

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Nicolas Church of England VA Primary School

#### Vision

Bring it! Is our Christian vision, inspired by the parable of the talents (Matthew 25), calling every child to recognise, nurture and courageously use their God-given gifts. As a coastal Church of England school, with the beach as our classroom, we encourage children to bring courage, bring creativity and bring friendship as they learn, explore and serve others. Through an adventurous, outdoor-rich curriculum, pupils grow in confidence, resilience and stewardship, becoming advocates who make waves and a positive difference in God's world.

St Nicolas Church of England VA Primary 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 permeates and shapes the daily life of this Church school. Pupils talk enthusiastically about its significance and explain where they have discovered their talents.
- The Christian vision shapes the curriculum, especially the outdoor provision. Outdoor opportunities widen pupils' awareness of the world, developing a love of learning that raises aspiration and self-belief.
- The quality of the school's partnerships greatly enhances the work of the school. The Diocese of Truro and St Barnabas Church of England Multi Academy Trust (the trust) grow expertise. They provide a wealth of support that allows pupils and adults to flourish.
- Collective worship is at the heart of this school. It enriches understanding of the Christian vision and values that shape relationships and challenge pupils' thinking. Worship nurtures a caring community where everyone is valued.
- Monitoring and evaluation systems are rigorous and robust, so leaders know the difference the Christian vision is making. This involves the whole school and consistently leads to well-focused ongoing initiatives that make a significant difference for pupils.

#### Development Points

- Extend the opportunities for pupils to explore questions in religious education (RE) using a variety of approaches, such as philosophy. This is to enable them to deepen their understanding of the subject.
- Enhance pupils' understanding of injustice. This is so pupils are confident to articulate why they are seeking to make a difference for others.



## Inspection Findings

### Vision and Leadership

The Christian vision, 'Bring it!' is lived out daily, permeating and shaping learning and relationships. Recognising that pupils found it difficult to articulate the vision's meaning, staff developed a language that pupils use. This helps pupils to understand the significance of the vision. Pupils talk animatedly about talents they have discovered. In a culture of celebration, they identify talents that peers have. Pupils link this to Jesus' parable of the talents, where everyone has God-given abilities to share. A frequent pupil remark was, 'Finding your talents helps you become the best person you can be.' Pupils are encouraged to show their talents to inspire others. The school's associated Christian values strengthen pupils' understanding of 'Bring it'. For example, they draw upon courage when tackling new work. Learning experiences undertaken at home and linked to the vision, enrich a love of learning. Leaders use the vision to address specific needs, for instance, raising pupils' understanding of diversity and the wider world. A project developing pupils' communication skills gives them strategies to express their ideas clearly. Leaders are enthusiastic and lead by example. Staff perceive their role as living out the vision and values so the difference they make is clear. Monitoring of the impact of the Christian vision is systematic and rigorous. The trust completes an annual review of all aspects of being a Church school, leading to well-focused initiatives. This has enhanced the importance of spirituality. Governors' evaluations are guided by the trust who provide questions that enable them to determine the impact in greater depth.

### Vision and Curriculum

Leaders follow Jesus' example of reaching out to those who face challenges on the journey of life. They point to the way Jesus enabled Zacchaeus to be the best person he could be. The network of support for pupils with special educational needs and/or a disability is effective. High-quality approaches from the trust are shared, enriching provision. For instance, pupils are nurtured to recognise and discuss their emotions. Together with staff, pupils agree personalised strategies that help them to be calm. The vision inspires staff to create a curriculum where pupils discover their talents. Outdoor experiences, including building a large-scale ark in RE, significantly extend their understanding. Pupils learn skills from cooking on an open fire, use of tools and caring for the environment. They see themselves as stewards of God's creation. Pupils on the eco-group inspire others as they undertake beach clean-ups and champion recycling. This brings learning to life. Pupils took their garden project to exhibit at the London Royal Horticultural show. Residential in Cardiff and London extend pupils' awareness of difference and diversity. Spirituality has a prominent profile. Pupils confidently use a school agreed approach that helps them to organise their thinking. It is used across subjects, so there are opportunities to reflect on the importance of new learning. Experiences are identified in subject planning, often developing a sense of awe and wonder. Pupils express and record their ideas thoughtfully. This is stimulating pupils to think more deeply on a range of ideas.

