

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Uny Church of England Academy, Carbis Bay	
Address	Polmennor Drive, Carbis Bay, St Ives, TR26 2SQ
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	Good
The effectiveness of religious education (RE)	Good

School's vision
We aspire to be a positive, loving school where children are equipped to live well with Jesus Christ and with others. 'Let your light shine before others. Matthew 5:16
Key findings
<ul style="list-style-type: none"> • The school has a reputation for its care which changes attitudes and pupils' aspirations, enabling all to flourish. Leaders are meticulous in identifying the best strategies to nurture individual needs. • New approaches to teaching religious education (RE) engage and challenge pupils' thinking. They share high quality practice with other Church and non-Church schools enabling all to 'shine'. • Leaders are passionate and dedicated to the work of this Church school, establishing a cohesive staff team. At present, the Christian Ethos committee do not effectively evaluate all aspects of being a Church school. • Aspire Academy Trust (Trust) makes influential contributions to the school's development with significant support which grows staff potential, so they feel valued. However, opportunities for pupils to flourish spiritually are not identified in subject planning. • The quality and impact of collective worship is rising, where pupils have greater ownership of planning and leading. However, the planning for collective worship does not ensure that pupils' understanding of the vision is deepened as they move through the school.
Areas for development
<ul style="list-style-type: none"> • Create a systematic approach to evaluate the impact which the Christian vision has on all aspects of being a Church school. Involve all members of the school family so this leads to ongoing foci for improvement. • Agree a joint understanding of spirituality and ensure that planned opportunities for pupils to flourish are identified in planning. Further, to enable pupils to express their thinking in a variety of creative ways. • Ensure that planning for collective worship progressively deepens pupils' understanding of the vision and Christian values which allow pupils to articulate how this shapes their daily lives and thinking.

Inspection findings

A review of the school's distinctive Christian vision has given it a greater prominence. Ownership of the vision has grown as pupils, parents and staff identified Christian values to underpin it. The vision addresses the needs of the community by promoting the importance of relationships. It raises respect for diversity, whilst nurturing high aspirations. Leaders have a growing understanding of the biblical principles underpinning the vision. They talk about being the best person you can be. Jesus' teachings and life are seen as a model as to how all should treat one another. The vision drives improvements. This is distinctly evident in the rich opportunities pupils have to discover their talents and 'shine'. Leaders are totally dedicated, creating a vibrant Church school. Their passion is contagious, leading to examples of excellence. These include outstanding provision for the needs of all pupils, the quality of new approaches in RE and its assessment procedures. A committed staff team work well together. Leaders make astute evaluations of strengths and areas to develop, consistently refining initiatives to raise their impact. The Christian Ethos committee, who are responsible for monitoring the work of being a Church school, are enthusiastic. However, there is no systematic approach to monitoring which effectively considers all aspects of being a Church school.

Ensuring that all have the opportunity to 'shine' inspires leaders to provide highly effective support for pupils. This is an example of excellence. The school has a reputation for this support which attracts other pupils. Learners who need a new start to learning flourish. Staff are ambitious by identifying best practice. This changes attitudes, raises aspirations and enhances relationships. Visitors from both within and outside the Trust draw upon these approaches. The provision for social and emotional development is significant. Termly screening identifies those who need specific support. Staff support learners to develop individualised strategies which help them to be calm. Mental health has a high priority so all know positive strategies to use if they are worried. Staff feel important because of the support for their wellbeing.

