

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Cornish Church of England VA Primary School

Vision

To inspire through faith and love, that all may flourish.

‘Those who do what is right will flourish like a palm tree,’ Psalm 92 12-15

Our whole school philosophy is underpinned by a Christian understanding of life. The principles of the Gospels permeate the life of our school. Our curriculum is designed to enable pupils to grow in every way. We place great importance on good relationships within the whole school community creating an environment within which children and staff can flourish.

Bishop Cornish C of E VA 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

- The school’s deeply embedded Christian vision, expressed through linked values, creates a strong culture of welcome and inclusion. This vision drives decision-making and ensures a significant positive impact on the lives of pupils and adults.
- Inspired by the vision, positive relationships are central to school life and reflect genuine care and compassion. Staff work collaboratively, placing pupils at the heart of all they do. As a result, pupils and adults feel valued, listened to, and flourish.
- Strong and effective leadership of religious education ensures the subject has a high profile and is well resourced. Pupils engage enthusiastically, asking thoughtful questions and expressing ideas creatively, living out the school’s vision.
- Daily collective worship is joyful and enables pupils and adults to flourish spiritually. Bible stories, prayer, singing, stillness and reflection nurture love, belonging and spiritual growth. This encourages the school community to live out its vision.
- Through the Christian ethos, pupils develop a strong sense of identity. They contribute eagerly to school life, growing in confidence, compassion and love for others.

Development Points

- Refine and extend the language and opportunities for spiritual development across the school. This is to support pupils to develop on their personal spiritual journeys.
- Strengthen pupils’ understanding of how to challenge injustice so they have greater confidence to be change makers. This is to empower them to build on their existing passion and drive, and to lead to pupil-led opportunities to act.



Inspection Findings

Vision and Leadership

Inspired by the Psalm of the Palm tree, the school's Christian vision radiates through every aspect of daily life. Six carefully selected values shape an ethos where inclusive relationships are prioritised with the overarching value of love. Leaders and governors relentlessly focus on building a confident community of pupils who care about themselves and others. Strong partnerships particularly with the diocese, Saltash Baptist and St Stephen's churches, enrich the work of the school. For example, school staff benefit from high-quality training, whilst also offering expert advice to other schools in their locality. Governors know the school well and effectively support, challenge and encourage leadership. A range of evidence ensures governors' awareness of the impact of the Christian vision on school life and pupil outcomes. This enables governors to support leaders in school improvement.

Vision and Curriculum

The curriculum is underpinned by the Christian vision and shaped by the school's local context. It provides inclusive challenge and meaningful opportunities for pupils to flourish in all lessons such as art and science. This enables pupils to reflect on awe, wonder and meaning, and to talk confidently about their experiences. Alongside this, the school values are skilfully woven into learning and used as tools to support success. This develops pupils' confidence, resilience and positive attitudes to learning. Teaching is carefully adapted to meet the needs of all pupils. Particular care is taken to nurture and support pupils who may be vulnerable. For example, the school day is individualised for pupils with emotional vulnerabilities. This reduces learners' anxiety and supports participation and engagement. As a result, pupils receive the help they need to learn well and flourish academically. Pupils' interests and achievements are extended and encouraged through a wide range of extra-curricular experiences. These include clubs, trips and carefully planned enrichment activities. Such experiences are fully inclusive and help bring the curriculum to life, broadening pupils' understanding of the world.

Worship and Spirituality

Collective worship at Bishop Cornish is joyful and makes a significant contribution to the overall flourishing of the school community. Joyful singing, laughter, creative responses to Bible stories and the warmth of relationships, uplift members of the community. Worship encourages spiritual development through stillness, thoughtfulness and peace, balanced with creativity, curiosity and playful exploration. Consequently, pupils have time to consider their feelings about themselves, others and their place in the world. Pupils, families and members of staff value the weekly celebration worship which is uplifting and joyful due to the celebration of pupils' wider achievements. The strong partnership with the local churches and clergy teams further enhances the quality of worship in school. It provides additional spiritual flourishing opportunities for the school community, and for the church congregation through shared worship and experience days. Well-used reflection areas, including a tree of values, prayer tree and letterbox of remembrance, nurture pupils' sense of belonging. These spaces give pupils time to reflect, remember others and feel connected to the school community. Across the school, a clear definition of spirituality, using the imagery of windows, mirrors and doors, is used. It helps pupils and adults to reflect on the impact of experiences. As a result, pupils talk about their spiritual growth with increasing confidence.

