

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trenode Church of England VA Primary Academy

Address Widegates, , Looe, United Kingdom, PL13 1QA

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School's vision

Through God's love, we care for each other in a safe, friendly school where we work with hope and joy to ensure that all pupils and staff flourish and excel in their aspirations. The parable of the Good Samaritan guides us to work in harmony and love and to develop strength and resilience.

Key findings

- Leaders have revitalised the school's distinctive Christian vision and used it effectively to drive improvements, focusing closely on pupils' needs. A new staff team live out the vision, creating a warm caring community where there are strong nourishing relationships and where everyone treats each other with a high degree of respect and dignity.
- The vision nurtures a culture of high expectations with pupils using the language of being the best that they can be. Vulnerable pupils are well supported raising their self-esteem so they can flourish.
- Leaders are enthusiastic and passionate, constantly seeking to provide the highest quality of learning. Opportunities for reflection and developing spirituality have grown, but pupils do not explore a wide range of aspects nor do they express their thinking in creative ways.
- The Bridge Multi- Academy Trust (trust) has played a major role in supporting the school. New staff and leaders have established systems which enable pupils to thrive. However, pupils have limited opportunities to plan, lead and evaluate worship.
- The quality of teaching in religious education (RE) is high, engaging pupils in lively debates. At present staff are less confident when assessing pupils who are working at a level above expectations.

Areas for development

- Ensure that high-quality experiences are identified in planning which deepen pupils' understanding of a wider range of spiritual aspects so they can express their thinking creatively.
- Enable pupils to have greater ownership of collective worship so they plan, lead and evaluate in order to articulate the difference collective worship makes to their lives.

- Refine approaches to assessment in RE so staff are confident to recognise pupils working at a higher level raising the numbers who achieve this standard.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders refreshed the distinctive Christian vision effectively involving the school family, so they have greater understanding and ownership. They use the vision to drive improvements, moving the school forward after a challenging time. Leaders demonstrate a growing appreciation of the theological principles underpinning the vision. They talk about each pupil being special to God, recognising their God-given potential which they seek to grow. Leaders develop pupils' knowledge of Christian values so they understand how Jesus models the way people can live. They are passionate and dedicated to making this the best school it can be. They are constantly evaluating, refining ideas and seeking high quality practice. A new staff team share the commitment to the vision working impressively together. Governors' monitoring is robust, systematically evaluating all aspects of being a church school. They listen to pupils' ideas to inform improvements. As a result, pupils deepen their understanding of the themes from collective worship as these are now discussed in class.


The vision of enabling pupils to excel inspires leaders to create a curriculum which raises pupils' aspirations. Pupils are immersed in a culture where aspirational language is part of everyday life. They talk about being the best they can be. Pupils challenge themselves and aspire to work at a more challenging level knowing they will be supported. They develop resilience in learning by drawing upon Christian values such as perseverance and courage. Vulnerable pupils' individual needs are astutely assessed by well-qualified staff, enabling them to flourish. Pupils' self-esteem is enhanced, for example, through opportunities to learn a musical instrument. They recognise how learning provides them with the skills to become lifelong learners. Pupils' knowledge of global communities and disadvantage is growing through new curriculum projects. They are confident to challenge stereo-types and inequalities in debates. Staff have an agreed understanding of spirituality. Pupils talk positively of how reflection helps them when learning. However, experiences are not explicitly planned or explore a broad understanding of spirituality. Opportunities for pupils to express themselves creatively are not yet embedded.

The importance of living well together in a community is an essential aspect of the vision, enabling one another to flourish. Pupils use their understanding of Christian values, such as kindness, in daily interactions. There is a sense of being part of a caring family where everyone is important. Staff and pupils develop nourishing relationships where there is deep trust and pupils feel safe. They treat one another with a high degree of dignity and respect. This shapes the welcome they give to new pupils who join the school outside of normal admission times. These pupils flourish in this community. Pupils use strategies which help them to be calm, realising the importance of talking to others. Regular well-being days led by qualified mental health staff enrich provision. Pupils thrive in leadership roles, such as the school council. They listen to peers and take action raising awareness of injustice or exploitation. This includes projects to support refugees and the local foodbank, becoming agents for change. Pupils are now using this model to champion causes about which they are passionate.

Flourishing together, which comes from the vision, informs school partnerships enriching the provision offered. Trust leaders use new monitoring systems, effectively focusing on pupils' needs. Staff expertise and aspirations are enhanced through the trust's focused training. Subject specialists, notably in RE, improve planning. Staff contribute to the trust through their expertise in literacy and science. The trust grows staff talents enabling them to take up further leadership roles. The Diocese of Truro provides training and evaluations, leading to a clearer structure for collective worship. The relationship with the local church is growing, providing support for governance and leading worship. This includes the Open the Book team whose visits are enjoyed. Relationships with the locality are deepening despite the school's geographical position, contributing to its daily life. Online learning and worship with individual time for pupils was valued during the pandemic. Families felt important due to the school's links, giving them hope for the future.

New initiatives and approaches in RE deepen pupils' thinking, particularly about questions of meaning and purpose. Pupils develop a good understanding of specific religious vocabulary. Class debates are lively, enabling them to reflect on theological and philosophical ideas and those from human sciences. Pupils draw on previous learning to shape their thinking. They are confident to listen to others, refine their views and learn to disagree well. Pupils know what they will study, such as new vocabulary and which skills they will develop. This comes from an informative front page introduction to each unit. Pupils have a secure grasp of world religions and viewpoints. Assessment is regularly undertaken. However, staff are less confident to determine if pupils are working above expectations. High quality practice is effectively shared by a pro-active subject leader.

Leaders continue to raise the quality and impact of collective worship. New initiatives enhance its importance so that it is inclusive and invitational. This has been developed by liaising with other local church schools. Worship has a clear structure and planning which enables all staff to lead. Pupils' understanding of Christian values and Jesus' teaching is enhanced by dedicated values days and class discussions. They use these ideas to reflect on their behaviour and attitudes. At present pupils make a limited contribution to planning and leading worship, neither are they regularly involved in evaluations. More visual elements in worship are being included following governors' monitoring. Pupils value class reflection spaces which offer them the chance to be still. Some pupils use prayer and reflection to share their thoughts. Pupils show an age appropriate understanding of the Christian belief of God as Father, Son and Holy Spirit.

	The effectiveness of RE is	Good
	Teaching in RE is at least good and there are a number of examples of excellent practice. The RE curriculum is well planned, enabling pupils to explore aspects specifically related to Cornwall. Pupils, including those who are vulnerable, make good progress. They are confident to share ideas verbally and value opportunities to record responses in different ways. Pupils are engaged in RE and recognise its relevance for their lives and thinking.	

Contextual information about the school

Date of inspection	12 July 2022	URN	145561
Date of previous inspection	02 June 2015		
School status	VA	NOR	036
Name of Multi Academy Trust or Federation	Bridge MAT		
Diocese or Methodist Circuit	Truro		
Headteacher	Janine Waring		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)			
Inspector's name	David Hatrey	No.	0844