Enabling pupils to 'shine' and achieve their potential is fundamental to the vision. This has enthused leaders to create rich experiences which encourage pupils to develop and discover their talents. Excellent examples include creating an art studio where teaching is inspiring. Sport continues to be a strength. Forest school opportunities develop practical and collaboration skills where many excel. A culture of aspiration is influential, raising pupils' self-belief in what they can achieve. Learners develop strategies which help them overcome challenges, developing resilience. Pupils' relationships with staff are built on trust so they are confident to tackle more challenging questions. Pupils develop leadership skills through the various roles, such as school council. A team represented Truro Diocese in the National Youth Primary Church Schools' Forum, which gives pupils confidence to verbalise and share ideas. Learners have a well-developed appreciation of difference and diversity. Residential to London and Bath deepen their understanding of cultures and their importance. Exploring Black history and use of literature texts from a wide range of authors extends this further. The school's '50 Experiences curriculum,' 50 things to do before you leave enriches pupils' awareness of Cornwall's heritage. Learners' awareness of being agents for change is growing, where the pupils' council takes a leading role in determining charities to support. Through staff modelling, more pupils are becoming independent advocates for change. Learners value times to reflect, recording their thoughts about Christian values in floor books. However, there is no agreed definition of spirituality and opportunities in different subject areas are not identified in planning.

Nurturing all to 'shine' is integral to the vision. This informs all of the school's partnerships.




The relationship with the Trust is a fine example. They provide focused support for new initiatives and support all pupils' needs through a dedicated hub to support inclusion. Staff subject knowledge is enhanced by experts in other Trust schools. The school's RE lead shares expertise with non-Church schools, raising knowledge and confidence. School leaders effectively support new Church schools in the Trust. Staff share best practice which is invaluable. The headteacher grows future leaders through the National Colleges accreditation so they can take up further leadership roles.

Learners appreciate that 'shining' is also reflected in how they treat one another. They point to Christian values and explain how they influence their actions. A high degree of dignity and respect is shown to all, modelled by staff. The importance of forgiveness is established, drawing upon Jesus' example. There is a strong sense of being part of a caring family.

The RE leader is enthusiastic, leading to the subject having a high profile. Assessment procedures are an example of high quality approaches. New religious vocabulary is introduced in such a way that pupils' understanding is easily checked. This enables staff to deal with any misconceptions almost immediately, so they monitor pupils' progress. 'Hinge questions' challenge pupils to think at a deeper level by justifying why answers are right or wrong. This leads to pupils thinking at a deeper level. Conferencing with pupils reinforces what they know, informing their next steps. These innovative approaches enrich other curriculum areas. However, knowledge of Christianity as a living faith is less well developed. Pupils talk thoughtfully about worldviews, regularly making thoughtful comparisons. The RE lead effectively supports staff sharing new ideas.

Pupils develop a good understanding of the vision and Christian values and what these look like through collective worship. Collective worship allows pupils to engage or contribute as they wish, it is inclusive. Class discussions on worship themes encourage pupils to explore their significance. They record their thoughtful comments in high quality floor books which are valued. For example, this challenges ideas of stereotypes, so it often inspires. The school created an act of worship at the time of the G7 summit. It went to a national audience, highlighting their ideas of caring for God's world which stimulated great interest. Whilst planning is in place, it is not clear how themes are progressively developed as learners move through the school. There are increasing opportunities for pupils to plan and lead worship. A good understanding of prayer is evident and how this helps learners to share worries. Improvements include having a clear structure to worship which all understand. Staff confidence is rising with leaders sharing best practice. Evaluations recognised that gathering and sending out elements of worship were not clear, which have been effectively addressed. The church extends pupils' knowledge of Christian festivals and their importance for Christians. Clergy lead collective worship which is valued. Pupils enjoy the opportunities to come together, singing with great enthusiasm.



	The effectiveness of RE is		Good	
	<p>A revised RE curriculum introduces new approaches to learning which enables pupils to see the relevance of the subject for daily life. Pupils consistently affirm that RE is enjoyable as well as making them think. The quality of teaching is good, steadily rising, as is staff confidence. Pupils consistently make good progress. The support for vulnerable pupils is enabling them to make better progress than in previous years, so they flourish.</p>			
Information				
School	St Uny Church of England Academy, Carbis Bay	Inspection date	4 May 2023	
URN	143099	VC/VA/Academy	Academy	
Diocese/District	Truro	Pupils on roll	232	
MAT/Federation	Aspire Academy Trust			
Headteacher	Richard Hoskins			
Chair of Trust Board	Penny Shilston			
Inspector	David Hatrey	No.	844	