Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sir Robert Geffery's Church of England Primary School

Vision

At Sir Robert Geffery's we 'live life in all its fullness' (John 10:10), knowing that with God's help we will be the best we can.

Sir Robert Geffery's Church of England 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 Christian vision of Sir Robert Geffery's School is a living reality that is known and evident throughout the school community. It drives the actions of leaders and leads to the flourishing of pupils and adults. Partnerships support and enhance the life of this Church school.
- Leaders and staff are united in their commitment to the flourishing of pupils. The vision inspires leaders to create a curriculum that is designed to broaden horizons. This curriculum is infused with intentional opportunities for spiritual development, helping children to reflect deeply.
- The school's vision enables pupils and adults to live well together. The cohesive staff team ensures that barriers to learning are identified and adaptations are made to enhance pupils' learning. Good mental health for adults and pupils is prioritised, with support offered at difficult times.
- There is an established culture of justice and responsibility. Pupil leaders have clear roles within the life of the school and have opportunities to speak up and make positive changes that affect others.

Development Points

- Deepen pupils' understanding of Christianity as a diverse global faith. This is so they understand and appreciate the variety of Christian belief and practice.
- Ensure that more opportunities are created to explore spirituality and prayer in the rich outdoor environment of the school site. This is so that pupils understand that prayer and reflection can be part of their school life and wider experiences.

Inspection Findings

Vision and Leadership

The clear Christian vision is at the heart of the life of this school. It drives the decisions of leaders at all levels. Under compassionate leadership, the school staff are united in their commitment to this shared purpose. It is used to shape a vibrant and caring school community. One key example is the decision to ensure that there are sufficient support staff to provide access to a broad and engaging curriculum. The historic link to the 'Worshipful Company of Ironmongers' brings an additional dimension to the life of the school. Members of the company serve as trustees of this single academy trust. They ensure that the governors support the school in living out its vision. As a result, there is a clear focus on the wellbeing of school staff. Governors champion the vision and use it to shape their work. They meet regularly with pupils to receive feedback on the work of pupil-led leadership committees. This is deeply valued by governors. It informs their decisions and enables them to monitor and evaluate the life of this Church school with rigour and precision. Partnerships with the diocese and the local church are strong and support the school in living out its vision.

Vision and Curriculum

Leaders have created a curriculum which aligns with the school's vision. It is designed to broaden opportunities and experiences. The curriculum embraces local, national and global dimensions of learning. A particular feature of this curriculum is outdoor learning. This includes forest school and enrichment sessions in the on-site farm and allotment. Outdoor learning effectively provides pupils with opportunities to live life in its fullness through caring for creation. Supported by the diocese, careful consideration has been given to identify opportunities for spiritual development throughout the curriculum. Adults carefully balance these planned experiences with spontaneous moments of awe and wonder. This is supported by a common language and symbols of windows, mirrors and doors which are used consistently across the school. As a result, the curriculum is infused with opportunities for spiritual development. Pupils understand that these experiences help them reflect deeply and think beyond themselves.

Worship and Spirituality

Collective worship is planned carefully to link coherently to the school's vision and its underpinning values. Baskets containing resources contribute to a consistent approach. This means that adults and pupils experience a common pattern of worship in both whole-school and small-group settings. The shared understanding of spirituality and the associated common language enrich collective worship further. Partnerships with the local church and the diocese enhance and strengthen worship. This includes regular open the book sessions, visits from the vicar to lead worship, and the celebration of festivals in the church. Children talk with enthusiasm about opportunities to plan with other schools and participate in video-linked worship across the diocese. These experiences develop a deep sense of being part of a wider community of church schools. Members of the pupil-led worship committee understand their roles and responsibilities, which include supporting others with prayer. The centrally located chapel provides an additional resource and creative prayer space that is well used and valued by pupils and adults. Prayer trees with prompt cards in the chapel and other common spaces encourage pupils to pause and write prayers. As a result, pupils speak of their developing confidence in writing and leading prayers. However, while many opportunities are provided to explore spirituality and prayer within the school buildings, these are not developed in the outside areas.

