

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Antony Church of England VA Primary School	
Address	Main Rd, PL11 3AF
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p style="text-align: center;">Bring It!</p> <p>The Parable of the Talents (Matthew chapter 25 vs 14-30) underpins our vision and demonstrates that every person is given gifts from God that make them who they are. When we nurture our talents, we grow into who we were born to be. Our tagline is Bring It! Everyone brings something and together we will help to nurture that talent.</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision and values resonates across all aspects of daily life, driving the school's development. It inspires all to be the best person God made them to be. This creates a culture of high aspirations, raising self-esteem so pupils flourish. • Religious education (RE) creatively permeates all aspects of daily life. The subject leader brings particular expertise ensuring teaching is of high quality and ensuring RE deepens pupils' thinking. • Collective worship is inspirational and has a transformational impact on the attitudes and behaviour of all. It shows pupils what the vision looks like across all areas of life. However, opportunities to develop pupils' spiritual thinking are not recorded in subject planning. • The vision shapes a caring community, seen by many as a second home. Pupils treat everyone with dignity and respect, because they are special to God. At present there are only a few pupils who are independent advocates for change. • Leaders are passionate and relentless in their determination to provide the highest possible quality of learning. The St Barnabas Multi-Academy Trust (Trust) plays an influential role in taking the school forward. However, governors' monitoring lacks a systematic approach so that all aspects of being a Church school are rigorously evaluated.



Areas for development

- Create a more systematic approach to governors' monitoring ensuring that all aspects of being a Church school are rigorously evaluated. This will consistently lead to key foci for improvement.
- Ensure that opportunities to deepen pupils' spiritual thinking are identified across all subject planning, so pupils are confident to express their ideas in a variety of creative ways.
- Continue to embed the new strategies to deepen pupils' awareness of being advocates for change, so more pupils are confident to independently raise awareness of global issues.



Inspection findings

The school's succinct Christian vision of 'bring it' is fundamental to inspiring pupils and staff. This enables them to become the best versions of themselves which God made them to be. Pupils know that bringing their different talents enriches their community and encourages others to flourish. Leaders explain the theological principles underpinning the vision. This is embraced by teachers who, through a range of experiences, grow and nurture pupils' talents. In this way each person is supported in achieving their God-given potential. Leaders look to Jesus' example and teachings in enabling pupils to flourish. They see pupils as children of God, wonderfully made. There is a relentless drive to identify the very best provision for all. The staff team live out the vision; they work extremely well together, sharing their talents and as such they feel valued. There are impressive examples of staff moving on from being teaching assistants to school leaders. Leaders make ongoing evaluations of the school plan alongside dedicated governors. In this way new initiatives are reviewed and ensure ongoing high quality provision for all. However, there is no systematic plan which ensures that all aspects of being a Church school are rigorously evaluated.

The vision and associated Christian values shape this small, caring community. Pupils call this their second home. Leaders ask pupils 'to bring the best versions of themselves' regarding behaviour. This leads to pupils showing a high degree of respect and dignity to one another, which they consistently attribute to the vision. Pupils enthusiastically nominate peers for the weekly 'ray of light star' award when they show the Christian values in action. At other times pupils see themselves as positive role models of Christian values in their responsibilities as buddies with the younger pupils. The language of Christian values is used across the school, even when resolving minor disputes.

The vision drives leaders to create partnerships which support the school in moving forward. In particular, the Trust gives leaders support in developing initiatives, often with access to high quality training. The school effectively draws on expertise from subject leaders across the Trust to enhance teaching and learning. This deepens staff knowledge, enhancing planning. The school's RE lead expertly shares her excellent practice across the Trust. On behalf of the Trust, she inducts new staff in the expectations of working in a Church school and leads training in 'Understanding Christianity', an RE resource. She monitors pupils' progress in RE across all Trust schools. The feedback given to teachers ensures ongoing developments in the teaching of RE. This makes a significant impact for the Trust. The diocese supports the school through monitoring visits and focused training. The RE subject leader is ambitious, displaying high levels of expertise. She is constantly searching for innovative approaches from national providers, which deepen pupils' thinking. A variety of imaginative approaches such as drama, collaborative working with peers and creating multi-media presentations inspire pupils' curiosity. This leads to a rich culture of learning and development, with pupils taking real pride in their work. The RE lead initiated inspiring journey days, that are eagerly anticipated by pupils. These days allow pupils to work creatively at greater depth, within RE. The quality of pupils' responses is excellent. Key vocabulary is identified and displayed ensuring pupils have an impressive understanding of their significance. Pupils articulate their knowledge of key religious concepts with great clarity. They draw on these and previous learning in debates, developing their understanding of different views from theology, philosophy and the human sciences. These are lively debates which challenge pupils' understanding. Pupils revel in these discussions, learning from others as well as learning how to disagree well. Knowledge shown by pupils of




