

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Lawrence's Church of England Primary School

Vision

Working together to be the best that we can be

Our core values of compassion, courage and perseverance are embedded across the curriculum, and we are passionate about providing a wide range of exciting and engaging learning opportunities and experience for all children in order for them to flourish as individuals and develop their spiritual understanding. Working as a team, we provide a safe, nurturing and inclusive environment for every child to be able to reach their full potential and be the best that they can be.

The Parable of the Lost Sheep, Luke 15: 3-7

St Lawrence'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 drives the actions of adults and pupils, leading to flourishing. The associated values of togetherness, courage, compassion and perseverance provide a consistent approach for decision making, ensuring the vision is lived out.
- Relationships are strong, with wellbeing and inclusion at the heart of this school. As a result, people are treated with the utmost compassion and support.
- The Christian vision shapes the curriculum and extra-curricular offer for pupils. Leaders prioritise the provision of a curriculum which recognises the unique talents and strengths of pupils. It opens their eyes to the rich diversity and opportunities of the world around them.
- Powerful working partnerships exist across the school and its local community. These create a culture of justice and responsibility and model working together in the service and benefit of others.
- School leaders prioritise religious education (RE). Consequently, the subject is well resourced through a strong commitment to staff training and subject development. This leads to regular reflection and clear ongoing improvement of provision.

Development Points

- Refine and develop staff and pupils' understanding around the meaning of spirituality and the way it is explicitly planned across the curriculum. This is to extend the range of experiences they encounter and the way they can express the impact of these.
- Extend the consistency of challenge being offered by the RE curriculum. This is to ensure that pupils of all ages can think deeply and fulfil their learning potential in RE.
- Strengthen the way leaders evaluate the impact of all forms of collective worship. This is to enhance the way it leads to the spiritual flourishing of pupils and adults.



Inspection Findings

Vision and Leadership

The Christian vision is well known and impactful across the life of St Lawrence's Church of England Primary School. Staff and governors work together to reflect upon and develop this vision in partnership with the diocese. As a result, it is well embedded and clearly reflects the Anglican foundations of the school. Rooted in the biblical story of the 'lost sheep' it guides strategic decisions and builds an ethos of partnership and wellbeing. Consequently, there is a strong feeling of the school as a loving family which binds people together and enables them to thrive. Governors evaluate the impact of the vision effectively and feed into its development. They understand the way it directs their priorities and the work of school staff. Therefore, it informs the development of the school, resulting in impactful goals such as diversifying the curriculum and building resilient learners.

Vision and School Culture

The vision is expressed through core Christian values of courage, compassion and perseverance. This clear framework leads to a school community grounded in kindness, that works hard in service of each other. Staff benefit from the importance that is placed on their wellbeing by leaders. Consequently, they are treated with respect and flexibility to support appropriate work life balance. Parents value the way pupils and their families are known well by adults in the school. As such, they experience tailored provision for their individual children and adults model the importance of compassionate and respectful partnerships. Pupils experience kindness from their peers and staff which helps them feel secure and happy at school. Through opportunities to learn about mental health and wellbeing, they understand how to care for themselves and others. Different interests and preferences are carefully planned for in the varied opportunities at playtimes. Therefore, pupils thrive socially, including those that enjoy multi-sensory and quieter spaces. The behaviour policy of the school is rooted in the Christian vision. As a direct result, a restorative, relational approach leads to greater connection when issues arise.

Vision, Justice and Responsibility

The school benefits from powerful partnerships which enhance the culture of justice and responsibility. Leaders hold strong relationships with diocesan and local authority teams. As a result, the school benefits from challenge and support in the way the vision guides its work. This enhances its impact on the Christian foundation of the school. Despite a period of clergy vacancy, school and church leaders work hard to connect pupils and adults in this intergenerational community. Shared activities such as open the book and knit and natter bind the school and local church together. These are well loved and nourishing times which enrich both communities. Through the school vision and exploring the parable of the lost sheep, pupils learn to be determined and resilient in looking after others. They are passionate in trying to include every member of the 'flock', creating a culture of belonging and celebrating difference. Parents and staff model justice and service through many events during the year. The highlight of running the café at the Priddy folk festival unites adults in their desire to serve the wider community. Older pupils benefit from the opportunity to provide practical support to others through the role of peer leader. As a result, this inspires them to develop a sense of personal responsibility beyond themselves and broadens their skills for the future. The way in which peer mentors offer support is valued by younger pupils. It helps them to be braver and more confident and enhances the way they care of themselves.

