

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Bishops Church of England Learning Academy, Newquay	
Address	Treninnick Hill, Newquay, TR7 2SR
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
We belong to Team Bishops', where through our Christian distinctiveness and nurturing ethos we celebrate differences. We believe in inspirational, exciting and challenging learning that utilises our natural environment. We aspire to create endless possibilities by making positive contributions to society. We achieve by everyone flourishing academically, spiritually and emotionally.
Key findings
<ul style="list-style-type: none"> • Leaders are inspirational and enable everyone to be the very best they can be. They are bold to use research to identify innovative approaches enabling pupils to flourish, impressively supported by the Kernow Learning Multi-Academy Trust (Trust). • The vision is central to the school's improvement. The school stands as a beacon of hope for families, meeting a wide range of needs, enabling many to make a new start. • Leaders are passionate about sharing high quality practice as a Church school which makes a distinct difference for Church and non-Church schools alike. This is typified by grace and generosity. • Religious education (RE) is a vibrant subject playing an influential role in the life of the school. Sharing their expertise with other schools is an outstanding example of living out its vision. Pupils' understanding of religious concepts is growing deeper at an impressive rate. • Collective worship is at the heart of this community and is highly valued. It extends everyone's understanding of the importance of the vision.
Areas for development
<ul style="list-style-type: none"> • Continue to increase the rate at which pupils gain a deeper understanding of religious concepts so that it is in line with the excellent progress made in other areas of RE.



Inspection findings

This school is a beacon of hope for families within and beyond its community, inspired by its vision. Families seek its expertise for pupils who have diverse needs, driven by the quality of its provision. This reflects the spontaneous culture of care for all. Staff grow transformational relationships of trust with families, consistently going beyond the community's expectations. Developing a sense of belonging is essential, so those from a large number of countries are treasured. As a direct result, the school prioritises the Trust's English as an additional language specialist to drive this work. Leaders articulate a well-developed understanding of the biblical principles underpinning the vision, showing it is rooted in theology. They use the image of the mustard seed and relate this to growing their God-given potential. The leadership is overwhelmingly passionate making life changing differences for pupils and families. An example is the outstanding work staff share with Church and non-church schools across Cornwall. The rigour of monitoring the impact which the school's Christian vision has on daily life is exceptional. Leaders do this instinctively, making improvements. Governors' commitment is exemplary, ensuring all aspects of a Church school are extensively reviewed.

The culture of high expectations is pervasive. At the heart of this is the quality of relationships between staff and pupils, generating trust. Individualised feedback uses a language of being the best you can be. Curriculum opportunities and displays of people who have overcome disadvantage, raise pupils' aspirations. This transforms pupils' attitudes, growing self-belief. There is an affirming culture of celebrating achievements, from in school and beyond. The importance of reflection and deepening spirituality is paramount, a natural and integral aspect of learning and daily life. Opportunities to deepen pupils' spiritual flourishing are intentionally planned across all subject areas. Pupils use a strategy which helps them to think deeply. They consistently explore the wonder and significance of life, pose their own challenging questions and seek answers. Leaders boldly demand that research underpins developing the highest quality practice. These innovative projects stand out. An example is the new approaches to teaching and learning. These empower staff to identify new skills, trialling strategies which raise the impact of learning. There is a relentless drive for a holistic and transformational curriculum. Pupils respond by seeking to be agents for change, living out the vision of compassion. Recently they took independent action following earthquakes. They extended this across the community, resulting in an articulated lorry taking out resources. This culture of spontaneous love is deeply embedded. This further enriches their knowledge of global communities enhancing understanding of dignity.

The high level of expertise to meet pupils' diverse needs has a transformational impact on their learning and self-belief. It provides a new start for many, who then surpass their own expectations. There is outstanding support for pupils with specific educational needs or a disability. The Trust has three leaders in this area whom the school has nurtured. This is typified by staff who achieved a degree to inform innovative practices, enriching the already outstanding provision for vulnerable pupils. Highly effective strategies enable pupils to recognise and articulate their emotions. They use individualised strategies so they can manage these.

Being part of a family is fundamental to the vision. The partnership with the Trust provides a wealth of support, enhancing the evaluations. The school shares its expertise, particularly in RE, collective worship and being a Church school, widely. These partnerships marked by the principles of grace and generosity. There is a strong culture of looking after others in love. An impressive example is the vast improvements leaders make to a school in challenging




circumstances, recognised by external inspectors. Relations with local churches enable pupils to make influential contributions to the community and enrich the variety of acts of worship in school.

The vision overwhelmingly shapes this caring community. Pupils show an impressive understanding of diversity and difference. They treat everyone with a high degree of dignity and respect. Pupils draw thoughtfully on Christian ideas of forgiveness, so relationships can be mended.

Collective worship is at the school's heart, it exemplifies all the vision means. Pupils, with a religious faith or none, affirm how it transforms their thinking. It is inspirational, enabling each to show compassion to the world. Collective worship online gives hope for the future. This was recognised by the Church of England faith and home project as examples of excellent practice. These acts of worship are used across the diocese, bringing hope. Planning is exemplary, with detailed plans for each day. It is responsive to current events, so the relevance of Jesus' teachings are clear. The worship leader shares excellent practice across the diocese. Connections with different Christian churches enriches worship, enabling pupils to see variations in practice and tradition. The importance of prayer and reflection stands out. Pupils know the significance for Christians of the Eucharist, thoughtfully developed in conjunction with the local church. Pupils have real ownership of worship. A pupils' worship team plan and lead on Christian values and in class worship. All pupils have the opportunity to evaluate worship using a programme which collates responses, informing improvements.

The quality of provision in RE makes an outstanding contribution to daily life. It is vibrant and exciting, creating a culture of exploration. The quality and depth of discussions about questions of meaning and purpose is impressive. Pupils draw on theology, philosophy and ideas from human sciences to shape their opinions. They are confident to articulate these, learning from others and disagreeing well. Planning is extremely rigorous and provides excellent support. An innovative approach to assessment encourages pupils to answer a question at the end of each lesson. This teases out their depth of thinking. These approaches are frequently shared with non-Church schools, raising the importance of RE. Interfaith and Christian value days offer lavish opportunities to explore these in depth. Pupils talk about worldviews exceptionally knowledgeably. They show a very well developed understanding of Cornwall's religious cultural heritage. The dynamism of the subject leader is contagious. Pupils' understanding of core religious concepts is not as extensively known as specific subject vocabulary following breaks in learning. However, this is growing rapidly.

	The effectiveness of RE is		Excellent	
	<p>The subject leader continuously seeks new initiatives, trialling these. There is a culture of ongoing developments. The quality of teaching and learning is frequently excellent and never less than good. Teachers' skills in questioning consistently challenge pupils to think at a deeper level. Other schools adopt these high quality practices. Pupils consistently make excellent progress. Focused tracking and targeted support enables vulnerable pupils to flourish.</p>			
Information				
School	The Bishops Church of England Learning Academy, Newquay	Inspection date	3 March 2023	
URN	143172	VC/VA/Academy	Academy	
Diocese/District	Truro	Pupils on roll	372	
MAT/Federation	Kernow Learning			
Headteacher	Adam Richards			
Chair of Governors	Jo Harrison			
Inspector	David Hatrey	No.	844	