

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### The Blue Church of England Primary School

#### Vision

‘Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.’ (Colossians 3:17).

Our Christian vision is rooted in Colossians 3:17 and calls our community to live and act with purpose and gratitude. From this vision have grown our values of hope, dignity, wisdom and community, shaping how our vision is lived each day and guiding our words, actions and relationships. This vision leads our whole community to:

- Speak – words of wisdom and hope
- Act – with dignity and respect
- Be thankful – as one community, from the heart

The Blue 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

- Leaders, including governors, effectively monitor and evaluate the impact of the Christian vision. Consequently, they make bold strategic decisions that enable pupils to flourish, including those with special educational needs and/or disabilities (SEND).
- Strong partnerships with a range of local churches enrich inspiring collective worship experiences. Therefore, pupils and adults encounter vibrant and diverse expressions of worship found within their local community.
- The extremely well-designed religious education (RE) curriculum is brought to life through high-quality teaching and wider experiences for pupils. As a result, RE is a living expression of the vision. This is because pupils explore faith and worldviews found within their local and global communities.
- The vision’s focus on speaking kind words and acting with respect fosters a deep sense of community and belonging. Pupils and adults value and care for each other through inspiring play and social development opportunities.
- The professional and personal support provided for staff is impressive. The values of hope and community are a lived experience for adults at the school. Consequently, they are highly valued and well cared for.

#### Development Points

- Strengthen the explicit teaching of the shared understanding of spirituality across the curriculum. This is so that pupils can recognise spiritual moments for themselves, beyond those they value within RE and collective worship.



## Inspection Findings

### Vision and Leadership

The Christian vision, founded in Colossians 3:17, is the heartbeat of this vibrant Church primary school. The person of Jesus exemplifies the vision as pupils consider his life and teachings. Strong partnerships with a variety of local churches further enhance this. The associated values of hope, dignity, wisdom and community are thoughtfully woven into the curriculum and collective worship. This inspires pupils' positive character development. Together, they create a flourishing culture in which pupils succeed. Consequently, the school lives out its vision by nurturing pupils to grow academically and personally. The vision drives the work of leaders. They have a deep knowledge of the school and are passionate about serving families and the wider community. They pay close attention to monitoring and evaluating its impact and use this to make bold strategic decisions. For example, leaders have invested in developing spaces that enable pupils with SEND to thrive through purposeful sensory exploration.

### Vision and Curriculum

The vision is lived out through pupils' enthusiasm for learning. Adults inspire curiosity through their creative methods of teaching. They carefully adapt approaches for pupils who have additional needs. Teachers know pupils well. Within tailored support groups, skilled staff design activities that help pupils become successful learners. For example, the newly designed 'Rainbow Room' enables those with additional needs to develop communication and learning skills alongside expert staff. Consequently, they flourish. The school offers an expansive extracurricular programme, which includes creative arts and sports, as well as valuable trips and visits. As a result, pupils, particularly those considered to be vulnerable, develop their talents and interests. Leaders maximise the school's outdoor areas. This provides space for pupils and adults to experience times of awe and wonder in the peace garden and pond area. Leaders have carefully planned opportunities to experience spiritual moments throughout the curriculum. However, some pupils are not able to recognise these moments beyond those found within RE and collective worship. Consequently, this limits the way that the curriculum extends pupils' spiritual development.

### Worship and Spirituality

Daily times of worship are central to the life of The Blue School. Using creative resources, pupils and staff lead imaginative acts of worship involving singing, reading, prayer and reflection. Following the Church calendar, leaders carefully design the worship programme so that pupils can explore the diversity within the Christian faith. Pupils consider biblical teaching and how it can be applied to their lives. This results in very high levels of enthusiastic participation. Consequently, worship contributes positively to pupils' spiritual development. Strong partnerships with a diverse range of local churches enrich collective worship. Clergy regularly lead worship within the school as well as provide prayer and spiritual support for staff. They are a core part of the school community. Consequently, pupils and adults feel nourished by this rich expression of Christian fellowship and worship. Regular invitations for parents and carers to attend class worship foster a broader sense of togetherness. More widely, leaders have created inspiring spiritual spaces throughout the school. These enable pupils and staff to sit quietly, read, reflect or pray. As a result, pupils and adults express what spirituality and faith mean to them.

