

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mabyn Church of England Primary School

Vision

Bring it! This links directly to the Bible story of the parable of the talents from Matthew chapter 25 verses 14 to 30. 'A master gives three servants different amounts of talents and ask them to use them wisely before he goes travelling. Some use them well, doubling their original amount. One buries his only talent, thinking he's keeping it safe and doing the right thing - but the master is angry as he's done nothing with it and passed up the chance of making it grow.' Each child is enabled to flourish in all areas of their lives and encouraged to bring their talents. Bring courage, creativity and friendship to school every day.

St Mabyn Church of England 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 school's distinctive Christian vision is well understood by pupils and staff. It inspires leaders to find new ways of enabling pupils to flourish. Pupils discover their talents and become the best person they can be.
- There is a persuasive culture of inclusion where each person is important. Pupils are valued and treat one another with a high degree of dignity and respect. The nurture for families and those new to the school stands out.
- Partnerships, inspired by the vision, enhance the impact that this Church school makes. The parish church plays a major role in nurturing worship and caring for families. The St Barnabas Multi-Academy Trust (trust) and diocese share best practice and effectively nurture new initiatives.
- Systems for monitoring and evaluation are robust and systematic, involving members of the school team. Leaders identify strengths and key priorities for development, ensuring these are effectively addressed.
- An influential culture of equity is well developed. This leads to a strong personal development offer that supports pupils' mental health and well-being, growing self-esteem, raising aspirations.

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 different ways that people live out their diverse beliefs.
- Ensure there are opportunities for pupils to express their deepening ideas of spirituality in a variety of ways. This is to enable them to show the impact that these experiences make clear.
- Enhance and enrich the school's culture of justice and responsibility. This is to raise pupils' understanding of their role in caring for others and becoming agents for change.



Inspection Findings

Vision and Leadership

The language of the school's Christian vision is used throughout the day, where it shapes daily life. Pupils talk in depth about the parable of the talents and the links to their lives. They are aware of their God-given gifts that the school helps them to discover. The vision challenges them to bring their best self to school, so they can become the best person they can be. The vision inspires leaders to create a community where pupils bring their creativity. This is evident in the quality of art and music, where the school has an impressive reputation for achievements, notably the choir. This grows pupils' self-esteem. The vision gives clear strategic direction for improvements. It enthuses leaders to identify best practice to support pupils. For instance, enhancing the provision to meet pupils' diverse needs. Staff see their role as living out the vision, so the difference it makes is clear. The quality of monitoring and evaluation is impressive. Trust leaders complete an annual review of the school's Christian distinctness, identifying strengths and areas to develop. Working closely with the diocese they draw on high-quality practice. Trust leaders introduce initiatives that raise the impact this Church school makes. For example, new approaches in RE, that allow pupils to explore questions of belief in greater depth. Local governors contribute to this well, where diocesan guidance strengthens their knowledge, leading to astute evaluations. This results in new resources being added, extending creative play and engaging pupils at break times.

Vision and Curriculum

Leaders follow Jesus' example of reaching out to those who face challenges. They recognise that everyone is special to God. New initiatives effectively address pupils' diverse needs, including supporting them to identify and verbalise their emotions. Together, with staff, they agree strategies that help them, so they are ready to learn. This is transforming attitudes to learning and raising self-esteem. Support from the trust for the school special educational needs and/or disabilities leader draws on a range of effective practice. Leaders create a curriculum that enables pupils to learn new skills. Pupils are excited by the outdoor education offer, where for instance, residential and rock climbing allow them to discover new talents. This links to a strong culture of celebrating one another's successes. Pupils confidently highlight talents peers have and where these inspire them. This raises self-esteem, aspirations and grows a love of learning. Training from the trust prioritises the importance of spirituality. Pupils use actions to help them understand different aspects of spirituality. Opportunities identified in the curriculum are beginning to deepen pupils' thinking. Increasingly staff weave in experiences that spontaneously arise. However, pupils have limited opportunities to express their thinking, so the impact these have is not always clear.

