

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Datchet St Mary's Church of England Primary Academy

Vision

'We are one, we are strongest working together in unity' 1 Corinthians 12:14

Datchet St Mary's Church of England Primary 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

- Committed leaders ensure that the Christian vision of 'working together in unity' is central to the life of this community. Adults and pupils flourish as a result.
- The academy's vision underpins a highly inclusive and happy environment with a strong focus on adults and pupils' wellbeing. Pupils who have special educational needs and/or disabilities (SEND) and those who have additional needs thrive because they are supported well.
- The vision of working together drives pupils' personal and social development. As a result, a culture of taking and sharing responsibility pervades the academy.
- Collective worship is valued as a key time of communal reflection and togetherness in the school day. Its relevant topics, variety, and inclusive approach invite all to participate in a manner which is personally relevant.

Development Points

- Expand monitoring strategies to be more evaluative of the full range of aspects of Datchet St Mary's as a Church School. This is to clarify the impact of the vision on pupils and adults, so assisting the academy's future development.
- Embed spiritual development in the curriculum by exploring and identifying how such opportunities may be experienced and described. In doing so, develop a shared understanding of spirituality, which is meaningful for pupils and adults.
- Improve approaches to assessment and feedback in religious education (RE). This is so that it regularly informs next steps in teaching and learning, enabling pupils to make greater progress.



Inspection Findings

Vision and Leadership

The Christian vision of 'working together in unity' is central to the life of this diverse community. Committed leaders relate it clearly to 'serving the common good', the vision of the Oxford Diocesan Schools Trust (ODST). Conferencing across the trust cements this connection, enabling staff in all roles to consider the outworking of vision into practice. Staff are supported exceptionally well, and flourish as a strong team. The approach to staff performance builds a culture of continuous, collective professional learning. The academy values - friendship, love, compassion, honesty, forgiveness, resilience and equality - further illustrate the vision and are used daily. Governors show great commitment and know the academy well. Visit reports include comments on the impact of the Christian vision. However, these are couched in general terms, rather than being systematically evaluative. This limits clarity on the effectiveness of Datchet St Mary's as a Church school, and consequent strategic planning. Nonetheless, leaders are resolute in their commitment to nurture and inspire pupils, whatever their starting points or challenges. Because of this, they thrive in their educational and personal development.

Vision and Curriculum

The curriculum is ambitious, creative and inclusive. It reinforces and strengthens pupils' knowledge, while drawing regularly on the academy's values. Literature choices and topics build pupils' appreciation of diverse society and global issues. Leaders promote opportunities to extend learning beyond the mainstream curriculum, including tackling challenging questions. For example, during 'Shakespeare Week', older pupils consider how power and control were exerted in that era and now. As well as learning subject content, pupils are thus enabled to explore their ideas about fairness and justice. This nurtures their social, moral and spiritual development. Pupils who have SEND and those who have personal challenges are welcome, included and so thrive. Leaders make bold decisions to ensure that those who need bespoke provision receive it. Spiritual questions and points of reflection arise naturally in lessons but there is not always a clear overview of these. This is because a common understanding of spiritual development is not fully embedded. Leaders recognise this and are embracing the challenge of ensuring that it is meaningful and shared across the community.

Worship and Spirituality

Collective worship brings the academy together daily into a calm and spiritual place. Its invitational and inclusive style means that pupils and staff are comfortable joining in, whatever their faith or worldview. Pupils have opportunities to reflect personally or with a partner. For example, they share ideas about what the Bible story of 'The Prodigal Son' means to them. Their discussion of doing something bad or neglectful and being forgiven is natural and relaxed. Such reflective experiences strengthen their spiritual growth. They sing with gusto and many are clearly uplifted by joyful sung praise. A group of parishioners visit regularly to act out Bible stories with pupils. This is fun and adds meaning to the stories. The school prayer, written by pupils, is displayed in each classroom's reflection area where pupils can reflect or pray. Similarly, a reflection garden offers space for contemplation and engagement with God's creation. Prayer and stillness thus nurture pupils emotionally and spiritually during worship and their free time. Opportunities for spiritual development are not consistently identified in lessons, however. Links with the parish church include services for key festivals, helping pupils to understand the pattern of the Anglican year. Members of the worship council lead much of these, ensuring that the language and style is accessible for other pupils. It also enables those that wish to do so, to explore church rituals in greater depth.

