

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Francis Church of England Primary School

Vision

Every Person Matters, Every Person Helps, Every Person Succeeds – so that we can all live life in all its fulness.
(John 10:10)

St Francis 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 distinctive Christian vision is deeply embedded in the life of this school. Leaders, trustees and governors have worked closely together to drive the development of this Church school through a time of challenge and regrowth. As a result, pupils and adults are flourishing.
- Driven by the Christian vision, leaders have intentionally created a school environment where pupils and adults are encouraged to live well together. This is evident in the strength of relationships. Pupils, staff and parents know that they matter.
- Encouraged by the vision, the school enables pupils to be outward looking. As a result, pupils actively seek out situations where they can make a positive difference.
- Collective worship is underpinned by strong partnerships with local churches, the deanery and the diocese. It is an important feature of the life of this school and is contributing to the spiritual development of pupils and adults.
- Leaders have created a broad, balanced religious education (RE) curriculum which is shaped by the context of their school. This is supported by effective professional development opportunities which enable teachers to grow in their subject knowledge and expertise.

Development Points

- Extend the school's approach to spirituality. This is so that pupils are encouraged and enabled to reflect more deeply beyond themselves.
- Enhance assessment in RE so that is capturing pupils' ability to interpret, apply and evaluate key concepts. This will give them opportunities to recognise the skills they are developing when learning about religions and worldviews.



Inspection Findings

Vision and Leadership

The established Christian vision sits at the heart of this school. It is known and valued throughout the school community and has been significant in guiding the school through a challenging period. There is a close alignment with the vision of the Kernow Learning Multi Academy Trust. As a result, the vision is driving the decisions of leaders at both trust and school level. A key example is the way that the trust has worked closely with the diocese to ensure the strength of the leadership team in the school. Pupils know the vision well and explain how their school helps them to matter, to help each other and to succeed. Leaders articulate their roles within the vision. They describe with clarity the actions they have taken to show adults and pupils that they matter. Consequently, relationships are strong. Governors and trustees use the vision to shape their work. Through their decisions they demonstrate a genuine desire to see every child flourish. For example, they have prioritised the creation of an additional classroom to support the inclusion of the most vulnerable pupils. With leaders they monitor and evaluate the life of this Church school with a sharp focus. This enhances the work of St Francis as a Church school and ensures that it enables pupils and adults to flourish.

Vision and Curriculum

The curriculum is carefully shaped to reflect the school's vision that every person matters, helps and succeeds. It is designed to develop pupils' understanding of the world and how they can make a difference. Resources and books are chosen to introduce pupils to diversity and the world beyond their immediate context. Teachers planning identifies opportunities for spiritual reflection across different curriculum areas. This is supported by a shared understanding of spiritual development. Consequently, pupils are encouraged to regularly reflect on their learning through both planned experiences and spontaneous moments. Through this reflection they seek to apply their learning to the wider world. However, these opportunities provide limited scope for pupils to reflect more deeply on their own beliefs and worldviews. As a result, opportunities for deeper reflection are missed.

Worship and Spirituality

Collective worship is a central feature of the life of the school and is contributing to the spiritual flourishing of pupils and adults. This has been a focus for development supported by the diocese and the Church school network within the trust. Themes are carefully planned by the collective worship lead to reflect the school's Christian vision and associated values. The weekly pattern of worship ensures that themes introduced early in the week are developed as the week progresses. Each act of worship follows a common structure with opportunities for participation and reflection. Bible stories are used to support the development of the pupils' understanding of the school's values. For example, through a focus on the story of Ruth and Naomi, pupils explored the meaning of friendship. Singing is a regular part of worship and is joyful and engaging. At the end of worship pupils are often sent out with something to reflect on further. This helps them to appreciate the impact of worship on their wider lives. As a result, pupils and adults know that worship is an important part of the life of their school. They value the opportunities it provides to reflect. Worship is enhanced by strong partnerships with local churches. Visitors from the churches regularly lead worship. This ensures that pupils experience a breadth of Christian traditions. Pupils value the opportunities to join with other schools across the diocese in online collective worship. These help the pupils to develop an understanding of being part of a wider community of schools.

Vision, Justice and Responsibility

Pupils undertake positions of responsibility throughout the school. These roles include worship leaders, outdoor community club leaders, school council members and prefects. Through these roles pupils understand their responsibilities towards each other. For example, school council members know that their role is to show that everyone matters through giving them a voice. Pupils know that justice means making the right thing happen when things have gone wrong. The school's approach to reflection during learning encourages pupils to be



outward looking. Adults actively challenge the pupils to seek moments where they can look out and make changes which make the world a better place. Consequently, pupils talk confidently about how they are inspired to put their learning into action and take the initiative to become change makers. For example, following learning about global inequality, pupils have been inspired to challenge their family members about the products that they buy.

Religious Education

Leaders have prioritised the development of RE at St Francis. Learning is carefully sequenced so that pupils build on their prior knowledge. Professional development for teachers is a high priority. Staff new to the school are given opportunities to develop their subject knowledge and expertise. This is enhanced by a strong partnership with the diocese and trust which supports the role of the subject leader. High quality resources support RE teaching. Leaders ensure that the examples used within RE teaching reflect the diversity of belief around the world. As a result, pupils know that there is a range of expression of belief within religions. For example, they can describe how Easter is celebrated differently around the world. Pupils talk with confidence about their RE learning. They know that it helps them to explore the beliefs and worldviews of others.

Leaders have established a clear approach to teaching and learning. Teachers make vocabulary explicit during RE lessons and help pupils to understand the words they use. Regular assessment opportunities have been planned. These include weekly activities which check for the retrieval of RE knowledge. These assessments are used to adapt subsequent lessons. As a result, pupils are making progress in their RE learning. Recently leaders have started to develop a new layer of assessment opportunities in RE which focus on the subject-specific skills which the pupils are developing. However, this trial is limited to one year group. Consequently, the assessment of skills and competencies in RE is limited. This means that many pupils do not recognise the skills they are developing within the subject.

Vision and School Culture

Leaders use the Christian vision to create a school environment in which adults and pupils are treated well. This has been a priority following a time of challenge and staff changes. Professional development has been a focus at school and trust level. This has included the provision of coaching from the trust for new teachers. Subject specialists from across the trust have also supported with teacher planning to reduce workload. As a result, staff are supported in their roles. They value being part of a school and trust which promotes their mental health and wellbeing. Communication has been a priority for school leaders. There has been a focus on regular updates both internally with staff and with parents and carers. This means that staff, parents and carers feel supported and know that they matter. Governors have ensured that forgiveness is an important aspect of the school's approach to behaviour. Consequently, pupils know that 'sorry' is a very powerful word that can mend friendships. Pupils have opportunities to share their opinions and make suggestions to improve their school. Pupil leaders work with younger children to encourage play and good relationships at lunchtimes. The sense of community within the school is strong. Pupils and adults know that every person matters in this school and understand that the vision helps them to live well together.

Information

Address	Longfield, Falmouth, Cornwall, TR11 4SU		
Date	24 June 2026	URN	144059
Type of school	Academy	No. of pupils	398
Diocese	Truro		
MAT	Kernow Learning Multi Academy Trust		
MAT Chair	David Parker		
Headteacher	Hannah Crewsdon (Interim Head of School) Hannah Stevens (Executive Headteacher)		
Chair of Governors	Scott Wilson		
Inspector	Simon Atkinson		