



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Braddock Church of England Primary School	
Address	East Taphouse, Liskeard, PL14 4TB
School vision	
<p style="text-align: center;">‘Bring it!’</p> <p>Our school vision is based on 1 Peter (4:10) We ‘use whatever gift we have received to serve others as faithful stewards of God’s grace in its various forms’ (1 Peter 4:10) - we are able to summarise this quote with our motto ‘Nurturing Every Talent’. Every member of our school community recognises that God has bestowed upon us a number of gifts that we need to nurture and love in order to help them achieve their full potential. Some gifts we have discovered, some are yet to be discovered. Our school mission is to unlock our gifts and use them to love and serve God, ourselves and one another.</p>	
School strengths	
<ul style="list-style-type: none"> • The school’s Christian vision of ‘Bring it!’ is at the heart of this community. Pupils use the language of the vision and Christian values and articulate how these shape their actions and thinking. • Leaders, at all levels, are ambitious and enthusiastic, inspired by the vision to identify and implement best practice. The Trust (St. Barnabas Multi-Academy Trust) plays a major role in enabling the school to grow and pupils to flourish. • The relationship with local churches is a strength. They add variety to collective worship and practical support for families in challenging times. This impressive practice is shared across the diocese. • The vision inspires leaders to provide high-quality support for pupils’ and adults’ mental health and wellbeing. The nurture of pupils’ social and emotional needs are effectively met so each can flourish. • Collective worship plays a key role in deepening pupils’ understanding of the vision and what this looks like. It provides opportunities to explore the significance of new ideas and how each can respond. As a result, pupils treat one another with a high degree of dignity and respect. 	
Areas for development	
<ul style="list-style-type: none"> • Extend pupils’ understanding of injustice and help pupils to develop the skills so they can become independent advocates for change. • Develop a language for pupils to express their thinking about spiritual flourishing. This is to enable them to share the impact these experiences have. • Ensure opportunities for pupils to develop skills and greater understanding in religious education (RE) are woven into planning. This is to develop key skills, such as interpretation and evaluation, enabling pupils to think at a deeper level. 	
Inspection findings	
<p>The school’s vision is at the heart of this community, permeating all aspects of daily life. Pupils talk</p>	



enthusiastically about 'Bring it!' They are nurtured to discover their God-given gifts, linking this to the Parable of the Talents. Pupils' articulate that they have a responsibility to show their talents and inspire others to do the same. They draw upon the accessible language of Christian values through daily life. For instance, courage drives them to explore new ideas. The story of David and Goliath is used so that pupils see themselves as small people who succeed. Leaders perceive their role as serving the community, following Jesus' example. They have a relentless compassion to improve. They use the vision to address the needs of the locality, growing pupils' aspirations and widening understanding of the world. The vision consistently drives new initiatives. This leads to spirituality having a high profile and enhancing pupils' communication skills. Staff are highly valued and enabled to grow their talents. They teach their specialised subject across all classes and grow leadership potential. Staff live out the vision, so all recognise the difference it makes. This stands out in the trusting relationships they make with pupils and families. School leaders' monitoring is robust and leads to initiatives being refined to enhance their impact. Significant progress has been made as a Church school as a result. This is clear in the way the school involves the community in its celebrations and events. Governors are dedicated to their roles. Using a diocesan plan, they effectively evaluate all aspects of a Church school, guided by clear foci and questions. Conferencing with pupils led governors to create greater opportunities to reflect on collective worship themes.

Leaders follow Jesus' example in reaching out to those who need support on the journey of life. The quality of nurture for pupils' and adults' mental health and wellbeing is a strength. Qualified leaders and trained staff in all classes weave wellbeing strategies throughout learning. Pupils draw upon a toolkit of approaches, aware of which are effective for them. An extensive range of outdoor educational activities impressively extends this nurture. Expertise from the trust, drawing on best practice, enhances staff knowledge and skills. This enables early identification of pupils' needs and focused actions. A good example is developing pupils' communication skills. There is an emphasis on learning new vocabulary and using sentence starters which guides pupils to verbalise ideas. Social and emotional needs are effectively met. Pupils are confident to recognise their feelings and identify personalised strategies which help them to be calm. Specially designed spaces provide 'time out' for reflection. Raising pupils' aspirations is important. for leaders. Visiting adults, from diverse careers, inspire pupils by showing how they overcame barriers to succeed. The language of mistakes and learning from these is widely used, so pupils feel these enhance their learning. Affirming relationships with staff raises pupils' self-belief.