Vision and School Culture

Celebration of diversity and promotion of friendship and love are rooted in the academy's values. Compassion, resilience, and equality are demonstrably lived out. Staff are supported very well, both professionally and personally. As a result, they are deeply committed to the academy. Their willingness to stay and develop their careers at Datchet St Mary's strengthens long-term capacity, ensuring consistency for pupils and families. The vision thus underpins a highly inclusive and happy environment with people's wellbeing at its heart. Discreet and personalised support for families ensures that no pupil misses out. Relationships between pupils are



harmonious because they are immersed in a culture of kindness. They know that some of their classmates have particular needs and are compassionate towards each other. Where differences arise, these are dealt with swiftly and kindly by peer mediators, guided by the values of forgiveness and friendship.

Vision, Justice and Responsibility

The vision of 'we are one, we are strongest together in unity' shapes a culture of responsibility and justice. Pupils develop this through many leadership roles, starting as early as Year 1. Sports councillors assist younger pupils at play, and librarians show responsibility and care. They are thoughtful and reflective about how this helps them develop as people. Because equality is a key value and embracing diversity is embedded in the curriculum, pupils have a keen sense of justice. The vision of working together promotes this culture in ways that pupils can relate to. They are proud to share how peer mediators or older pupils step in to calm disagreements. Elections to the school council are taken seriously, helping pupils to learn about democracy and respect for others' views. This group makes decisions about charitable fundraising, considering how to support those in greatest need, both locally and beyond. Discussions about poverty prompt pupils to make food bank donations and raise funds for a local homelessness charity, for example. Year 5 pupils decided independently to sell their toys raise money for Ukraine. Such initiatives, led by the school council, cultivate pupils' awareness of how they can make a difference in society.

Religious Education

The RE curriculum includes a range of world religions and worldviews. A subject leader network, led by the trust, promotes effective RE leadership. It enables these staff to share ideas about the curriculum and developments in the subject. The RE leader provides regular training for teachers, and ensures that planning is in place. A published scheme, with supplementary advice and resources, offers clear guidance for teaching. A good range of artefacts from different world religions is available, though these are not fully exploited. As a result of this secure planning, the curriculum is accurate and sequenced well to build pupils' knowledge over time.

Pupils enjoy RE. While their recall of previous learning is patchy, their written work shows knowledge and understanding of world religions. These include Christianity, Judaism, Hinduism and Islam. Pupils have good awareness of Christianity as a global religion, and older pupils learn about non-religious worldviews. Activities to support learning are appropriate for pupils' ages. The youngest pupils choose objects to make models of their own 'creations', for example. Older pupils tackle challenging questions such as how a scientific worldview might impact on a person's views about God. Formal assessment practices are limited, sometimes constraining opportunities for pupils to demonstrate their knowledge and understanding in depth. This hinders teachers' ability to plan next steps for their learning. The trust holds meetings for staff to compare their own pupils' work with that from other schools. This helps teachers to assess standards. Pupils recognise the contribution that RE makes to their personal development. They speak positively about how it helps them appreciate the range of diverse beliefs in society.

Information

Address	The Green, Datchet, Berkshire SL3 9EJ		
Date	11 November 2025	URN	137788
Type of school	Academy	No. of pupils	209
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
MAT Chair	Kathy Winrow		
Headteacher	Nicola Green		
Chair of Governors	Jacqueline Cousins		
Inspector	Rachel A Jones		