



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Mawnan Church of England VA Primary School | |
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| Address | Shute Hill, Mawnan Smith, Falmouth, TR11 5HQ |
| School vision | |
| <p>‘Using our God given gifts to let our lights shine’.</p> <p>Our vision is for every child to experience life in all its fullness now and in the future. The light of Jesus inspires us to use our God-given gifts with pride so that we can shine together. We pursue excellence through our inspiring curriculum and nurturing environment. We shine brightly!</p> | |
| School strengths | |
| <ul style="list-style-type: none"> • The distinctive Christian vision gives the school clear strategic direction, ensuring the needs of the community are effectively met. All understand the significance of the vision and the difference it makes to their lives and thinking. • The vision inspires pupils to recognise their unique talents and gives them ownership of their learning. • The school is an inclusive community where the needs of each pupil are effectively met so that they become the best person they can be. • A culture of high aspirations pervades this community so pupils develop a love of learning, grow their self-esteem and flourish. • Leaders are ambitious and dedicated to the work of this Church school, seeking the best practice to meet individualised needs. This ensures that religious education (RE) and collective worship have a high profile and enrich pupils’ lives and thinking. | |
| Areas for development | |
| <ul style="list-style-type: none"> • Ensure opportunities to flourish spiritually are identified across planning so they progressively deepen pupils’ thinking. Support pupils to develop a language which will help them to express their ideas well. • Extend pupils’ opportunities to learn about and understand global communities. This is so that they are able to be informed, compassionate, independent agents for change. • Create further opportunities for pupils to reflect on themes raised in collective worship. This is so they are confident to articulate the difference these make to their lives and thinking. | |
| Inspection findings | |
| <p>The school’s Christian vision is deeply established in daily life. It permeates learning at all levels and is well understood by pupils and the community, who appreciate its importance. The vision gives clear focus to improvements, drives initiatives and effectively addresses the needs of the community. This leads to a focus on raising pupils’ aspirations that extends their understanding of diversity. Pupils are enabled to discover their talents, which is central to the vision. This gives pupils</p> | |

a voice in their learning, equipping them with skills and knowledge to learn now and in the future. Ambitious and enthusiastic leaders are dedicated to the work of this Church school. They talk of 'igniting fires' within pupils so they develop a love of learning, resilience and confidence in their own ability. A cohesive staff team live out the vision, so all recognise the difference it makes. Pupils talk thoughtfully about the vision and what it means to them. They give examples where it shapes their lives and thinking, stating 'it makes everyone a better person.' Systems for evaluating the impact which the vision has are improving. Some monitoring visits link Diocesan advisers with governors, which enhances knowledge and skills. This approach ensures all aspects are effectively reviewed. The impact of this approach includes governors focusing strategically upon the school's distinctiveness. An example of this is the greater pupil leadership of worship.

At the heart of the vision is the understanding that each has God-given gifts. The school sees its role as helping pupils to discover and grow their talents through rich new experiences, so they can 'shine'. Learning is seen as an inspiring journey. Enriching pupils' communication skills is a fundamental part of this. Each subject area plans the use of key vocabulary, thereby effectively extending pupils' understanding of new ideas. Pupils use starter sentences to develop their skills in sharing ideas. As a result, the quality of pupils' debates is high. They are inquisitive, want to dig deeper, challenge others, knowing how to disagree well. This is supported by high-quality literature texts which stimulate thinking about stereotypes, prejudice, disability and diversity. Pupils appreciate that we are all different, but each person's opinions are important. There are opportunities for pupils to enrich their spiritual flourishing, where they express their thinking in a creative way. At present however, these experiences are not recorded in planning and therefore, do not enable ideas to be progressively developed. Pupils were instrumental in setting up a charter showing how they will care for God's world. Groups of pupils challenge the use of plastics and waste. The school garden reflects their care for creation and their role within it. A thoughtful understanding of injustice is shown by pupils. However, their knowledge of global communities is less well-developed. Some pupils take action to support different local charities. At present, they are not confident to become independent agents for change, particularly with global issues.