Church School Ethos and Culture

The school vision is used by leaders to create and sustain a community which is committed to wellbeing and flourishing. Adults are highly supportive of each other and there is an established culture of developing staff into new roles. There are high expectations for pupils to be their best. Staff are well-supported to adapt the curriculum to the needs of learners including those considered to have special educational needs and/or disabilities (SEND). Additional opportunities, such as residential trips, are planned carefully to be inclusive. As a

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result of this support and high expectations, behaviour is strong and the atmosphere in the school is harmonious. Pupils and parents value the supportive staff who ensure that relationships are strong and caring. Pastoral care is enhanced by the active participation of the local church in the life of the school. This support has made a difference to adults and pupils at difficult times. A high priority is placed on the mental health of adults and pupils. This is demonstrated in the curriculum as well as in targeted interventions that assist pupils with particular needs. As a result, pupils understand the importance of mental health and know how to seek support.

Religious Education

Leaders have shaped an effective religious education (RE) curriculum that helps pupils to build on their previous learning. Clear choices have been made to select units of learning that address the needs of this rural community. For example, leaders have chosen to include units that reflect on the role of religion in reducing racism to broaden the understanding of their pupils. Teachers use characters to introduce different ways of learning in RE to their pupils from an early stage. Pupils enjoy RE and express that it helps them to learn about other people's beliefs. They value the opportunities given to explore a range of faiths and worldviews. Pupils understand that there is diversity of belief within Christianity. However, the current curriculum does not provide sufficient opportunities for pupils to explore Christianity as a global faith. Consequently, their understanding of global expressions of Christian belief is limited.

Teachers make careful use of assessment in RE. They use a range of tasks to ensure that pupils can remember their previous learning. Pupils recall and reflect at the end of lessons and check their learning against expected outcomes. These assessments are used well by teachers to adapt their subsequent lessons. As a result, pupils are making progress in their RE learning.

Justice and Responsibility

There is a well-established culture of justice and responsibility at Sir Robert Geffery's School. A range of pupil committees involve children from across the school in taking on increasing responsibility. These pupil leaders feel empowered in their roles and understand that they can make a difference. The regular inclusion of the pupil leaders in governors' meetings ensures that their voices are taken seriously. Pupils understand justice as doing what is right for others and explain that small actions at a local level can make a significant difference. The long-established link with Hillside School in Uganda gives pupils a strong focus for their work in supporting others. Pupils spoke of their unhappiness that the pupils at Hillside did not have the same opportunities as them. This provided a strong reason for them to develop a fundraising activity. The partnership with the local church and community ensures that the pupils participate well in the life of the village. Older children regularly serve the community lunches in the village hall. Community leaders describe the interactions between pupils and the older residents as truly intergenerational and life-giving. This is another example of the school vision in action where the abundance of a full and flourishing life is shared with all.

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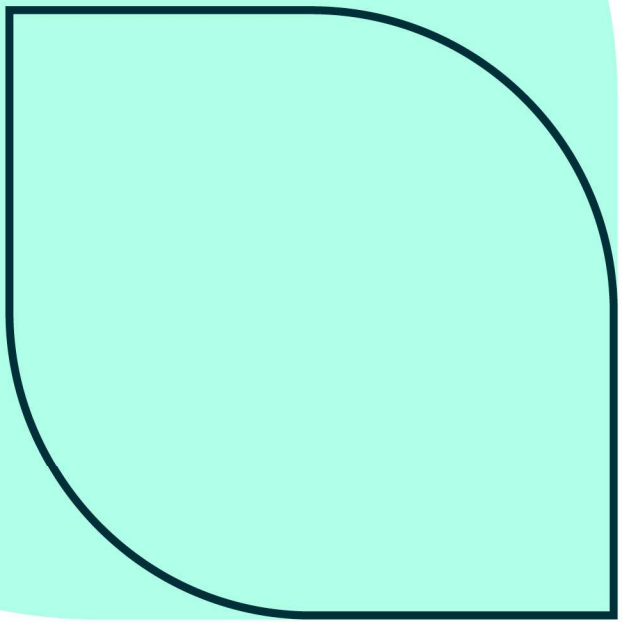
Information

Address	School Road, Landrake, Saltash, PL12 5EA		
Date	19 September 2025	URN	137257
Type of school	Academy	No. of pupils	202
Diocese	Truro		
Chair of Trustees	Elizabeth Caincross		
Headteacher	Edward O'Hara		
Chair of Governors	Richard Twallin		
Inspector	Simon Atkinson