

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

### St Winnow Church of England VA Primary School

#### Vision

Inspired by the parable of the talents (Matthew 25:14-30), we believe every individual is blessed with unique gifts. Our vision, 'Bring It,' is a call to action; we refuse to let any talent stay buried. We provide a nurturing Christian environment where every voice - even the smallest - is heard and valued. Through a creative curriculum and a culture of high expectations, we empower pupils to flourish as courageous advocates and leaders. By 'bringing' their best selves, our children grow in dignity and respect, shining their light within Cornwall and beyond.

St Winnow 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 distinctive Christian vision is at the heart of this community. It drives and shapes the school's strategic development and improvements. Pupils articulate the variety of ways in which it makes a positive difference for them.
- Monitoring and evaluation are robust and systematic, involving the whole school team. This consistently leads to ongoing improvements that enhance the impact the school makes.
- The quality of teaching in religious education (RE) is good and often of high-quality. This creates a culture of enthusiastic learning.
- Leadership throughout the school is strong. The St Barnabas Church of England Multi Academy Trust provide a range of nurture and support. Inspired by the vision, influential partnerships with the local church and diocese are indispensable.
- The school is an inclusive and equitable community where pupils and adults are valued. Pupils use the associated Christian values to shape relationships and attitudes, treating one another with dignity and respect. A positive culture of celebrating achievements raises aspirations and grows self-esteem.

#### Development Points

- Ensure that opportunities for spiritual development are an intrinsic part of curriculum planning. This is to enrich the varied ways that pupils can express the impact of these experiences on them.
- Allow pupils to explore their learning in RE through different ways of understanding, such as theological or philosophical approaches. This is so they understand their own and others' beliefs better.
- Extend pupils' understanding of injustice, so they can articulate why they are ambitious in making a difference for others.



## Inspection Findings

### Vision and Leadership

The Christian vision is seen by the school as their inspirational 'golden thread,' and is embedded throughout daily life. Pupils and staff consistently use the language of the Christian vision and values. For instance, they explain how courage helps them when faced with challenging work or new experiences. This leads them to conclude 'you can achieve anything you put your mind to.' Pupils explain how the vision positively changes attitudes and grows self-belief. This is enhanced by an influential culture of celebrating pupils' diverse achievements. Pupils talk of showing talents, as this encourages others to emulate this. They complete 'Bring it' challenges at home, discovering their creative talents. Leaders are ambitious, with high expectations. They shape new initiatives to meet pupils' needs. For instance, teachers use a toolkit of approaches that ensure that pupils can readily access learning. This reflects leaders' understanding of the parable of the good Samaritan. Staff perceive their role as nurturing pupils on their spiritual journey. They live out the Christian values, so the difference they make is clear. The quality of monitoring is impressive. Trust leaders' evaluations are meticulously planned. A leader, appointed to extend the impact of Church schools, annually completes in-depth evaluations of the school's Christian distinctiveness. They work with the trust and diocese identifying well-focused actions to enhance the difference the school makes. This results in raising the profile of spirituality. Local governors are knowledgeable and use helpful focused questions to make insightful evaluations. For example, this leads to establishing class reflective spaces.

### Vision and Curriculum

Jesus' parable of the lost sheep inspires leaders to ensure pupils receives the support they need. This is because leaders see that everyone is special to God. Ongoing initiatives enable pupils, particularly those considered to be disadvantaged or vulnerable, to flourish. For example, pupils are nurtured to recognise and talk about their emotions. Together with adults, they agree strategies that enable them to be calm. Enriching communication skills give pupils the confidence to share ideas effectively. Curriculum opportunities grow a love of learning, particularly outdoor activities. Experiences to explore the vision and Christian values are thoughtfully woven throughout learning, raising their importance. A variety of experiences allow pupils to discover their God-given talents. These include climbing, using the school's bike trail and singing. Pupils eagerly anticipate these and grow in confidence. Spirituality has a high profile, where pupils use a school approach that helps them to organise their thinking. Staff know areas where spirituality can be developed. However, these are not clearly identified in curriculum planning. There are insufficient opportunities to enable pupils to express their thinking in different ways, so the impact these make is unclear.

