

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lerryn Church of England Primary School	
Address	Lerryn, Lostwithiel, PL22 0QA

School vision

The vision of Lerryn Primary School is based on our overarching Trust vision of 'BRING IT' which is theologically underpinned by The Parable of the Talent (Matthew 25:14-30). Here at Lerryn our aim is for all to understand: No matter who you are, you bring your talent to our school and we will nurture it. We are small but mighty. Our children bring the talents that God has gifted to them as an individual and we celebrate that uniqueness bestowed on us by God. Small but mighty, (Isaiah 60:22) in which says "The least of you will become a thousand, the smallest a mighty nation. I am the LORD; in its time I will do this swiftly", which recognises our unique school environment.

School strengths

- The school's Christian vision is being embedded with pupils showing a growing appreciation of its significance for them. It addresses the needs of the community and gives clear guidance for improvements.
- New approaches to religious education (RE) raise the impact it has for pupils, deepening their understanding, so they think at a deeper level. This enables pupils to recognise the contribution it makes to their daily lives.
- The school is at the heart of this community. There is a strong sense of being a family. The vision inspires all to show one another a high degree of dignity and respect.
- St Barnabas Multi-Academy Trust (Trust) gives high-quality support at all levels. It is particularly effective in growing leaders to work in Church schools and in enabling the school to live out its Christian vision.
- Leadership brings enthusiasm and passion to growing this Church school. The staff team live out the vision. As a result, the school is making rapid progress as a Church school enabling pupils to flourish.

Areas for development

- Enable pupils to take a greater role in planning and leading collective worship so they feel they have greater ownership and contribute to improvements.
- Extend pupils' understanding of injustice and deepen their awareness of global communities so they are confident to become independent agents for change.
- Ensure opportunities for spiritual flourishing are identified in planning and progressively develop pupils' thinking. This is to enable pupils to express ideas in a variety of ways and use a language which helps them to do this well.

Inspection findings

New leadership and staff team have brought stability after a turbulent time. The school adopted the

trust vision of 'Bring it' which gives clear strategic direction. Astute leaders wove part of the previous vision of 'small but mighty' to give continuity. This reflects the school's situation, but inspires all to achieve. Pupils have a growing understanding of the vision and its significance for them. They talk of bringing their talents, which together with the school, they grow. Pupils recognise they have hidden talents, which through a range of experiences, they discover so they flourish. They link their understanding of the vision to the Parable of the Talents, where individuals flourish and become the best person they can be. The vision effectively addresses the needs of the locality. It meets the diverse needs of individual pupils, supports families in challenging times and extend pupils' understanding of diversity. Leaders articulate a secure understanding of the theological principles underpinning the vision, which gives focus to improvements. They are passionate about the work of this Church school and lead by example. A cohesive team is developing with local governors, ensuring the school is at the heart of community life. Through trust support they use plans to evaluate the impact which the vision has for all. This is enhancing governors' knowledge and skills. As a consequence, they recognised that relationships with the local church had declined. This led to festivals being celebrated in church, with workshops, deepening pupils' understanding.

Leaders' understanding of the vision means they see everyone as uniquely made by God and precious. Therefore, they perceive their role as enabling each to be the best person they can be. As a result, they make adaptations to learning, removing barriers so that each can flourish. The trust special educational needs co-ordinator brings a wealth of experience to meet diverse needs. Skilled staff implement strategies which identify where further support is required, leading to well-focused interventions. This results in highly individualised approaches, drawing upon music therapy or forest school experiences. This demonstrates the school living out its vision. Pupils are helped to recognise their emotions and use approaches to help them be calm. Mental health workshops give strategies which can be used in various situations, whilst the nurture for staff is equally valued. This provision is influential and effective.