### Worship and Spirituality

Collective worship is at the heart of this school. It deepens pupils and adults' awareness of the Christian vision and values. Staff have nurtured pupils to recognise and articulate the difference worship makes for them. Pupils typically talk of how the vision 'makes me a better role model.' They ask, 'Can I be a better person and bring more?' Collective worship changes pupils' attitudes, whilst providing opportunities that help them to feel calm. Worship is inspirational, for example, leading pupils to support the local food bank. It is inclusive and enables pupils and adults to contribute with integrity. The relationship with the local church is positive. The vicar and the open the book team bring variety to worship that is valued. Leaders weave spiritual experiences into worship, with time to reflect, sing and enjoy music. Questions introduced are debated in class, with pupils sharing ideas, deepening their understanding. 'Take away' activities are completed at home enabling pupils to ponder their significance. Improvements include the creation of a pupils' worship team. Every week they plan worship, acting out Bible stories. This enriches their spiritual flourishing. Class worship is enhanced by considering how Christian values are influential in the wider world. Experienced trust leaders model high quality acts of worship that



inspire others, enhancing staff knowledge. Being part of on-line diocesan and trust worship allows pupils to appreciate they are part of a wider community.

#### Vision and School Culture

The vision and Christian values shape this caring community, where each person is valued. Staff live out Jesus' example of how to be a good friend. Pupils treat everyone with dignity and respect and enjoy working together. They volunteer to become playtime monitors, so these become positive experiences. Mental health and wellbeing have a high priority. Pupils talk about the tools they can draw upon to support them. They have identified those that work best for them in different situations. Staff feel valued and supported with opportunities to enhance their wellbeing. A sense of being a community is important for them.

#### Vision, Justice and Responsibility

Partnerships with the trust and diocese, created in light of the vision, make an influential contribution to the school's development. In conjunction with the diocese, the trust appointed a flourish lead. They enhance evaluations, with the diocese providing the expertise to address identified areas. This strengthens the work on spirituality. The trust's advisers create networks to support subject leaders, enriching learning opportunities. The opportunities offered in sport and residential are impressive, enabling pupils to discover more talents. These include gardening, climbing and much more. This inspires pupils to live out the vision. Staff model how to make a difference for others, raising awareness of international peace day or caring for marine life. Pupils show care for the community through their eco work. Increasingly, they lead on local issues, such as protecting hedgehogs. However, their understanding of injustice is not fully developed, and they are not confident to articulate why they care for others.

#### Religious Education

The quality of teaching in RE is at least good with examples of high-quality practice. Staff have high expectations. They use big questions to challenge pupils to think at a deeper level. New approaches to assessment enable teachers to identify what pupils know and where there are misconceptions. This leads to conferencing between teachers and the RE lead, discussing how to provide focussed support. This enables more pupils to flourish. Extension questions grow pupils' curiosity. Overall pupils make good progress.

RE has a high profile, seen by the ongoing development provided by trust experts, who share new ideas. These include refinements in assessment. Other improvements ensure that the structure of lessons is consistent, where new subject vocabulary is effectively shared. The curriculum is challenging, well-sequenced, balanced and diverse. The introduction of a unit on humanism enhances pupils' understanding of non-religious worldviews. Pupils have a growing understanding of key skills and core religious concepts. However, they do not use a range of approaches, such as philosophy, that allow them to explore their own and others' beliefs. Pupils enjoy RE and take a pride in their work.

## Information

Address	Main Road, Downderry, Torpoint, Cornwall. PL11 3LF		
Date	12 February 2026	URN	140342
Type of school	Academy	No. of pupils	109
Diocese	Truro		
MAT	St Barnabas Church of England Multi Academy Trust		
MAT Chair	Ian Thompson		
Acting Headteacher	Chrissy Gardiner		
Inspector	David Hatrey		