

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Meriadoc Church of England Junior Academy

#### Vision

“Let your light shine”: Matthew 5:14

With God’s love, our Christian values and our broad and aspirational curriculum we:

Shine our light on ourselves;

Shine our light on others;

Shine our light on our community and the wider world.

St Meriadoc Church of England Junior Academy 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 Christian vision is known and understood by the school community. It is driving decisions that are enabling pupils and adults to flourish.
- Leaders have created opportunities for spiritual reflection throughout the curriculum. These are valued deeply and are leading to the spiritual flourishing of pupils and adults.
- Encouraged by the vision, leaders create an inclusive school where people care for others. This welcoming ethos ensures that this is a community which is committed to living well together.
- Religious education (RE) is led effectively. Supported by the diocese and trust, highly effective professional development opportunities enable teachers to grow in their subject knowledge and expertise.
- Collective worship is a reflection of the distinctive Christian vision and is a central feature of the life of the school. This is enhanced by partnerships and is leading to the spiritual flourishing of adults and pupils.

#### Development Points

- Extend opportunities for pupils to reflect on justice and how their actions can have an impact on others. This is to enable more pupils to step up to become agents of change.
- Enhance pupils’ understanding of the subject-specific skills in RE. This is so the pupils recognise the competencies they are developing and using when learning about religions and worldviews.



## Inspection Findings

### Vision and Leadership

The Christian vision is at the heart of the life of this school. It gives a clear mandate to the school community to do all they can to enable their lights to shine. This means that there is a shared understanding of purpose across the school. There is a resonance between the school's Christian vision and the vision of the Rainbow Multi Academy Trust. As a result, the vision is guiding and inspiring leaders in their decisions at both trust and school level. A key example is the development of a pastoral and safeguarding team that is able to support the most vulnerable families. Pupils know the vision well and explain how it relates to them, their learning and their relationships. Leaders and staff articulate their roles within the vision. Their support for the pupils, families and their colleagues is understood as a natural and joyful expression of the vision. Consequently, relationships are positive and driven by a desire to help others discover their light and be able to shine it. There is a strong commitment to developing Church school leaders. The school supports emerging leaders to flourish and develop their skills in partnership with the diocese. Governors and trustees use the vision to shape their work. With leaders they monitor and evaluate the life of this Church school with precision. This enhances the work of St Meriadoc as a Church school and ensures that it continues to develop.

### Vision and Curriculum

Leaders have shaped a curriculum at St Meriadoc which is designed to broaden opportunities and experiences. This reflects the school's vision and the needs of the community. The curriculum deliberately includes the arts and music so that all pupils have an opportunity to shine their light. Teachers plan trips and other opportunities carefully so that pupils have memorable experiences that help them to access the curriculum. A focus on vocabulary further ensures that pupils are well prepared to engage with their learning. Leaders have taken clear actions to develop spirituality across the curriculum. This work has been transformative and shared with other schools. There is a clear mutual understanding of spiritual development. Careful planning identifies opportunities for spiritual reflection across a range of curriculum areas. Teachers make these explicit to pupils and encourage them to reflect inwardly, outwardly and upwardly. Moments of spontaneous reflection are also explored. As a result, pupils understand how they develop spiritually through the curriculum. They value these times of reflection and describe how they are helping them to change and grow.

### Worship and Spirituality

Collective worship is a central feature of the life of the school and is supporting the spiritual flourishing of pupils and adults. Themes are carefully planned by the collective worship lead. These weave together the Christian year, the school's vision and its supporting values. Pupil leaders contribute to the planning and delivery of worship. They enjoy acting out Bible stories to help others understand more deeply. Prayer is always invitational and pupils know the importance of pausing to reflect during worship and at other times. Strong partnerships with the infant academy, parish church, trust and diocese enhance and strengthen collective worship. This includes weekly visits from the local parish church and visits to the church for the celebration of festivals. The relationship with the church is mutually beneficial and contributes to the spiritual development of the pupils, staff and visitors. Pupils and staff value the opportunities to plan and join in worship with other schools across the trust and diocese. These enhance worship by building an understanding of looking out towards a wider family of schools. Consequently, pupils are enthusiastic about collective worship. They know that it is an important time that makes them think, reflect and look beyond themselves.

### Vision, Justice and Responsibility

Opportunities exist for pupils to take leadership responsibilities across the school. These include worship leaders, the eco-school award, and agents for change. These opportunities help pupils to develop an understanding of how they can make an impact on others. Pupils have a developing sense of justice towards others. Through the agents of change group a small number of pupils are looking beyond the school to make a difference. They know



that small changes can help others. They have identified the problems facing their local community and have planned and undertaken small-scale projects to make a difference. This included 'dear stranger' cards which were positive messages left for the local community. However, these opportunities are limited to this small group of pupils. This means that not all pupils have the opportunity to develop their understanding of justice and act as change-makers.

#### Religious Education

Leaders at St Meriadoc confidently shape the RE provision. Pupils, staff and parents understand that the subject has a high profile. Learning is carefully sequenced in partnership with the infant academy so that pupils build on their prior knowledge. High quality resources support RE. Leaders ensure that the images and examples used within RE teaching are drawn from a range of traditions and places. As a result, pupils understand that there is a diversity of belief and expression within religions. For example, pupils confidently discuss differences within Judaism. Pupils value RE. They know that it helps them to develop an empathy for others and an understanding of religious and non-religious worldviews. Leaders provide regular opportunities for staff to develop their skills and subject knowledge in RE. A strong partnership with the diocese supports this training. RE planning ensures that there is a balance of different ways of learning. However, the subject-specific skills being developed are not made explicit to the pupils. Consequently, their knowledge of the competencies that they are developing in RE is limited.

Leaders have established a clear approach to teaching and learning. This makes vocabulary explicit and helps pupils understand the words they use. Leaders have also developed knowledge organisers that describe the key learning for each unit of work. Pupils use these effectively to review their learning. Teachers make careful use of assessment in RE. They regularly check for understanding and address misconceptions. During end of unit assessments teachers check learning against expected outcomes. These assessments are used to adapt subsequent teaching. As a result, pupils are making progress in their RE learning.

#### Vision and School Culture

Driven by their vision, leaders at St Meriadoc have created a school culture that champions inclusion. They dedicate themselves to helping each pupil shine their light. Leaders and staff take deliberate steps to make sure pupils can fully participate in the life of the school. For example, staff make adaptations so that pupils with additional needs can access the visits and residential opportunities provided through the curriculum. The school's focus on emotional health and wellbeing supports pupils to be ready to learn. Parents feel listened to and readily turn to the school for advice and support in difficult times. They rightly describe this as a school which helps their children to thrive. This culture of support extends to staff who are valued by their school and the trust. Pupils welcome new arrivals to the school and help them feel at home quickly. As a result, the sense of community within the school is strong. Pupils and adults flourish together and actively live out their vision of shining their lights.

## Information

Address	Cranfield Road, Camborne, Cornwall, TR14 7PN		
Date	20 March 2026	URN	140781
Type of school	Academy	No. of pupils	225
Diocese	Truro		
MAT	The Rainbow Multi Academy Trust		
MAT Chair	Pat McGovern		
Headteacher	Sarah Wilkins		
Chair of Governors	Luke Wilkes		
Inspector	Simon Atkinson		