The vision celebrates that each individual has God-given gifts, which they 'bring' to school. Pupils' talents and successes are celebrated, so these will inspire others, enhancing self-esteem. The curriculum is designed for pupils to make small step progress. The vision promotes a culture which appreciates that mistakes lead to greater learning. Through trusting relationships with the staff, pupils take risks and have high aspirations. Pupils draw upon the vision and related Christian values which show their importance for everyone. They talk of how courage inspires them to aim high. The value of creativity enhances their love of learning. This shows the vision as a living reality. Staff are aware of opportunities for pupils' spiritual flourishing through the year. At present, these are not identified as an intrinsic part of the curriculum. This limits the way pupils can express the way that opportunities for spiritual development impact upon them. Pupils have a secure understanding of diversity. Visits to London and Cardiff enable them to appreciate cultures and customs. Curriculum experiences deepen this awareness. At present, pupils' knowledge of deprivation is not fully developed. Pupils are keen to challenge their peers about waste or recycling. Some opportunities, such as exploring Black history week, grows their understanding of injustice. However, pupils are not confident to become independent agents for change beyond their locality.

Leaders perceive that the vision empowers them to create partnerships which will grow God-given individual talents. This then enriches their community. The community feels that the school is at its heart. For instance, the school initiates celebrations, such as village carol singing which includes all. In response, the community has virtually funded a teaching post to maintain the second class. The church adds variety to collective worship, notably through the eagerly anticipated Open the Book team. The trust gives outstanding support, growing staff talents to take on leadership roles. Expertise at all levels, enables the school to improve and make a greater difference for pupils. Diocesan training and guidance are highly valued.

The vision inspires leaders to draw upon Jesus' teachings of how all can live together well. Pupils know that 'Bring it' means they live out the best version of themselves and this involves the way they treat others. There is a strong sense of being a family, valuing and welcoming others, which the vision drives. Pupils treat one another with a high degree of dignity and respect. They use Jesus' ideas of forgiveness to move on from mistakes together. Pupils say everyone is different, but all are special.

Collective worship significantly contributes to pupils' understanding of the Christian vision and what it looks like in daily life. Each of the core Christian values are progressively explored so pupils recognise how influential they are in a variety of situations. Collective worship is inclusive and enables pupils to contribute with integrity. It can be inspirational and challenge pupils to respond and make a difference for others. A number of initiatives have been launched which are at an early stage of development. For instance, pupils' suggestions requested greater involvement, so a junior worship team have begun to contribute to worship. A clear structure for worship is in place. There is an emphasis on pupils reflecting on the importance of ideas raised, which are developed throughout the week, beyond worship. This enables pupils to understand their significance. Pupils appreciate prayer as a time to share ideas with God or be calm. They use different approaches to prayer, guided by trust ideas. These approaches make a positive contribution to pupils' spirituality. Planning is good, with links to visual resources and clear questions which deepen understanding. Pupils have some understanding of Christian festivals.

Impressive support from the trust lead for RE, coupled with the enthusiasm of new staff are raising the impact the subject makes. A fine example is the way pupils respond to 'big questions'. Pupils use their communication skills, drawing on specific religious vocabulary to share ideas well. New knowledge organisers identify key vocabulary, which deepens their understanding. They are confident to draw on theological ideas and those from human sciences. Pupils challenge one another, learning from them, disagreeing positively. This shapes their own ideas. Dedicated time to reflect on new ideas enables them to consider their importance and how they can respond. Pupils' awareness of core religious concepts and Christianity as a living faith is growing. Pupils talk thoughtfully about worldviews and appreciate how belief influences actions. Teachers are ambitious and draw on training from the Diocese to introduce new ideas.

A well-structured curriculum ensures that pupils' knowledge is progressively developed, enhanced by new approaches to teaching in RE. Teaching is good and there are examples of high-quality practice. Pupils are effectively engaged and challenged to think at a deeper level. Pupils make at least good progress from their starting points, whilst support for vulnerable pupils enable them to flourish. Staff use a range of strategies to determine pupils' progress. These identify gaps in understanding which are being addressed.

The inspection findings indicate that Lerryn Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	19 October 2023	URN	139089
VC/VA/Academy	Academy	Pupils on roll	15
Diocese	Truro		
MAT/Federation	St Barnabas Multi Academy Trust		
Head of School	Robyn Riggs		
Chair	Alison Taylor		
Inspector	David Hatrey	No.	844