The vision drives everyone to bring and become the best version of themselves that they can be. As a result they devise stimulating learning experiences to grow pupils' talents. On behalf of the trust the school takes the lead in developing opportunities for pupils' spiritual flourishing through the curriculum. Experiences are planned across all subjects to deepen reflections. Pupils use an approach which effectively supports their thinking. However, they do not have a language which helps them to express their ideas or show the impact these opportunities make. Outdoor activities enrich pupils' knowledge of Cornwall, so they excel in a variety of areas, growing a love of learning. Pupils have a thoughtful awareness of diversity. Residential to London allow them to experience different customs and cultures. This is extended by visitors and pupils from different backgrounds to talk about beliefs. A range of reading books explore stories from different cultures. These promote discussions on injustice, poverty or disability. As a result, pupils show respect for all. Some pupils raise awareness of issues that they feel are important. However, they are not confident to become independent advocates for change.

The Christian vision of enabling all to flourish together is distinctly evident in the way this community lives well together. Leaders draw on Jesus' example of valuing all. Pupils make trusting relationships, showing a high degree of dignity and respect. There is a culture of inclusion and equity.

The vision of 'Bring it!' enthuses leaders to draw on best practice from the trust as well as share their own initiatives. The trust plays a major role in school development. Support for subject leaders, planning, especially in RE, and focused monitoring, enrich provision. Leaders are effectively nurtured, so all feel part of a wider team. The diocese leads specific training and contributes positively to evaluations.

The school's Christian vision shapes collective worship through reflecting on key values. This extends pupils' understanding of what the vision looks like in action. Pupils from a range of faiths articulate where values make a difference for them, changing relationships and attitudes. The importance of values is heightened by discussions in class worship. They talk in depth about Bible stories and perceive their significance. Worship is invitational and allows all to contribute with integrity. It can be inspirational and challenge pupils' thinking. A pupils' worship team enjoy making suggestions for improvements, resulting in further opportunities for drama. Prayer is appreciated as a time to share ideas with God or be calm. These contribute to pupils' growing understanding of spirituality. The partnership with the church is a strength. The church is dedicated to the school, supporting families in numerous practical ways. An Open the Book team and clergy add variety to worship. There are opportunities to become a bell ringer or part of a choir, growing their sense of being part of the church community. School leaders play an integral part in church and village life, driving community events. This high-quality practice is shared across the diocese.

The ambition and enthusiasm of RE leaders results in the subject having a high profile, raising issues that inform pupils' opinions. Leaders correctly recognise that teaching and learning are at least good, with some examples of excellent practice. This is notably in teachers' questioning which prompts pupils to think at a deeper level. Pupils are developing a real curiosity for learning, posing their own searching questions. As a result, they make good progress and flourish. They see the relevance of new ideas to their thinking. Assessment is robust and draws on different approaches to identify what pupils know. Where gaps in understanding are recognised, planning is shaped so these are addressed. New initiatives are being implemented. For instance, pupils reflect on religious concepts that guide them to explore differences between worldviews, extending their understanding. This is enhanced by online discussions with adults of different worldviews, enabling pupils to pose questions, clarifying their thoughts. This enriches pupils' awareness of how faith shapes actions. Discussions about 'big questions' promote lively debate. Pupils are confident to justify their opinions, listen to others and learn to disagree well. Trust support ensures religious vocabulary is sequentially introduced, so pupils appreciate their significance. Planning is broad, balanced and diverse. However, pupils' awareness of key RE skills, such as interpretation and evaluation is not developed.

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

Information			
Inspection date	8 February 2024	URN	140232
VC/VA/Academy	Academy	Pupils on roll	114
Diocese	Truro		
MAT/Federation	St Barnabas Multi Academy Trust		
Executive Headteacher	Tom Riggs		
Chair	Ian Thompson		
Inspector	David Hatrey	No.	844

