

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bury Church of England Primary School

Vision

“Do everything in love” (1 Corinthians 16:14) and core values of Love, Honesty, Forgiveness and Respect underpin everything we do.

Bury 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

- The Christian vision and associated values are evident throughout school life. As a result, pupils develop as loving and caring individuals who speak and act with compassion and kindness.
- The school has a positive learning environment in which members of the school treat each other as they would wish to be treated. This enables pupils to fulfil their potential.
- Collective worship is inclusive, engaging and uplifting. Members of the school community are actively involved and offered the opportunity to grow spiritually through experiences of prayer, stillness, singing and reflection.
- Good mental health and wellbeing are central to the school’s vision. Quality provision enables pupils to recognise and regulate their emotions and behaviour.
- The well-structured religious education (RE) curriculum is creative and engaging. It builds on prior knowledge and is carefully planned so it is relevant. This impacts positively on pupils’ confidence when talking about their learning.

Development Points

- Develop a shared and accessible understanding of spirituality. This is to enable pupils to articulate a sense of awe and wonder.
- Create opportunities for pupils to make a difference in their community and beyond. This is to deepen their understanding of justice.



Inspection Findings

Vision and Leadership

Bury's vision is biblically rooted, embedded and recently reshaped to reflect the school's changing context. It was developed through consultation with the wider school community. Pupil voice played a pivotal role in refining the vision. As a result, stakeholders are deeply invested in it, which is reflected in every aspect of school life. This shared vision creates an atmosphere of mutual respect, where pupils are valued and achievements celebrated. Leaders, the Diocese of Ely Multi-Academy Trust (DEMAT) and governors make bold, courageous, and aspirational decisions to ensure the vision is lived out daily. For example, their commitment to adult and pupil flourishing through an extensive programme of staff training. Both the governing body and DEMAT rigorously hold leaders to account, working together to see the vision fulfilled. Christian values are well known by staff and pupils, who understand the importance of 'doing everything in love'. Commitment to this value, together with those of respect, honesty and forgiveness, results in an inclusive environment where pupils can thrive. Strong and visible leadership models the vision consistently, serving as a powerful example for both staff and pupils.

Vision and Curriculum

The curriculum design encourages pupils to be curious in their learning and to build upon what they have been taught before. It is carefully evaluated through regular reviews including pupil voice. This ensures that the curriculum effectively delivers on the vision. Visits, trips and residentials increase pupils' experiences and enhance their understanding of related subjects. There are several extra-curricular activities and tournaments for pupils to attend. These enrich their lives further, offering opportunities to grow and develop. The provision for pupils who have special educational needs and/or disabilities (SEND) is bespoke to individual requirements. A variety of interventions are in place which are aided by outside agencies. This results in the curriculum being accessible to pupils regardless of their starting point. Pupils are encouraged to develop spirituality through visualising four emotional hearts relating to myself, others, nature and the divine. Key Stage 2 pupils can talk about what these mean to them. However, the concept is less well understood by younger pupils. This limits their appreciation of the awe and wonder in the world around them.

Worship and Spirituality

Rich and engaging worship is central to the school day. Pupils and adults gather to worship in a dignified and respectful manner. Pupils play an active role in worship. This results in an inclusive and invitational environment in which they can immerse themselves and grow in confidence. The worship is themed by Christian values and pupils are presented with a challenge each week linked to the current theme. Moments of stillness allow inward reflection on how pupils and adults have enacted the value in their everyday life. In Friday's celebration assembly, to which parents are invited, pupil work and achievements are acknowledged and rewarded. This opportunity to share their own and their peers' successes leads to a greater appreciation of each other and increased self-esteem. The relationship with the local church is strong. The incumbent leads worship regularly. These occasions are especially inspirational and impact on pupils making choices that enhance the lives of others. The school follows the Anglican traditions and festivals. Christmas and Easter, for example, are celebrated at the church. Such opportunities deepen knowledge and understanding of Christian religious practice.

Vision and School Culture

Staff wellbeing is a priority. A profound sense of trust and understanding, engendered by leaders, enables them to flourish. This is a staff that understands the strength of working together in love, which results in consideration and kindness. This also transcends into adults wanting the best present and future outcomes for each other and the pupils that they teach. Their behavioural systems are rooted in the Christian vision to, 'Do everything in love' and teaches pupils to live out the school's values. This enables pupils to build positive relationships and demonstrate dignity and respect towards one another. When mistakes are made pupils engage in restorative reflection. This develops their empathy and informs them of how they can do better in the future. There are well-established routines, so pupils know how they should behave. This creates a positive learning environment. Pupils are taught how to recognise their current emotional state. This aids them in regulating their behaviour. Every year pupils take part in a Lenten challenge. This year pupils considered how Jesus healed



people. This developed pupils' understanding of the importance of their own and others physical, spiritual, mental health and wellbeing. The school benefits from being part of DEMAT. Their detailed curriculum plans, and associated resources have reduced staff workload. Staff development and progression is aided by a comprehensive professional training programme. They are enabled to flourish. Pupil playtime is joyful and inclusive. When pupils see someone alone, they actively seek them to join their group. At lunchtime staff offer outdoor play opportunities which engage pupils in fun and absorbing activities. This develops pupils' curiosity and their ability to play well together. Parents and their children receive personalised care and support. This along with [regular](#) and effective school communication fosters a strong home-school partnership.

Vision, Justice and Responsibility

Curriculum themes and topics explicitly draw on the school's values, enabling pupils to consider issues regarding justice and responsibility. Justice, for example, is taught as the absence of love. Pupils are actively involved in various charity fund-raising events. This encourages a sense of responsibility towards others. Pupils fulfil a variety of leadership roles: house captains, eco and school council members for example. These roles develop their sense of responsibility towards others and the natural environment. Numerous opportunities within the curriculum allow pupils to consider justice and responsibility. For example, in history pupils learn about historical figures who have fought against injustice. In Geography, they consider their individual and collective responsibility to be effective stewards of the earth's resources. There are however limited opportunities for pupils to make a difference in their community and beyond.

Religious Education

A well sequenced and structured RE programme develops pupils' knowledge and understanding over time. RE is given prominence in the school curriculum and pupils benefit from the extensive time dedicated to it. The trust and school have worked closely with an RE Advisor to inform curriculum planning and associated teaching materials. Teachers are therefore supported to teach engaging lessons. The school has adopted a worldwide approach to the teaching of RE. Pupils are encouraged to consider the study of faith and no faith through three lenses: social science, theology and philosophy. This enables them to develop a balanced perspective based upon their knowledge of how different people live, think and believe.

The quality of teaching in RE is of a high standard. This gives pupils a sound awareness of Christianity as a diverse faith alongside a range of religions and worldviews. Pupils, for example, can talk about their understanding of various religious beliefs, festivals and customs. Leaders use a variety of means to measure pupil progress. For example, they look at samples of work and observe teaching. This evidence shows that pupils accrue knowledge and perception over time. The teaching of RE is regularly monitored and evaluated by staff, governors and the trust. This ensures that the delivery is consistent with the school's values and is both relevant and topical.

Information

Address	Owls End, Bury, Huntingdon, Cambridgeshire, PE26 2NJ		
Date	24 September 2025	URN	139844
Type of school	Primary Academy	No. of pupils	207
Diocese	Ely		
MAT	The Diocese of Ely Multi-Academy Trust		
MAT Chief Executive Officer	Adrian Ball		
Headteacher	Emma Heanes		
Chair of Governors	Bethan Vaghela		
Inspector	Helen Birch		