

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Mellion Church of England Primary School

Vision

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.

Bible link: Matthew 25:14–30, the Parable of The Talents.

St. Mellion School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision is reflected in the life of the school and lived out through Christian values of courage, friendship and creativity. This provides opportunities for pupils to use their talents and flourish.
- Spiritual development is an intrinsic element of curriculum design. The enriched curriculum and extended learning opportunities enable groups of learners to experience spiritual development inside and outside the classroom.
- Collective worship is inclusive and inspirational. The vision and related Christian values are related to everyday life and Bible passages. Pupils gain an understanding of the meaning of justice and make ethical choices.
- The leadership team of the school and multi-academy trust have provided a wide range of training and wellbeing support for staff during challenging times. This has enabled staff and pupils to flourish.

Development Points

- Ensure challenge and adaptations in teaching religious education (RE) are meeting the needs of different groups of learners. This is to encourage deeper engagement in the learning.
- Improve the monitoring of the vision by the local governors so that they know the impact of strategies used in embedding the Christian distinctiveness on the school.



Inspection Findings

Vision and Leadership

The school's Christian vision is lived through the application of the values of courage, friendship and creativity. Parents value the positive impact the culture of the school has on their children's achievements. Pupils flourish. Staff are passionate about applying the vision in all they do. For example, pupils see staff having a go at new challenges on residential trips, which gives pupils the courage to try too. Recently, the leadership team remodelled the outside area for the Nursery and Reception Years so that the younger pupils could physically experience the meaning of the Christian values. Applying the vision in this way is enabling them to thrive in school. Leaders monitor the impact of the 'Bring it' vision, and this has led to it being embedded throughout school life. However, local governor monitoring does not focus clearly on evaluating the impact of the Christian vision. Consequently, local governors do not always understand the effectiveness of the school's vision.

Vision and Curriculum

The curriculum enables pupils to widen their learning experiences, and the trust enhances these further. For example, sports leaders work across the trust to plan larger competitions. There is a range of extended learning activities. These additional experiences provide greater opportunities for pupils to discover their talents. Applying the 'Bring it' vision into school activities has had a positive impact on different groups of learners accessing the curriculum. The vision's transformative effect is seen, for example, in the way the school gives pupils the courage to attend school visits. As a result, parents see their children building up their confidence and having the courage to attempt new challenges. Teachers plan spiritual development opportunities within different subjects. This approach enables the shared language of 'looking in, looking out and looking up'. This helps pupils to respond to their learning at a deeper spiritual level. Visual prompts and regular class discussions reinforce this. In the Foundation Stage, one teacher used a child's fascination with a woodlouse to explore a moment of awe and wonder. From the Early Years onwards, pupils are encouraged to develop spiritually through both the curriculum and the learning environment.

Worship and Spirituality

Collective worship is inclusive and inspirational. All are welcomed. Adaptations to resources and targeted adult support ensure that individual needs are addressed, enabling all pupils to engage in worship. Pupils and adults refer to a shared language when describing their reflections about themselves, others, the world and the Bible. This aids spiritual growth. Worship is planned sequentially over the week, with each Christian value forming the foundation of the term's programme. Throughout the week, pupils have opportunities to respond to Bible passages and related current events. This enables pupils to reflect on the Christian vision, 'Bring it', in different ways and enables pupils to flourish spiritually. They are given time to explore the difference between right and wrong and to understand the importance of justice. The school community celebrates significant events in the church calendar at their local church. This broadens pupils' experiences of worship.

Religious Education

Supported by the trust and the diocese, teachers work hard to ensure that the curriculum is effective in meeting the school's specific rural context. The curriculum is equally balanced between Christianity and other world faiths. Teachers actively seek opportunities for pupils to learn beyond the classroom. Key Stage 1 pupils visited a local mosque, and a speaker from a local Jewish group visited the school. Pupils enjoy visiting the mosque and share what they learn about how Muslims worship. The school follows the new Cornwall syllabus. Concepts from social sciences, philosophy and theology are mapped out across the RE curriculum and planned sequentially through the years. Training from the trust and diocese supports the quality of RE teaching and planning. Teachers work with colleagues from other trust schools, which has increased confidence in teaching RE. The



curriculum gives pupils some opportunity to study Christianity as a worldwide faith but pupils' understanding of differences within Christianity is limited.

Teachers assess pupils' progress termly. This approach enables teachers and leaders to identify gaps in pupil knowledge and curriculum coverage and shapes future teaching accordingly. Lesson content is revised each year. Pupils complete retrieval quizzes in each lesson to support learning and help teachers identify further gaps. A range of teaching strategies is used from Reception to Year 6. However, some pupils find it difficult to access the learning.

Vision and School Culture

Pupils are encouraged to apply the school's Christian values. Friendship and courage are evident in the way pupils support one another on the playground. This contributes to pupils being happy and confident in school. More than one parent or carer describes how the school has 'gone above and beyond' to support them and their children during difficult times. Consequently, their children feel confident and happy in school. The trust offers a range of free wellbeing services for staff. These include access to trained mental health first aiders and six weeks of compassionate mind training. As a result, staff report feeling supported by colleagues and the trust during challenging times. The leadership team encourages staff to reach their full potential, leading to staff recognising their strengths and taking on new responsibilities.

Vision, Justice and Responsibility

Pupils take on additional roles and responsibilities in school, such as play leaders, sports leaders and worship leaders. These enable them to practise the schools' Christian values. Through these roles pupils are encouraged to care for each other. For example, a group of Key Stage 2 pupils recognised that younger children needed help at playtime. They raised this concern with the leadership team. They identified an injustice and acted to resolve it. Applying the value of creativity, the pupils plan different activities on the playground every day. Showing friendship, older pupils look after and play with the younger ones. At the start of the school year, all Key Stage 2 pupils are encouraged to attend an overnight residential visit. During team-building activities, they apply the value of courage and work together with friends. These shared experiences lead pupils to co-create their class rules, enabling them to reflect on their actions, consider those of others and explore the concept of justice by discussing right and wrong.

Information

Address	Church Lane, St. Mellion, Saltash. PL12 6RG		
Date	29 September 2025	URN	148696
Type of school	Academy	No. of pupils	40
Diocese	Truro		
MAT	St Barnabas Multi-Academy Trust		
MAT Chair	Steve Bulmer		
Headteacher	Jon-Joe Wilson (Executive Headteacher)		
Chair of Governors	June Jeffries (Chair of Saltash Hub) Clare Page (Trustee)		
Inspector	Sam Crinnion		