Worship and Spirituality

Collective worship is an important and valued time where the school family come together to celebrate. Leaders ensure it is varied and engaging. 'Big start' worship deepens understanding of the Christian vision and associated values. It poses questions to reflect upon in class worship, allowing pupils to discuss these in greater depth, enhancing their significance. New resources show where Christian values are used in global contexts reinforcing their importance. Leaders increasingly weave in moments for spiritual development, using music, time to reflect and questions. This allows pupils and adults to talk thoughtfully of where spirituality is helpful to them. Pupils sing with great enthusiasm, creating a rich atmosphere for celebration. Worship is welcoming and enables pupils and adults to contribute with integrity. It is inspirational, where pupils point to where it challenges them to take greater care of God's creation. Leaders know that worship makes a difference for pupils through discussions with them. These evaluations shape improvements, leading to pupils taking greater responsibility in worship, extending their spiritual flourishing. The partnership with the local church is strong. The vicar and church



members team lead worship drawing upon various Anglican traditions. Christian festivals are celebrated in church, extending understanding of their importance for Christians.

Vision and School Culture

The vision of bringing friendship is at the heart of this school, creating a strong sense of being part of a caring community. Pupils and adults treat one another with dignity and respect, forming trusting relationships that go beyond school life. This extends to welcoming families and the variety of practical support given to some going through challenging times. This makes a distinct impact. Leaders create a culture of equity, recognising some pupils lack experiences others have. This is evident in the quality provision for personal development. There are numerous planned experiences, varying from visiting places and meeting people from a variety of cultures, to developing camping and cooking skills. Pupils' reflections show how these raise their aspirations. Mental health and wellbeing are highly valued, effectively supported by outside agencies. For example, these provide pupils with strategies that they shape, using these when they are anxious and growing resilience.

Vision, Justice and Responsibility

Partnerships inspired by the vision make an influential contribution to the impact this Church school makes. The trust grows leaders, supports new initiatives, develops subject leaders, so they feel part of a wider team. The outdoor provision, nurture for inclusion and RE support are impressive. This makes learning exciting. The diocese contributes to this well, enhancing evaluations and producing bespoke training on identified issues. The local church offers valuable pastoral care. The vicar welcomes new school parents to a picnic, so they feel part of the 'family.' Some pupils show a real concern for caring for creation and champion this across the school, raising awareness. Pupils are beginning to talk about their link with a Ugandan school that highlights the importance of growing their own food. However, pupils' have a limited understanding of injustice and are unable to recognise it in everyday situations. They are not confident to talk about this or their role in making a difference for others.

Religious Education

The quality of teaching is good. Staff enthusiasm and thoughtful questioning challenge pupils to think at a deeper level. Discussions are lively, pupils verbalise and share ideas, listen to others and shape their opinions. This enables pupils to perceive the relevance of the subject. Assessment strategies are rigorous and well embedded. 'Flashbacks' support pupils to retain key information, whilst end of lesson questions check understanding. These allow misconceptions to be identified and addressed. Pupils' knowledge is carefully tracked, informing leaders of where resources or different approaches to a theme are required. As consequence, pupils generally flourish.

Recent initiatives include designing a curriculum that is balanced, well-sequenced and diverse. Trust RE leaders produce an introduction page for each unit identifying key vocabulary with definitions. This enhances pupils' understanding. New approaches support pupils to explore RE questions in a variety of ways, that recognise the variety of beliefs people have. This is at an early stage of development. Pupils are just beginning to use a range of ideas that enables them to perceive people's diverse views. They are aware of core religious concepts and Christianity as a global world faith are growing positively. Reflection questions enable pupils to think at a deeper level and show where they can explore ideas further. Pupils talk thoughtfully of worldviews, noting similarities, aware how faith shapes actions. Trust leaders share best practice ensuring staff knowledge is updated. The subject has a high profile and pupils enjoy it.

Information

Address	Wadebridge Road, St Mabyn, Bodmin, Cornwall. PL30 3BQ		
Date	16 June 2026	URN	139090
Type of school	Academy	No. of pupils	48
Diocese	Truro		
MAT	St Barnabas Church of England Multi Academy Trust		
MAT Chair	Steven Bulmer		
Executive Headteacher	Shaun Perfect		
Chair of Governors	Anya Gray		
Inspector	David Hatrey		