

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Tudy Church of England Primary School	
Address	St Tudy, PL30 3NH
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
<p>'Bring it!'</p> <p>Through God's love, we bring friendship, we bring courage, we bring creativity. Bring it forever! Our 'Bring It!' vision requires us to ensure our pupils are excited by and fully engaged in their learning and school experience more widely. We support them to use their talents to create positive school memories with their friends that will remain with them for the rest of their lives. Our aim is to inspire a lifetime of adventure.</p>
Key findings
<ul style="list-style-type: none"> • The St. Barnabas Multi Academy Trust (Trust) plays an influential role in raising the impact this Church school makes in pupils' lives. It effectively supports vulnerable pupils, grows a culture of aspiration and enhances self-belief. • The Christian vision is becoming embedded in the life of the school, it enhances relationships and a sense of being a family. There is a spontaneous, yet intentional, culture of looking after one another in love. • New approaches in collective worship, notably the 'big start', engage pupils well. At present, pupils have limited opportunities to evaluate, plan or lead worship. • Leaders bring stability to the school following a time of change. They use the vision to drive improvements, with a staff team who show the difference the vision makes. However, opportunities for pupils' spiritual flourishing are not consistently identified in planning. • Pupils articulate where 'big questions' in religious education (RE) lead them to wrestle with new ideas and inform their beliefs. Staff are refining strategies for assessment so that further support can be given to all pupils.
Areas for development
<ul style="list-style-type: none"> • Enable pupils to evaluate collective worship as well as play a greater role in planning and leading. • Refine approaches to assessment in RE to enable pupils' progress to be carefully tracked. This enables greater support for vulnerable pupils as well as opportunities for work at a greater depth. • Extend the provision for pupils to flourish spiritually by identifying opportunities across all subject areas enabling pupils to express their deepening ideas in a variety of ways.

Inspection findings

The school adopted the Trust vision to facilitate effective collaboration with its new partners. This gives clear strategic direction for improvement. The Trust is fundamental to development, notably through nurture for pupils with diverse needs. This dedicated guidance enhances the work of being a Church school. It has led to new approaches in collective worship, which challenge pupils' thinking. Leaders have shaped the vision so it addresses the needs of the local area. There is effective nurture for the social and emotional needs of pupils and families, raising aspirations and self-belief. Pupils are developing a deeper appreciation of the significance of the vision. They draw upon the parable of the talents, recognising that everyone has different skills. Pupils are challenged to 'bring these', so they can shine and have life in all its fullness. Increasingly, pupils articulate what talents they have, how this can inspire, as well as make a difference for others. Leaders have a growing understanding of the biblical principles underpinning the vision. They draw on Jesus' example of how all can live well together. Leaders see everyone as being special to God, so they deserve the best opportunities. They perceive their role as sharing God's love with all, so each can be the best version of themselves. Leaders bring stability following a time of change. They enable staff to flourish by growing their talents as leaders. Staff see their role as living out the vision, so all appreciate the difference it makes. Astute evaluations by leaders result in prioritised actions, such as creating vibrant learning experiences. These consistently make a difference for pupils. A new governing body are enthusiastic, providing robust challenge. They use the Trust structure for monitoring, ensuring all aspects of a Church school are evaluated. As a result, the school has re-established itself as the 'glue' which holds the community together.

Inspired by the vision, leaders provide quality support for all pupils, so they can 'bring' their talents. A Trust appointed special educational needs (SEND) leader provides focused support, introducing new strategies which enhance staff skills. Her discussion with pupils and families lead to highly personalised programmes, which remove barriers to learning. Effective screening identifies pupils who benefit from support in developing social and emotional skills. Workshops for parents extend the impact this makes. A culture of high expectations raise pupils' aspirations. Feedback to individuals about next steps in learning give precise guidance on how to do even better, whilst trusting relationships encourage all to aim high. There are opportunities to share in a wide range of extra-curricular activities, discovering 'hidden' talents. Visitors from various careers widen horizons of what pupils could aspire to, growing self-belief.