### Vision and School Culture

The vision's focus on building a strong community is reflected in the highly inclusive culture. Pupils experience the love of God because their unique worth is treasured by adults who treat them with dignity. This enables them to build trusting and respectful relationships. Leaders place great importance on pupils learning what a flourishing community looks like. Therefore, they have invested in imaginative play activities and creative outdoor spaces. Use of these spaces fosters a deep sense of joy and belonging. Consequently, older pupils proactively support younger peers in play, so that they can be included. The school's behaviour policy reflects



the vision through its focus on forgiveness, hope and restoration. Through their compassionate approach, adults celebrate and promote positive and respectful behaviour. As a result, pupils understand the difference that they can make to the lives of those around them. Parents and carers value the care shown and the way staff work proactively with families, especially during times of challenge or change. The strong sense of community is a key reason why many families choose the school. Leaders, including governors, foster a culture where adults are treated well and enabled to grow. Staff feel valued because of the impressive professional support they receive. Leaders prioritise wellbeing and respond to staff with empathy and understanding. Long-standing staff attribute their commitment to the school's strong Christian community. In addition, high-quality pastoral support alongside guidance from local clergy strengthens spiritual and personal wellbeing.

#### Vision, Justice and Responsibility

Thoughtfully planned opportunities to engage with issues of justice through the curriculum enable pupils to offer hope to their communities. Therefore, they understand the responsibility they have for those around them. Within the school community, pupils train as wellbeing ambassadors so that they can support those who face difficulty. Similarly, the charity team encourages pupils to support causes that matter to them. For example, they have raised funds for a guide dog charity because pupils advocated for those with visual impairments. In addition, older pupils carefully cultivate outdoor spaces so that the community can enjoy nature. More widely, pupils actively recognise how they can address injustice. They identify local and global needs and respond thoughtfully. For example, pupils address loneliness by visiting residents in a local nursing home and supporting a local church community group. They also extend hope globally by writing letters of friendship to pupils in a South African village school. Therefore, the vision and associated values help pupils to understand the link between faith and action. Consequently, pupils value the importance of showing responsibility towards others. This results in a strong sense of connection and belonging.

#### Religious Education

Leaders place a high priority on RE. Working in partnership with the diocese, the RE curriculum is extremely well planned and sequenced. Alongside Christianity, pupils study a wide range of faiths and worldviews that are explored through carefully designed resources. Furthermore, regular visits to places of worship and encounters with people of various faiths bring learning to life. Consequently, pupils relish their RE lessons. The curriculum is effectively sequenced so that pupils can build on their previous learning and deepen their religious literacy. They are confident in exploring a range of religious texts and evaluating them through different lenses. For example, pupils philosophically consider the significance of the rainbow in the biblical story of Noah and the Ark. Therefore, RE is an expression of the vision as pupils grow in wisdom and deepen their knowledge of global faiths and worldviews, including Christianity.

The quality of teaching of RE is impressive. Teachers deliver high-quality lessons focused on answering big questions, such as 'Why do Muslims fast?' Pupils benefit from highly engaging activities. Consequently, they are enthusiastic and remember their learning well. Teachers expertly use well-designed assessment and feedback to ensure that pupils' misconceptions are identified quickly. As a result, pupils across the school make strong progress and produce extremely impressive work. Pupils recognise RE as a vehicle for understanding the diversity in the local and global community. Consequently, pupils develop a respect for people as children of God.

## Information

Address	North Street, Isleworth, Middlesex, TW7 6RQ		
Date	19 May 2026	URN	102523
Type of school	Voluntary aided	No. of pupils	435
Diocese	London		
Headteacher	Matt White		
Chair of Governors	John Logan		
Inspector	Sadie Batstone		