishing of the whole school community.

IQ4: Church School Ethos and Culture

The school's Christian vision strongly influences its commitment to wellbeing across the community. Leaders prioritise the emotional health of staff, pupils, and families. Staff feel listened to and professionally supported. Wellbeing of staff has high priority and staff feel empowered to drive and support leadership decisions. Training, including that provided by the trust, addresses professional development and supports the flourishing of staff. As a result of this approach, staff are confident in supporting pupils with compassion, creating a calm and secure environment. Pupils are well supported and cared for, enhancing their emotional and academic development. Leaders understand that supporting families contributes directly to pupil wellbeing and success. The wellbeing worker offers practical and emotional support to pupils and families referred by staff. Approaches taken by the school builds trust and strengthens the partnership between home and school. Church community initiatives, such as blessing of the book bags at the start of term, encourages community and promotes mental wellbeing.



Relationships across the school are characterised by mutual respect. The vision is lived out through a culture of care and high expectations. As a result, all members of the school community can flourish.

IQ5: Justice and Responsibility

Pupils show a growing understanding of justice, shaped by the school's Christian vision and values. They speak with confidence about fairness, social justice and equality and the importance of treating others considerately. This understanding is evident in their behaviour, where kindness, and empathy are consistently shown. As a result of vision led actions, pupils take responsibility for what they do and reflect on how their choices affect others. Leadership opportunities, including pupil councils and advocacy roles, enable them to act on their values. These roles help develop their moral character and sense of responsibility towards each other and in the wider community. Pupils engage in charity fund raising and social action, linking these to biblical teachings. Staff encourage open discussions about real-world issues, which deepens pupils' understanding of justice and responsibility. Pupils listen respectfully to different viewpoints and respond with thoughtful, informed opinions. Leaders and staff model respectful, inclusive relationships, creating a culture of mutual care. As a result, pupils are growing into compassionate, active citizens keen to make a positive difference.

IQ6 and IQ7: Religious Education

Planning in RE is effective and shaped by the school's Christian vision, to enhance flourishing in pupil learning. Lessons are carefully sequenced to ensure pupils revisit and deepen key concepts over time. The curriculum includes a broad and balanced range of religious and non-religious worldviews, supporting pupil respect and an impressive understanding of difference. Carefully considered approaches to learning, using child friendly characters as reference points, are used across the school. This helps pupils to develop secure knowledge and to think critically. Staff review lessons regularly, to ensure that learning is engaging, following direct feedback from pupils. Pupils reflect on 'big questions' and consider and discuss their responses together. Pupils enjoy RE and speak confidently about what they have learned. As a result, they demonstrate clear progress and increasing confidence in handling complex religious ideas. RE makes a strong contribution to their spiritual growth, due to the deep questioning from adults.

Effective assessment in RE is used to inform teaching and support pupil progress. Teachers regularly check understanding through thoughtful questioning and discussion. Teaching and planning are adapted in response to assessment. This ensures that pupils are supported and challenged appropriately. Time is given to pupils to reflect on their learning and revisit key concepts when needed. The quality of teaching is strong and staff feel well supported by the RE lead. Teachers understand that pupils must make progress in RE learning and review written work carefully. As a result, feedback in RE is purposeful and encourages deeper thinking. Pupils know how to improve and can explain their progress confidently. Assessment supports pupils in making connections between beliefs, practices, and lived experience. It also helps identify misconceptions so that teachers can address misunderstandings promptly. As a result, pupils grow in confidence, understanding, and engagement with religious concepts.

Information

Address	Hall Lane, Shenfield, Brentwood CM15 9AL		
Date	16 September 2025	URN	139763
Type of school	Academy	No. of pupils	420
Diocese	Chelmsford		
MAT/Federation	Mid Essex Anglican Academy Trust		
MAT Chair	Andrew Barton		
Headteacher	Elizabeth Bundy		
Chair of Governors	Rachel Patel		
Inspector	Clare Murray		