Vision and Curriculum

The vision and associated values guide curriculum development and the extra-curricular offer of the school. Leaders are passionate about providing activities which build togetherness and value the unique rural community of St Lawrence's and Priddy. Equally, they seek opportunities to broaden pupils' experience of the wider world. As a result, pupils engage with exciting cultural and creative activities, such as performing at Wells Cathedral and participation in a drumming workshop. These deepen their creative learning and help explore



expressions of culture and tradition. Leaders value the uniqueness of each member of the 'flock', providing a range of extra-curricular activities to develop their talents and interests. Therefore, pupils are inspired by the chance to encounter new skills and abilities. Teachers use the school's core values to guide learning experiences in the classroom. They plan lessons for pupils that build resilience and give opportunities to be courageous and compassionate. Consequently, they demonstrate kindness and show perseverance in their learning and play. Adults and pupils talk about spirituality as an opportunity to look outside of ourselves, to be curious and sometimes still. Consequently, the importance of quiet and reflective times is appreciated across the school. Pupils engage with big questions and thought-provoking activities across the curriculum. For example, they grow plants, design quiet areas for play, debate moral questions and enjoy nurturing sensory spaces for reading. Although these support spiritual development, opportunities are not always explicitly planned for in all subjects. Staff and pupils do not have a consistently articulated understanding of spirituality. This limits the extent to which they can express the ways their spirituality is flourishing and developing through engagement with these experiences.

Worship and Spirituality

Collective worship is an important part of daily life at St Lawrence's. Leaders carefully plan worship across the split site. This means pupils in each key stage gather daily and experience togetherness in varied ways. Strong and trusted relationships between pupils, leaders and staff are reflected in the warmth of gathered worship. Adult spirituality is enriched by sharing celebratory times with pupils, particularly when singing together. Pupils enjoy leading prayer, interacting with Bible stories and talking with partners about what they have heard. Therefore, an atmosphere of calm and joy sustains the spirituality of pupils and adults alike. Some staff express the way opportunities to lead worship in their classes enriches their own spiritual flourishing. These sessions allow space for adults to be responsive and plan for the needs of each class community. As a result, pupils engage with issues from the wider world and share reflective moments, in age-appropriate ways. However, the extent of the impact of class worship on spiritual flourishing is unclear as it is not consistently evaluated.

Religious Education

RE has a high profile in the school and is prioritised by leaders. The vision of 'being the best we can be' is reflected in the work being undertaken to enhance the curriculum. Leaders demonstrate the power of collaborative work in their careful and reflective development of RE, increasing its relevance and balance. Staff professional development in the subject is a priority. As such, training undertaken by the subject leader is regularly passed on to teaching staff and directly impacts their practice. Governors effectively evaluate the subject and offer constructive challenge which teachers use to inform their approach. As a result, a balanced RE curriculum helps pupils grow their factual knowledge and understanding of a variety of religions and worldviews. They therefore value the subject because they know it allows them to understand people in the world around them better. Many pupils also appreciate the opportunity RE provides to explore their own faiths and perspectives. However, the curriculum does not offer pupils with a consistent level of challenge. This limits the depth of their understanding of the diverse ways people live out their beliefs and worldviews.

Information

Address	Westbury-Sub-Mendip, Somerset, BA5 1HL		
Date	03 December 2025	URN	123779
Type of school	Voluntary controlled	No. of pupils	56
Diocese	Bath and Wells		
Federation	The Federation of Priddy and St Lawrence's		
Headteacher	Sharon Foxall		
Chair of Governors	Phil Purdy		
Inspector	Laura Harris		