Leaders hold the belief that all are made in the image of God and are unique. They follow Jesus' example of being inclusive and welcoming to all. Pupils and families talk of the warmth they receive on joining the school, feeling valued. Therefore, they provide the highest quality support to enable all to flourish. Bold decisions led to engaging a special educational needs consultant, leading to early diagnosis and individualised provision. Specific strategies are in place which enable all to access learning. Specialised nurture through play and music, led by therapists, enhances support. Screening of pupils' social and emotional needs leads to individualised approaches which enrich pupils' mental health and wellbeing. Woven throughout is a tangible culture of high aspirations. Learning is broken down into small steps which enables all to be successful. All achievements are celebrated, whilst the language of journeying and growing is an intrinsic part of everyday. Consequently pupils' self-esteem is high, igniting a love of learning. They know how they learn well becoming resilient.

Leaders draw on Jesus' teaching of how all can live together well to shape this caring community. There is a pervasive sense of being a family. Older pupils see their role as nurturing peers and act as role models for Christian values. All show one another a high degree of dignity and respect. This extends to collaborating well as learners and celebrating each other's successes. Pupils use Jesus' ideas about forgiveness to overcome mistakes and move on together.

The vision celebrates 'shining together,' highlighting the importance of partnerships for school development. Collaboration with the Diocese raises the rigor of evaluations as well as drawing on specific training which leads to new initiatives. Governance is enhanced through the Church serving the school. In addition, the Church adds variety to worship, notably through Open the Book and

valued pastoral support.

Collective worship is inclusive, enabling all to contribute with integrity and can be inspirational. Developing pupils' understanding of the vision and what it looks like in life is an important part of worship. Christian values are progressively explored so pupils recognise the difference they make in a range of situations. Pupils' roles in worship are developing, with more opportunities to plan, lead and contribute. They make suggestions for themes to be developed, taking responsibility for implementing these. Class worship, a response to monitoring, enables pupils to discuss at a deeper level. Improvements, as a result of pupil surveys, include having a consistent structure for worship and establishing a school prayer which reflects the vision. More staff lead worship following in-school support, raising their confidence and skills. Pupils have some understanding of Christian festivals, although there is some confusion. Each year a Eucharist is celebrated to which pupils contribute, enhancing their awareness of its importance for Christians. Sharing ideas with God through prayer is well understood, with pupils confident to share thoughts. Whilst pupils talk positively about collective worship, they are not always confident to say why. This is because there are insufficient opportunities to discuss these beyond worship.

RE has a good profile in the daily life of the school as a result of ongoing improvements. The subject leader effectively draws on best practice from Diocesan expertise. Pupils have a well-developed understanding of specific religious vocabulary which they use thoughtfully. This informs debates about big questions which are explored in depth, shaping beliefs. Pupils talk positively about RE, recognising its contribution to their thinking. They have a growing understanding of core religious concepts and Christianity as a living faith. Their understanding of worldviews is secure, appreciating how beliefs shape actions. The national expectations of the Church of England Statement of Entitlement for RE are met. The RE subject leader has drawn on up to date resources to construct a cohesive and progressive curriculum. Opportunities to explore aspects of the vision are effectively woven in. The teaching of RE is good and there are some aspects of excellent teaching. This is where pupils are challenged to think at a greater depth. As a result, pupils achieve well, with a significant number working at a higher level. The support for disadvantaged pupils, who often make comparable progress with their peers, is good.

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

| Information | | | |
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| Inspection date | 5 October 2023 | URN | 112002 |
| VC/VA/Academy | Voluntary aided | Pupils on roll | 140 |
| Diocese | Truro | | |
| MAT/Federation | | | |
| Headteacher | Jilly Pridmore | | |
| Chair | Rachel Stevenson | | |
| Inspector | David Hatrey | No. | 844 |