The vision enthuses leaders to develop stimulating experiences, growing a love of learning. An emphasis on outdoor activities widens pupils' knowledge of the locality. Opportunities to highlight the importance of Christian values are woven throughout daily life. For instance, pupils see the power of courage when 'weaselling', exploring prepared tunnels. Pupils articulate how values are influential and shape attitudes. The 'Bring it' project challenges pupils to bring in work which showcase their talents. The example of a cake depicting the continents is an impressive example. The provision for spirituality is developing, where pupils use a structure which guides their thinking. However, opportunities often lack a clear focus and are not identified in planning. Pupils are not able to express their thinking in a variety of ways. Projects, such as 'clean air day', encourage everyone to consider their own carbon footprint. This leads to challenges about recycling waste. Pupils talk knowledgeably about diversity. Presentations by families from different countries explain their cultures and customs, enhancing respect. An awareness of global communities is growing. Staff model how to be agents for change, notably through the 'Grace' project where clothes are recycled


for families. Pupils are developing the confidence to take independent action for charities they feel are important.

Everyone's understanding of the vision and what it looks like is deepened through collective worship themes. 'Big start' worship, a recent improvement, progressively enriches understanding of Christian values. Activities and planned scripts give a clear structure and opportunities for pupils to discuss ideas with partners. A pupils' worship crew is at an early stage of development. They are enthusiastic and want to plan, lead and take adult roles. At present, they do not make suggestions for improvement. The school join in the Eucharist celebrated in church and play a role in the service. As a result, they appreciate its significance for Christians. A thoughtful understanding of prayer is shown, with new ideas used, such as moving pebbles, to show how they share ideas. Pupils value this time to be quiet and calm. There is a greater focus on reflection, so pupils perceive the relevance of themes for their own lives. Planning for collective worship supports all staff to lead thoughtfully and nurture pupils' spirituality.

The RE leaders' enthusiasm encourages staff to implement new ideas from 'Understanding Christianity', an RE resource. This deepens everyone's understanding of Christianity, whilst diocesan support enhances knowledge of worldviews. 'Big questions' start each unit, developing debates which enrich pupils' understanding. Pupils verbalise ideas with greater confidence, using relevant vocabulary accurately, learning from others as well as disagreeing well. Floor books enable pupils to gather their thinking in various ways, such as art or comments. These are of quality, demonstrating deeper thinking. Pupils' understanding of core religious concepts and Christianity as a living faith is growing. A thoughtful appreciation of worldviews is shown, where pupils make insightful comparisons between these. Assessment strategies are being refined to give a more detailed picture of pupils' progress.

The Trust's nurture enables the school to live out its vision, so pupils have life in all its fulness. It provides high quality training and focused evaluations, which drive improvements. Partnerships with the diocese enrich staff knowledge through focused projects, such as introducing 'Understanding Christianity'. The local church gives invaluable support to governance, leading worship. A fine example is the 'Open the Book' team, whose re-telling of Bible stories expands pupils' understanding. Leaders initiate numerous community projects and celebrations. As a result, the school is the heart of this community and community is the heart of this school.

Pupils, of all beliefs articulate how the vision shapes their community. There is a spontaneous, yet intentional culture of looking after one another in love. Older pupils see themselves as role models, guiding peers using the values. They treat one another with a high degree of dignity and respect. All are aware of how to make amends for mistakes, using Jesus' example. Pupils live out the vision which goes way beyond school life.

	The effectiveness of RE is		Good	
	New approaches and resources are being embedded effectively, whilst the curriculum progressively develops pupils' understanding of key themes. Teaching is good, where pupils wrestle with new ideas and consider its relevance for their thinking. Pupils make positive progress from their starting points, with better support given to vulnerable pupils. Leaders are aware that in order for pupils to work at greater depth a range of planned opportunities are required.			
Information				
School	St Tudy Church of England Primary School	Inspection date	7 July 2023	
URN	139092	VC/VA/Academy	Academy	
Diocese/District	Truro	Pupils on roll	49	
MAT/Federation	St Barnabas MAT			
Headteacher	Brigid Howells			
Chair of Governors	Anya Gray			
Inspector	David Hatrey	No.	844	