

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England Aided Primary School and Nursery

Vision

At the heart of our vision at Trinity Church of England is Jesus' promise of 'Life in all its Fullness'. We believe that 'full life' is one where each individual strives to do the best for themselves and others. Our view is that everyone has the potential to succeed and flourish academically, socially, spiritually, culturally and morally. When Jesus spoke of living life to the full, he spoke of experiencing the fullness of God's grace and love. It is a message that we deliver throughout our curriculum.

Trinity Church of England Aided Primary School and Nursery 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 recent change of the school's vision to Jesus' promise of 'life in all its fullness' reflects the changing context of the school. It involved all elements of school, local and church communities. Therefore all who participate in the school are given the opportunity to live this vision.
- The school curriculum, developed within the strong ACE Trust framework, helps all, of whatever need or background, to flourish. The character curriculum of the school and trust ensures that there is an opportunity to excel for all.
- Pupils and staff live well together at the school. This is because staff and pupils combine to have a key part in the building and development of the school. This then feeds a striking belief in inclusion which is lived. Relationship building, forgiveness and reconciliation sit at the heart of the life of Trinity.
- The provision for those who are disadvantaged or have additional need exemplifies the vision and values of the school. Addressing need sits at the heart of the school's approach to all it does.
- The relationship with the church is integral to the school's growth and development. It has been from the very start. The church community sits within the school's life and culture.

Development Points

- For school leaders, advocates and the trust to build on work already undertaken to ensure that the Christian vision enhances the work of the school and its Christian foundation.
- Embed the assessment of religious world views education (RWE) to ensure that it builds on what has started so as to be a tool to deepen the understanding of the subject.
- Increase the range of spiritual experiences for pupils. This is to help them understand how spirituality can enhance lives, both inside and out of school.



Inspection Findings

Trinity Aided Church of England Primary School is at the core of its community. The recent work on developing its vision to one of 'life in all its fullness' was undertaken with the whole community integral to the thinking behind it. It takes account of the changing dynamic of the estate in which it sits. The local advocates with the trust board understand the school and what is needed for it to flourish further. The curriculum, developed with the trust, places the whole child at its core. Character education gives every pupil an opportunity to flourish. Pupils and adults increasingly understand how they can flourish spiritually. Positive relationships sit at the heart of how everything is approached at the school.

Collective worship is central school's ethos and living. There is clarity to its purpose. Pupils understand how it enables them to apply what they learn to how they live their lives. The structure of worship ensures that the stories from the Bible are then linked with the curriculum both in developing character and also pupils' learning and lives outside school. For example, pupils are learning about the story of Moses. This is also the route through which pupils learn about leadership and the challenges that are part of his story. Thought is given to how these reflections and lessons can be looked at in even more depth through the week. Class worship is a strength which reinforces the weekly worship theme. It allows pupils to reflect and discuss the concepts they are learning in a way that allows reflection and guidance in a smaller setting. Pupils are developing a good understanding of what spirituality is and how they can apply it to their learning. The local church plays a central role in the planning and delivery of collective worship. This reflects its central role to many aspects of school life.

All flourish and are treated well at Trinity. Every individual at the school sees their importance to it, no matter what their place is within its community. The school has been on a challenging journey from its quite recent start. There is a culture of forgiveness and positive relationships are at the heart all the school does. The recent joining to the trust has enhanced this. The trust has ensured that the school community feels enhanced and strengthened through the journey of joining. The wellbeing of pupils and adults is a notable feature and enables all to flourish. School staff at all levels make a point of catering for the needs of every child in all aspects of school life. The holistic approach to the wellbeing of staff, pupils and parents is consistent and strongly contributes to its work.

The school's curriculum places the development of the whole child as central to all it does. Therefore every pupil has the opportunity to live life in all its fullness. The academic curriculum is one that engages pupils through enquiry combined with building knowledge. Within and around this sits the character education that the trust has developed and the school adapts. This goes through every aspect of school life, thus the curriculum, in all respects, enables everyone to flourish.

The school as a whole is an agent of change within its community. Through its vision, it seeks to improve the lives of all who are learning, working or associated with it. The school, with the church, lives its purpose to enable the whole community to live life in all its fullness. This shows the strength of partnership in being at the core of the community. Children learn from the start of Reception about being agents of change. Children



learn both in lessons and through worship the examples of others in the Bible and in history who have shown this. Pupils in the school have been learning about figures from history and how their actions are an example of many of the characteristics they study. Pupils actively live these values. They have the opportunity to be hallway helpers, digital leaders and healthy heroes. Because of these opportunities children understand what community and selflessness mean.

RE is led well and is a strength at the school. The leadership of the subject is shared thus allowing an effective exchange of ideas. It sits at the centre of the curriculum at all stages of the school. Subject leaders ensure that the content and quality is constantly under review to ensure effective learning. For instance, subject and school leaders recently adopted a new scheme to support teachers in their subject knowledge. This has given teachers greater confidence to explore units of learning in greater depth and discussion. RE is resourced well and leaders and staff benefit from diocesan training that assists with subject knowledge and the latest developments in the subject. The trust ensures there are strong networks for the leaders of the subject as well as staff who teach it. This means it has a high profile in the trust and the school which enhances the quality of teaching.

The teaching of RE is a strength. The quality of books and conversations with pupils confirms this. They are able to talk with confidence about Christianity as well as the features of other faiths. They are starting to show a deeper understanding of the impact of religion around the world as well as in Britain. Knowledge is built through a carefully thought through curriculum. This combines with a focus on the skills needed to understand key themes in the subject. Pupils are also able to start applying their understanding to key questions about life. Teachers check on pupils' understanding through lessons by using question and answer sessions. This is then supported by end of unit assessments that track progress over a longer period. This is presently being built upon by adapting end of unit assessments to show what further support individual pupils need to help their learning.

Information

Address	Fish Street, Exeter, EX2 7TR		
Date	20 November 2024	URN	150078
Type of school	Voluntary Aided	No. of pupils	412 and 30 in the nursery
Diocese	Exeter		
MAT	Academies For Character and Excellence		
Headteacher	Ben Nelson-Smith		
Chair of Governors	Ian Brown		
Chair of Trust	Roger Willoughby		
Inspector	Max Burr		