Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Millbrook Church of England Primary School

Vision

We believe that every child has a right to feel safe, respected and to learn. Our 'Bring It!' vision inspired by the parable of the talents, invites our children to bring courage to persevere and take responsibility for our actions, bring creativity to our learning and bring friendship to our community. Rooted in our Christian ethos and inspiring Cornish setting, we nurture the whole child and their individual talents. We embrace Jesus' teaching - 'life in all its fullness.' To us, a flourishing life is one that looks outward to the world seeking connection, celebrating diversity and championing stewardship.

Millbrook 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

- Leaders create a vibrant and exciting curriculum that engages and challenges pupils. Inspired by the vision there is a rich culture of high aspirations, that enables pupils to discover new talents and grow a love of learning.
- The Christian vision and associated values make an impressive contribution to shaping trusting relationships across this community. It effectively drives improvements across the school.
- Monitoring and evaluation by school leaders and the St Barnabas Multi-Academy Trust is rigorous and systematic. This leads to ongoing foci for improvements, such as raising the importance of spirituality.
- Leaders and staff nurture a warm, inclusive, equitable community, where pupils and adults are seen as being valued and special. The care for pupils with different needs transforms attitudes and positively changes expectations.
- Collective worship is an essential part of daily life enriching spiritual flourishing. It deepens pupils and adults' appreciation of the vision and values and stimulates their thinking. Partnerships with the trust and diocese make influential contributions to the school's improvement.

Development Points

- Enhance pupils' understanding of justice. This is so pupils perceive their role in making a difference for others.
- Extend and deepen pupils' knowledge of different approaches to exploring questions in religious education (RE). This is to enable them to think at greater depth and become aware of the different views people hold.
- Provide opportunities for pupils to verbalise their thinking about spirituality, arising from planned moments across the wider curriculum. This is to aid leaders in their evaluation of the impact these experiences have for pupils' spiritual flourishing.

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Inspection Findings

Vision and Leadership

Leaders, appointed for September 2026 bring stability to the school following a time of change. They ensure the Christian vision shapes the school's strategic direction, so that it effectively meets this community's needs. Pupils have ownership of the vision, with the language of 'Bring It!' permeating daily life. They link this to Jesus' parable of the talents, recognising that each person has God-given gifts. Pupils' understanding of the vision is enhanced through core Christian values that show what it looks like. They talk excitedly about their creativity, in numerous areas. The vision enriches pupils' attitudes to learning, so they can become the best person they can be. Leaders are ambitious and enthusiastic, leading by example. Staff perceive their role as living out the vision, so that the impact it makes is clear. The rigour of monitoring is impressive. Trust leaders ensure aspects are evaluated, leading to clear targets for improvements. This complements leaders' astute monitoring, leading to raising pupils' appreciation of spirituality. Governors' monitoring is guided by the trust with questions that allow them to evaluate in greater depth. As a consequence, pupils have a deeper awareness of Anglican traditions, such as seasons in the Church's year.

Vision and Curriculum

The vision inspires leaders to create a curriculum that is exciting and challenging. Pupils have a variety of experiences that enable them to explore and identify their talents. Outdoor learning opportunities are eagerly anticipated, where pupils enjoy forest school or cycling. Residentials in London and Cardiff extend pupils' awareness of the diverse wider world. Pupils are encouraged to pose their own questions, developing a curiosity that grows a love of learning. A culture of high expectations inspires pupils, raising self-belief. Leaders draw upon Jesus' example of reaching out to those who face challenges in daily life. Leaders for special educational needs and / or a disability effectively draws upon expertise from the trust and beyond. This is evident in enhancing pupils' communication skills. As a result of its Christian vision the school welcomes pupils who need specific support. This care enables them to feel valued, transforming attitudes and self-belief. The importance of spirituality has risen, with pupils exploring what this means for them. Thoughtful open-ended spiritual questions in RE are beginning to stimulate pupils to think at a deeper level. This is being extended across the wider curriculum. However, there are no systems to determine the impact these experiences make. Pupils do not have sufficient opportunities to verbalise their ideas, hindering their spiritual flourishing.

