

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Bronescombe Church of England School	
Address	Boscoppa Road, St Austell, Cornwall, PL25 3DT
School vision	
<p>At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risk and show courage, having high expectation of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.</p> <p>'Share your gifts and talents and, with God's help, it can become something amazing.'</p>	
School strengths	
<ul style="list-style-type: none"> • The school's strong Christian vision permeates all aspects of school life and is lived out by staff, pupils and governors. The 'sharing of gifts and talents' is truly meaningful and enables pupils and adults to flourish. • The school's vision shapes an inclusive learning culture. This enables pupils, particularly those who are vulnerable and/or disadvantaged, to thrive. • Collective worship is central to the school day and a joyous experience. It is inspirational and enables pupils and adults to grow spiritually. Singing is a particular strength. • Relationships throughout the school are very strong and a genuine sense of Christian love enfolds all members of the school community. People are treated with dignity, respect and compassion. • The leadership of religious education (RE) is exceptionally strong. Through a carefully planned RE curriculum, pupils gain good knowledge and understanding of a range of faiths, including Christianity. They use this effectively to ask and respond to thought provoking, philosophical questions. 	
Areas for development	
<ul style="list-style-type: none"> • Develop opportunities for pupils to challenge injustice. This is so that they can make ethical choices and take responsibility for being agents of change within their community and beyond 	
Inspection findings	
<p>The vision of 'sharing gifts and talents' is deeply embedded throughout the life of the school, enabling pupils and adults to flourish. The vision shapes decisions made by leaders, staff, pupils and partners on a daily basis. There is a strong commitment to providing everyone with the appropriate opportunities, support and encouragement to</p>	



'become something amazing'. This is evidenced through provision such as a baby and toddler forest school group, to pupils singing in Truro Cathedral or leaders engaging in national training. The vision is underpinned by carefully selected values. These encourage all to follow Jesus' example as they use their God-given talents to become their very best selves. Pupils talk about inspiration drawn from Bible stories related to these values, for example David and Goliath or Daniel and the lion's den, when needing to be courageous. The trust's vision of 'building a brighter future together' resonates with the school's vision, further enhancing the work of the school. This has enabled staff to both share and develop their expertise within and beyond the school.

The vision of the school is interwoven throughout its 'Be Bold' curriculum. It is especially evident within the broad range of extra-curricular activities offered to all. A rich variety of experiences, including 'BB's 50 Things' (50 experiences that the school commits to offering each child), expand horizons and raise aspirations, particularly for those who are disadvantaged. These opportunities enable pupils to potentially discover gifts and talents that they didn't know they had. This empowers them to live life in all its fullness. Leaders and staff are highly committed to supporting all pupils, including those who are vulnerable and those with special educational needs and disabilities (SEND). Ambitions for all are high and barriers to learning robustly addressed to ensure equality and equity. For example, the school makes excellent use of its grounds to run a 'wild tribe' programme for all pupils. Additional sessions are provided to support the integration of some of the school's most vulnerable pupils. This deeply embedded, inclusive learning culture allows pupils to fully participate within and beyond the curriculum. This enables them to make good progress and flourish. Opportunities to develop spiritually are intrinsic throughout the curriculum with specific activities clearly identified. These support pupils to make connections with something bigger than themselves and to embrace a sense of awe, wonder and peace.

Collective worship is central to the life of the school and a truly joyous and spiritual occasion. Worship is inclusive of all members of the school community and is shaped by the school's vision. It allows pupils and adults to share and reflect upon their God-given gifts and talents. Worship is purposefully planned and led by staff, the Year 6 collective worship team and clergy. It follows a familiar routine with pupils and adults invited to participate in song, prayer, liturgy and reflection. Half-termly, the wider community is invited to join a communion service enabling pupils to appreciate the diversity of expression within collective worship. Pupils and adults speak with conviction about their enjoyment of collective worship, referring to it as a time of energising, spiritual refreshment. The messages taken away from worship spill into the lives of pupils and adults beyond school. For example, being moved to serve beyond the school by raising funds for the local hospice. The worshipping life of the school also extends into the wider community. Pupils recently lead worship for a synod meeting of the Diocese of Truro, further enhancing opportunities for spiritual flourishing.

Relationships throughout the school are very strong and a genuine sense of Christian love enfolds all members of the school community. The vision of sharing gifts and talents encourages all to live well together in an inclusive, dignifying, and equitable culture. When faced with tricky problems, especially associated with relationships or dilemmas, pupils and adults are encouraged to ask themselves what Jesus would do. Across the school there is a tangible sense of how, together, the school can achieve something amazing. This is clearly evidenced through the many nurturing interactions witnessed between and amongst pupils and adults. Pupils, leaders, staff, parents and governors speak unequivocally about how the Christian culture of the school treats them well. They feel that school creates a safe space for pupils and adults within which they can thrive. Leaders are highly committed to ensuring that well-being and enabling good mental health is a priority for pupils and adults and central to the school's work. A wide array of

strategies are in place to offer practical support and help to pupils and adults in times of need. Adults are appreciative of the how the school views individuals as a whole person and holds them close. This provides a sense of belonging, especially in times of need.

The school's vision of sharing gifts and talents effectively creates an active culture of responsibility. This is borne out through the pupils' involvement in initiatives such as the collective worship team, the school parliament and eco saviours. Pupils have a growing understanding of justice and courageous advocacy but this is not yet fully developed. Pupils enthusiastically support local charities which are important to them, for example the local food bank, but these partnerships are often adult initiated.

The leadership of RE is exceptionally strong and, as a consequence, it has a high profile across the school. Professional development for staff is a priority and this has a very positive impact upon the effectiveness of RE. For example, a resource for teaching very young pupils through play is expertly delivered following accredited, core training. The curriculum is thoughtfully planned to ensure that pupils access carefully sequenced learning which builds on prior knowledge, skills and concepts. A range of faiths are taught, including Christianity as a global, world faith. For example, younger pupils have explored nativity sets from around the world, whereas older pupils have considered Holy Week art from Cameroon. Through RE lessons, pupils have the opportunity to learn about different beliefs, ask thought provoking, philosophical questions and consider the impact of faith. The quality of teaching is strong, with assessment used effectively to ensure that pupils make good progress. 'Faith flashbacks' enable pupils to retain and build upon prior knowledge over time. The success of this is demonstrated by pupils talking accurately and confidently about different world faiths and worldviews. Pupils talk with enthusiasm about religious education, clearly articulating its importance in enabling them to understand the multi-faith world within which they live.

The inspection findings indicate that Bishop Bronescombe Church of England School is living up to its foundation as a Church school.

Information

School	Bishop Bronescombe Church of England Primary School	Inspection date	24.04.24
URN	140465	VC/VA/Academy	Academy
Diocese/District	The Diocese of Truro	Pupils on roll	301
MAT/Federation	Rainbow Multi Academy Trust		
Headteacher	Stewart Gynn		
Chair of Governors/ Trust Board	Samantha Jones		
Inspector	Jayne Peacock	No.	