### Worship and Spirituality

Leaders are effectively weaving spiritual opportunities into collective worship. As a result, pupils and adults are increasingly confident to talk about spirituality. These experiences include the use of music, asking and enabling pupils to pose questions and use moments to be still. Class reflection stations enhance this, where pupils value moments to be calm. Collective worship is welcoming and enables each to contribute with integrity. It is inspiring, leading pupils to support local initiatives, such as the food bank. The relationship with the church is strong. Church members share bible stories, whilst clergy bring a variety to worship that extends pupils' knowledge of Christianity. At Harvest the school shares a meal with St. Winnow Church, reflecting their community involvement. Christmas and Easter workshops deepen pupils' awareness of Christian festivals and their significance. Recognising that pupils found it difficult to articulate the impact collective worship makes, staff introduced 'takeaway' questions. These are explored in class, so pupils realise the impact that values make. Other improvements include developing class worship, so pupils reflect on how Christian values shape actions around the world. Leaders moved worship to the morning, so themes are explored during the rest of the day. Pupils appreciate joining online diocesan and trust worship, so they feel part of a bigger family. This enables staff to develop and use good practice when leading worship.



### Vision and School Culture

Pupils understand the vision as 'bringing your best self to school'. This community is inclusive and dignifying. This stands out in the trusting relationships pupils nurture and how they support one another, making the school a better place. There is a distinct sense of being part of a caring community that is welcoming and values one another. Pupils say that whilst we are different, we are all special. They enjoy coming to school. There are effective systems in place to enhance adults' mental health and wellbeing. Pupils link wellbeing to spirituality and reflection, they value opportunities to pause, drawing on strategies that help them to be calm.

### Vision, Justice and Responsibility

The trust lives out the same vision of 'Bring it,' so individuals and the school can grow and flourish. They influentially enhance school development through growing leaders and providing high-quality initiatives. These include appointing 'flourish' advisers who enhance church school development. Training opportunities from the diocese and ongoing evaluations extend the school's impact. The local church joins with the school in supporting families going through difficult times. Their support is frequently practical and makes a distinct difference. Pupils have a growing appreciation of injustice. Increasingly, they take action about issues that they feel strongly, such as beach cleans or raising awareness of cancer charities. However, pupils are less confident to discuss their actions and say why they are caring for others.

### Religious Education

The quality of teaching in RE is good with a number of examples of excellent practice. Staff create a rich culture of curiosity, so pupils pose searching questions. One pupil in the younger years thoughtfully asked, 'Why can't you see God?' Open-ended extension questions promote discussions where pupils share and refine opinions. Pupils' responses show a depth of understanding of specific RE vocabulary. Staff are quick to recognise misconceptions and address these. Pupils often use practical approaches to learning that engage them, enabling them to record ideas in different ways. This allows them to demonstrate their understanding. The RE leaders discuss with class teachers termly assessments of pupils' progress. This leads to supportive actions being put in place where appropriate. As a result, pupils are flourishing. Assessment procedures are secure and recorded effectively to identify trends. This has culminated in more visual approaches being introduced.

Leaders shape a well-sequenced, progressive, balanced and diverse RE curriculum. A unit on Humanism enables pupils to understand non-religious viewpoints. Pupils demonstrate a thoughtful understanding of core religious concepts and a growing appreciation of key skills. They talk about worldviews in some detail, making comparisons with their own thoughts and recognise how beliefs shape actions. However, pupils do not have opportunities to answer questions using different perspectives. The RE leader ensures the subject has a high profile. They draw on trust and diocesan expertise, for example, strengthening staff knowledge of Christianity. Pupils take a pride in their work and find the subject stimulates their thinking.

## Information

Address	Downend, Lostwithiel, Cornwall. PL22 0RA		
Date	06 March 2026	URN	139093
Type of school	Academy	No. of pupils	101
Diocese	Truro		
MAT	St Barnabas Church of England Multi Academy Trust		
MAT Chair	Anya Gray		
Headteacher	Jennifer Southey		
Inspector	David Hatrey		