Worship and Spirituality

Pupils' understanding of the Christian vision is significantly enhanced by collective worship. Some pupils become worship leaders giving them greater ownership, strengthening its importance for them. They increasingly lead some aspects of worship and contribute themes to consider, extending their spiritual flourishing. Exploring Jesus' teaching deepens pupils' appreciation of Christian values. Worship raises themes for the week, stimulating class discussions. Pupils' responses are shared for peers to consider, enhancing their significance. Partnerships enrich worship. For instance, online worship led by trust leaders, models good practice, promoting spiritual reflection. This nurtures staff confidence to lead class worship. New initiatives are shared by leaders, such as introducing questions to discuss. The local church shares Bible stories, bringing them to life. Celebrating festivals in church grows pupils' awareness of their importance for Christians. Leaders create a variety of experiences for worship that enriches spiritual flourishing, such as reflection or music. Pupils are growing in confidence to articulate the importance of spirituality, but this is at an early stage of development. Worship nurtures adults and pupils to contribute with integrity. It inspires pupils, shaping relationships. Leaders' discussions with pupils enable them to recognise where worship makes a difference. Pupils talk very positively of worship. They appreciate coming together as a community.

Vision and School Culture

The school's Christian vision is the inspiration behind this welcoming community and the care it provides. There is a strong sense of inclusion, where staff ensure pupils feel special. Leaders are proactive in promoting initiatives that enhance equity. They provide opportunities that some would otherwise not have. The value of friendship guides pupils to build trusting relationships, enhancing the importance of being part of a community. This enriches dignity, resulting in pupils and adults treating one another with respect. The same

care is shared with families going through challenging times. Staff support families in a variety of ways, often making an important difference. Trust support for staff wellbeing and mental health is a priority with a range of effective strategies in place. External agencies lead bespoke training that extends pupils' understanding of the importance of wellbeing, either in groups or one to one. Pupils know and use strategies that help them to be calm.

Vision, Justice and Responsibility

Pupils increasingly appreciate that the vision shapes their understanding of why they should care for others. It promotes a positive culture where pupils look out for one another. Opportunities for pupils to become leaders enables them to show responsibility. They become buddies to younger peers. Others volunteer for the school council, encouraging new initiatives and championing improvements. These include developing a quiet area and reinstating a pond. The trust nurtures this through identifying projects and charities to support, demonstrating the difference actions make. Some pupils become part of an eco-team, seeking to protect God's creation, resulting in beach clean ups. Regular forest school experiences extend their role in caring for creation. Joining with a diocesan project provides examples from the wider world of how people protect our environment. However, pupils' appreciation of justice is not fully developed. They are not confident to raise awareness of issues that they feel are important. Therefore, they do not consistently recognise how they can make a difference for others.

Religious Education

New initiatives in RE are effectively challenging pupils to think at greater depth. These approaches enable pupils to appreciate the different beliefs that people hold. However, this initiative is at a very early stage of development. Pupils' curiosity encourages them to pose questions, justify and share their opinions with peers. Listening to others enables them to refine ideas. These discussions give the subject a high profile. A revised RE curriculum is broad, diverse and well-sequenced, enabling pupils to progressively deepen their knowledge. Planning indicates key religious vocabulary that is shared. This allows pupils to recognise their importance and use these in discussions. A unit on humanism encourages pupils to consider a non-religious viewpoint and to make insightful comparisons. Pupils talk thoughtfully of worldviews and appreciate how belief shapes action. Focused training effectively extends staff knowledge, for instance regarding Christian concepts. They draw on the RE trust leader to share high-quality practice from other schools. The diocese contributes to this well with bespoke training that deepens spiritual understanding.

Pupils make good progress in RE reflecting the quality of teaching. Staff create a stimulating atmosphere for learning, encouraging curiosity and questioning. Before each unit pupils' knowledge is evaluated, so learning builds upon previous understanding. Pupils take significant care with their work. Assessment approaches are varied, enabling pupils to demonstrate their understanding in different ways. Attainment is carefully tracked and gaps in pupils' knowledge addressed.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Blindwell Hill, Millbrook, Torpoint, Cornwall. PL10 1BG		
Date	13 October 2026	URN	140334
Type of school	Academy	No. of pupils	85
Diocese	Truro		
MAT	St Barnabas Church of England Multi-Academy Trust		
MAT Chair	Steve Bulmer		
Headteacher	Lauren Gouge		
Chair of Governors	June Jefferies		
Inspector	David Hatrey		

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