Vision and School Culture

Inspired by the vision, leaders have created a culture where people are treated exceptionally well. The school values provide a clear framework that prioritises caring relationships and fosters respect. This atmosphere of nurture and welcome, helps pupils and staff build positive, respectful relationships. As a result, pupils support one another, showing kindness and helpfulness, and often resolving difficulties without adult support. A focus on relationships helps pupils understand the links between emotions and behaviour. This enhances pupils' sense of



being loved and nurtured through knowing that they have fresh starts. Effective strategies are used to ensure that pupils and adults are treated well and have support for their wellbeing and mental health. These include supporting pupils with additional needs, or families facing challenges. Due to timely and effective support, pupils who are struggling are transformed and become more confident and successful. Staff are a closely knit team and enable each other to give of their best through an open atmosphere of support. In line with the vision, leaders look for meaningful opportunities to support staff wellbeing and professional development. Whole staff training with local charities strengthens staff understanding and confidence in specialist areas. For example, bereavement training and neurodiversity sessions help adults support pupils appropriately with care and compassion.

Vision, Justice and Responsibility

The vision encourages pupils to take responsibility for themselves, others and the world around them. This is lived out through meaningful responsibilities that develop care, service and respect. Pupils care for a range of school animals, from guinea pigs to rabbits. This responsibility teaches commitment, routine and compassion showing their school values. Pupils grow in confidence as they care for living creatures and respond to their needs. Additional roles, such as sports leaders and playground buddies, further develop responsibility. These roles also support positive relationships and care for others across the school community. Pupils elected to the school council contribute to decision-making and school life. They organise fundraising and select charities to support each year. For example, pupils support the local foodbank through fundraising and Harvest collections. These opportunities help pupils understand service and generosity in action. However, opportunities for pupils to respond independently to wider injustice are less developed. This limits pupils' confidence in recognising their potential as agents of change.

Religious Education

As a result of expert leadership, RE has a high profile and is both valued and enjoyed by pupils. Leaders have ensured the curriculum provides a strong balance between teaching about Christianity and a range of religions and worldviews. It is well-sequenced, offering pupils challenging, relevant and diverse content, using creative approaches so pupils can build on prior knowledge. For example, discussion, visual prompts and comparison activities are used before introducing new key concepts. Governors regularly monitor RE, including through work with the diocese, to ensure it meets pupils' needs and school expectations. As a result, they are well-informed about standards and provide strategic support to make certain RE is well-resourced.

Inspired by the vision, teaching in RE is firmly rooted in faith and love. It supports pupils to achieve well and flourish spiritually. Pupils engage confidently in RE, enjoying learning that challenges them and deepens their understanding. They are proud of their work and make good progress, which is carefully tracked through innovative assessment and monitoring. Lessons offer a safe place to discuss probing questions about a wide range of issues and viewpoints. This empowers pupils to explore their own beliefs whilst appreciating those of others. A wide range of learning experiences support pupil engagement and give them time to reflect. The result is a deep understanding of different religions and religious practices. For example, pupils explore the purpose of key elements within Islamic worship. Effective continuous professional development enables teachers to teach RE confidently and continually improve their practice.

Information

Address	Lynher Drive, Saltash, Cornwall, PL12 4PA		
Date	13 January 2026	URN	112034
Type of school	Voluntary aided	No. of pupils	196
Diocese	Diocese of Truro		
Headteacher	Tracey Fletcher		
Chair of Governors	Tim Parkman		
Inspector	Jane Bird		