Christianity as a living faith is impressive. This is exemplified in the use of laptops with specifically prepared RE pages, to explore the work of Christian charities. This is an innovative approach, which gives pupils greater ownership of their learning. Visits and first hand experiences enable pupils to make insightful comparisons between world faiths and views. The subject leader inspires staff to use new approaches through her expertise and persistent drive to raise the impact of the subject. As a result, pupils enjoy RE lessons and are inspired to recognise everyone as being special to God.

The vision enthuses leaders to create an engaging and ambitious curriculum. The curriculum is progressively structured and meets pupils' individual needs. A significant number of experiences are creatively woven into planning which stimulates pupils' love of learning and extends their knowledge of the wider world. These experiences are a particular strength of the school and widen pupils' thinking of local issues. Pupils are inspired by the culture of high expectations. Staff challenge and support pupils to work at greater depth. Learning to learn days strengthen pupils' understanding of resilience when they meet more challenging work. The use of pupil partners within learning enables pupils to support each other. The quality of pupil debates on questions of meaning and purpose have been enriched by a project on communication skills. Pupils learn from one another and use prepared sentence starters to build their arguments well. They use the language of being the best that they can be and of Christian values when learning. This is enabling more pupils to make greater progress than expected from their starting points. Vulnerable pupils are effectively nurtured with approaches which strengthen their emotional development. Mental health days give pupils strategies which help them to be calm. Pupils have a good understanding of diversity, for example, exploring black history. Staff have a secure understanding of spirituality using journey days to explore key themes. However, opportunities to deepen pupils' spiritual development are not recorded in subject plans, nor can pupils express their ideas in creative ways. Pupils' understanding of disadvantage and deprivation are growing, although their knowledge of global communities is less well developed. Inspired by a Trust initiative, the school council is working on a project so that all can be advocates for change. As a result, pupils are becoming independent advocates, although this is not yet fully embedded.

Collective worship is inspirational. Pupils' understanding of Christian values are significantly deepened in worship, enabling them to see what the vision looks like across all aspects of daily life. Worship has a transformational impact on lives, shaping attitudes and behaviour. It is inclusive and invitational. Themes developed in worship are reflected upon in class. This results in a tangible culture of loving care for each other, often shown spontaneously. Worship is vibrant and visual. The singing is infectious and creates a deep culture of reflection. As a result, prayer and reflection are valued as essential elements of each day, with times to be still and calm. Pupils fully appreciate its importance and confidently articulate how fundamental prayer has become for their individual families. The junior worship team make an outstanding contribution to worship. They plan and lead worship, using puppets and posing questions, enabling others to contribute so they feel they have ownership of worship. They seek pupils' views, informing improvements, such as the introduction of a school prayer. They celebrate peers who show Christian values in action and give presentations to governors on the impact of collective worship. The weekly review of planning is exceptional. It results in themes that ensure that worship has personal messages for pupils and staff. Lavish dramas, led by pupils, live out Christian festivals. The worship lead brings a wealth of experience and shares these ideas across the Trust and beyond. Work with the diocese

has extended pupils' understanding of being part of a wider church family by sharing in worship at the cathedral. Local clergy support governance and celebrate Christian festivals, which deepens pupils' understanding of their importance for Christians.

	The effectiveness of RE is		Excellent	
	<p>The quality of teaching and learning in RE is at least good, with many examples of excellent practice. The curriculum structure enables pupils to explore ideas in greater depth. Assessment systems are used effectively to identify pupils who need further support in specific areas. These are addressed when they revisit the unit of study again. This enables vulnerable pupils to make at least good progress and often better. The number of pupils who are working at above expectations is impressive.</p>			
Information				
School	Antony Church of England VA Primary School	Inspection date	8 December 2022	
URN	141622	VC/VA/Academy	Academy	
Diocese/District	Truro	Pupils on roll	71	
MAT/Federation	St Barnabas MAT			
Headteacher	Stephanie Hetherington			
Chair of Governors	Tasha Deacon			
Inspector	David Hatrey	No.	844	