

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Osmund's Church of England Middle School

Vision

As a school, our vision, "no one left out, no one left behind," applies to our whole community. Our Christian values of Hope, Community, Respect and Love underpin this. We consider this in every act and decision we make.

Our Christian foundations have led us to place inclusivity and diversity at the heart of our school. We dedicate ourselves to ensuring our children are loved, can flourish and have a sense of belonging so everyone can fulfil their God-given potential.

"So speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind." 1 Thessalonians 5:11

St Osmund's Church of England Middle 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

- Adults and students live out the deeply embedded Christian vision. It provides firm foundations and is the bedrock of everyday working. It gives a strong sense of moral purpose which is underpinned by the associated values which motivate and inspire. As a result, individuals thrive.
- The impact of the vision is evident throughout St Osmund's. The school is highly inclusive. Students show respect and compassion and there is a striking sense of belonging.
- Religious education (RE) is well led. High expectations are set and fulfilled. Students think deeply, debate issues with maturity and gain a depth of knowledge.
- Students who are deemed to be vulnerable or who have special educational needs and/or disabilities (SEND) are lovingly cared for. Nurturing relationships ensure these students are supported in their learning and personal development with consideration.
- The governors and trust know the school well. They provide challenge and monitor and evaluate the Christian distinctiveness of the school with rigour. They make bold decisions which guide the school's strategic direction.

Development Points

- Review the shared understanding of spirituality. This is to enable opportunities for it to be planned and implemented more deeply and consistently across the school.
- Enhance students' understanding of justice. This is so they are able to appreciate that they can make a positive difference through their actions.



Inspection Findings

Vision and Leadership

The Christian vision is at the very core of St Osmund's. It gives the school direction and provides the framework for leaders' decision making. Adults frequently refer to its biblical roots and it underpins the vision. Its impact is clearly evident in policies and in the day to day working of the school. Leaders bring the vision to life and model the values of hope, community, respect and love. These are displayed prominently throughout the school and have a significant influence on the way students work, play and behave. The mantra of 'We are Ossie's' shows the intense sense of community which exists. The trust is fully supportive. Its vision has a direct alignment with that of the school and it is a key partner. Links with the diocese are also strong and reciprocal. The school plays a role in Salisbury Diocese's Church School Flourishing programme. The governors are highly committed and have well developed systems for monitoring and evaluating the effectiveness of the vision. As a result, they provide challenge and support and are prepared to take bold decisions to ensure the vision is met. For example, they recently made alterations to the allocation of money for students deemed vulnerable to ensure that they were not 'being left out or behind.'

Vision and Curriculum

The aims of the curriculum mirror those in the vision and there is an evident synergy between the two. For example, there has been an increased focus on literacy and numeracy at Key Stage 2 to ensure that 'no-one is left out'. The curriculum allows for debate and critical thinking as well as creative flair. Students' work displayed around the school shows that their individuality and diversity of talent is fostered. They flourish in this encouraging environment. They are given a breadth of experience through the very wide ranging extra-curricular offer in 'Ossie's opportunities'. The extensive number of clubs including activities at 'wrap around care' extend horizons and provide nurture. Students are not left out of activities or visits for financial reasons. In line with the vision's aim, those who have SEND or who are deemed vulnerable are helped carefully by a team of specialists. A dedicated area, including a sensory room, has a highly positive effect for these students and they thrive. Although the school has discussed spirituality, there is no real depth of understanding of what this means. It is not planned for in the curriculum sufficiently well and spontaneous moments to discuss it are not used to best effect. As a result, the impact of the curriculum on students' spiritual growth is underdeveloped.

Worship and Spirituality

Adults and students value collective worship as a time to come together. They particularly enjoy the singing in whole school worship which develops their spirituality. As one said, 'if you stop suddenly and listen you think 'wow' we are producing that sound.' Worship through the week including class and year group gatherings follows a common theme. These centre around the vision and values and reinforce them. The school chaplain plans this thoroughly ensuring worship enhances students' knowledge of Bible stories. In class worship, students use well-designed books in which they reflect on a biblical quotation. However, opportunities to develop spirituality in class worship are sometimes missed. In whole school and year group worship students gain familiarity with parts of Anglican liturgy. Leadership of worship by clergy from local churches means that students experience a variety of styles of worship. For example, welcome, leavers' and Christmas services in local churches are appreciated. Invitational opportunities for students to encounter prayer supports their spiritual growth. However, overall, in collective worship opportunities for developing spirituality are not deeply established.

Vision and School Culture

The culture and ethos of the school align entirely with the vision and its values. Students are polite, considerate, show respect and are full of hope for the future. They are compassionate towards one another and regard diversity and inclusion to be of prime importance within the school and beyond. Behaviour within the school is exemplary. It is a welcoming community. The decision to employ specialist support workers shows the emphasis



the school places upon ensuring 'no-one is left behind.' Staff are very well cared for and support one another. Their mental health and workload are considered carefully. Mechanisms exist both at school and trust level to enable them to access help should they need it. Senior leaders listen and staff members welcome the flexible 'wellbeing day.' New teachers are very appreciative of the thorough induction into what it means to work at St Osmund's. Professional training helps staff development. Some who joined as volunteers are now trained teachers. Throughout the school there is a deep sense of belonging.

Vision, Justice and Responsibility

Students articulate clearly that they have a personal responsibility for their behaviour and work within school. In Year 8 they have opportunities to take school-wide roles of responsibility. For example, they act as 'buddies plus' to younger students. They embrace this as part of the values they hold. However, younger students have less opportunities and would like to play a greater role. The St Osmund's climate action group (OCAG) is passionate about ensuring that the world becomes more ecologically friendly. Its students raise large sums of money through their fayres. Their clothes swap days for 'OCAG currency' are a highlight. They are delighted that the local community benefit from the school composter. Students take immense pride in the charity fundraising from events like Race for Life, Santa runs and other events. They consider the extensive toilet twinning an important role for the school. Most students know the concept of what justice and injustice means. They consider the school and its relationship policy to be very fair. However, they do not necessarily make the link between injustice and the breadth of ways their fundraising can help to alleviate this.

Religious Education.

High expectations are set and met in RE. It is regarded as an academic subject and has a prominent profile in the school. The curriculum is well planned. It develops students' knowledge and understanding of Christianity, a broad range of religions and non-religious world views. It meets the requirements set by the Church of England for RE. It is kept under review in conjunction with feeder schools and the upper school to ensure continuity and progression. The leader has extensive subject knowledge. This is being used to great effect to upskill teachers at Key Stage 2 who have only recently begun to teach RE. The curriculum is enhanced by 'retreat days', which develop students' reflection. The structuring of lessons around 'big questions' develops critical thinking skills well. The subject is monitored effectively by senior leaders and governors.

Learning in RE is highly effective. Religious vocabulary, upon which there is a focus, helps students to express their views in writing. They produce work of a high standard and make good progress. Teaching methods are varied. Many absorb and enthuse students. In a Key Stage 2 lesson attributes which made people different were being considered. This was linked well to teaching about Hindu gods and engaged the students' interest effectively. Feedback is very thorough, with assessment informing students how they are doing. This helps teachers with their future planning and, together with the quality of the curriculum, ensures that students make encouraging progress.

Information

Address	Barnes Way, Dorchester, Dorset, DT1 2DZ.		
Date	28 and 29 January 2026	URN	147904
Type of school	Academy	No. of pupils	715
Diocese	Salisbury		
MAT	Wessex Multi Academy Trust		
MAT Chair	Martin Baker		
Headteacher	Gareth Biddle		
Acting Chair of Governors	Emily White		
Inspector	Marcia Headon		