

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Breage Church of England Primary School

Vision

The school's vision is to be 'a caring and loving school where children are equipped to flourish in the real world'. The chosen Christian values of happiness, respect, care, forgiveness, friendship and honesty are at the heart of the daily experiences of pupils and adults. Biblical teachings showing 'how we flourish when we help others to flourish' underpin this vision. 'Our school is a truly nurturing environment where every child does indeed flourish. We whole-heartedly embrace the Church's vision for education - educating for wisdom, hope, community and dignity.'

Breage 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.

Strengths

- The school's Christian vision is biblically rooted, well-known and highly relevant to its context. It creates a nurturing culture, so adults and pupils are treated well.
- Secure and effective partnerships combined with the resilient dedication of this small community enhance the work of Breage as a Church school. This has a lasting impact on adults and pupils' understanding of their personal responsibility towards others and how to challenge injustice.
- Shaped by the Christian vision, inclusive and meaningful worship provides valued space for prayer and reflection. This offers reflective opportunities for the spiritual development of adults and pupils.
- The ambitious and well-planned religious education (RE) curriculum is balanced and sequential. This enhances pupils' knowledge and understanding of a range of worldviews and religions, including Christianity.
- Knowledgeable leaders combined with high quality resources and effective professional development enhance the teaching of RE. This ensures pupils make at least expected progress and thrive in RE lessons.

Development Points

- Strengthen the way spirituality is planned within the whole school curriculum. This is to secure the contribution of all subjects to the understanding of spirituality and extend opportunities for spiritual development.
- Enhance systems of recording assessment in RE. This is to further strengthen pupils' understanding of their next steps in learning.



Inspection Findings

Breage school's Christian vision is closely aligned to the needs of its community. After a period of uncertainty, the school is flourishing. Pupils and adults, including visitors and volunteers, benefit from the way leaders have created a nurturing atmosphere. People feel safe and happy in school, valuing the sense of care that they encounter together. Leaders, including governors, know the school well through regular and conversational monitoring. Historic links to both the local church and the Methodist chapel create a sense of unity between school and the local churches. This extends the warm sense of hospitality and familiarity that people encounter when they come to the school. New families are welcomed, with pupils actively demonstrating the school's values in their relationships with friends. Displays of art and pupils' work ensure that the learning environment reinforces the vision, leading to positive thinking and wellbeing. Learning outdoors is an integral part of school life, helping pupils to care for the environment and learn from nature. Pupils, including those who are vulnerable or disadvantaged, learn well and are able to flourish.

The new curriculum, shaped and resourced through effective relationships with five schools, is broad, relevant and inclusive. It is driven by concepts that are linked to Breage school's vision and values. These curriculum concepts inspire curiosity, celebrate diversity and promote aspiration to help broaden horizons. Pupils encounter learning that explores local, national and global cultures. Learning through carefully planned trips and visits leads to searching questions from pupils and adults. They know how to use the school's shared understanding of spirituality to look at themselves, others, the world outside and worlds beyond. The way that spiritual development is woven throughout the new curriculum is at an early stage. Consequently, although opportunities created are often effective, the way spirituality is planned across all subject areas is inconsistent. Pupils take their responsibilities for learning and flourishing seriously knowing that that 'you have to care and help others to help yourself'. Staff and volunteers actively support the way that pupils, including those with special educational needs and/or disabilities (SEND), access the curriculum. Additional resources from the village and the trust help this small school and its community to thrive.

Collective worship draws on, and reinforces, the school's vision and values. It is inclusive, thought-provoking and educational as, for example, it enhances pupils' understanding of global concerns. Worship helps pupils to feel calm and relaxed, supporting their learning later in the day. Worship led by teachers in class builds shared communities. It reinforces pupils' understanding of the school's values and of biblical teachings. Christian symbols and Anglican patterns of worship help to create the right space for worship in school. These are then recognised by pupils in church and chapel visits and are used as a focus for spiritual development. Pupils are inspired by singing worship and sessions led by local clergy. A variety of adults lead worship. Pupils appreciate how this helps them to 'praise God in different ways' broadening their experience of worship. Pupils' reflections on the prayer tree are seen as a way of helping each other. These prayers assist the school to address individual and shared needs. The school blessing at the end of the day provides a valued moment of reflection on the Christian vision. Shared services at the church for festivals such as the feast of St Breaca bring the wider community together.

The RE curriculum draws on resources and training from the diocese, local partners and national providers. This helps to shape the subject's curriculum and to strengthen pupils' learning on the global nature of religions such as Christianity. RE remains an effective core experience for pupils in a changing wider curriculum. Governors and leaders monitor the impact of the RE curriculum and timetabling on pupils' learning. This monitoring helps pupils to secure their progress in RE. Decisions by leaders to invest in RE has enhanced teachers' professional knowledge



and understanding. The curriculum is broad and inclusive of a range of religious and non-religious worldviews. This approach reflects the school's values of friendship and honesty. As a result, pupils can link RE with the school's vision of flourishing for all. Pupils and adults talk confidently about beliefs, big questions and the effects of faith on living well.

School leaders know from their monitoring that the quality of RE both reflects and enhances the school's vision. Teaching in RE is good with pupils making at least expected progress. Pupils recognise that learning about religions and worldviews helps them to understand themselves and other people. Recent work by older pupils on Islam shows that the beliefs underpinning concepts and actions can be accurately recalled. Younger pupils demonstrate a sound understanding of stories about Jesus and his teachings. This means that they can link these to the school's values such as forgiveness and care. Pupils' work shows that this learning is achieved effectively by those of different abilities. Some opportunities to record oral and non-verbal responses are missed and this means that pupils are sometimes unclear about their next learning steps.

Adults and pupils at Breage design and engage in projects that promote a culture of justice and responsibility. Older pupils know that you need courage to stand up for 'something or someone'. The school helps them develop that courage through its nurturing vision. Pupils across the age range know that their actions can change things gradually, describing this in the phrase 'little things add up'. They understand from the school's vision that flourishing is not just about big decisions, and that their own voices can bring about change. School council members put forward shared ideas linked to the school's values of respect and care. For example, the new pupil and staff eco-committee has made a difference through projects such as recycling and power-saving. Pupils challenge inequality by making sure everyone can take part fairly in events like World Book Day. Effective partnerships between the Parent and Friends' association and local businesses and charities, help the community to thrive.

The school's Christian vision and values are lived out by pupils and adults ensuring that they are treated well. Families appreciate the care for their children during what is often a very long and fruitful relationship. Many pupils and their families who have left Breage are drawn back to reconnect with the school. Transition arrangements to local secondary schools are well-organised. They support the wellbeing and resilience of the pupils making the move to the next phase of education. This also enhances the sense of connection between schools and between families. The re-establishment of the nursery through the trust has already helped local families with provision they had missed. Stay and play sessions, set up through effective partnerships with church leaders, strengthen links with the community. As a result of the alignment between the vision of the trust and the school's, Breage's community has a positive impact on other schools. This is enhanced through practical opportunities to share leadership and the mentoring of staff. Breage's caring flexibility towards staff and their families has fostered the vision of flourishing together. Pupils notice the happiness and respectfulness of their teachers towards others and model it in similar behaviour.

Information

Address	Trewithick Road, Breage, Helston, Cornwall TR13 9PZ		
Date	06 March 2025	URN	143967
Type of school	Academy	No. of pupils	41
Diocese	Truro		
MAT	Aspire Academy Trust		
Headteacher	Lisa Holliehead		
Chair of Governors	Penny Shilston		
Inspector	Linda Rudge		