

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England Primary School, Badminton	
Address	Littleton Drew Lane, Acton Turville, GL9 1HJ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Just as Jesus is the Light of the World, we enable our children to let their light shine. Our nurturing and inclusive ethos ensures everyone's uniqueness, personality and potential is valued, respected and celebrated. Our children carry their light forward, making a positive difference today and in the future.</p> <p>"Shine as lights in the World." - Philippians 2: 15</p>
Key findings
<ul style="list-style-type: none"> • Strong leadership ensures that the clearly articulated vision is having an impact on pupils and adults. Leaders use the vision to support the strategic direction of the school. • The curriculum, underpinned by the vision, encourages pupils to reflect on big questions. This gives them opportunities to gain an understanding of the world and develop curiosity through a range of experiences. However, the curriculum does not fully enable pupils to develop spiritually. • Each person is valued as an individual, who is loved and cared for by God. This encourages pupils and adults to treat each other with dignity and respect and 'let their light shine'. • Collective worship is a valued part of the school. It enables pupils to reflect on their behaviour through the values of courage, friendship and respect which underpin the vision. However, pupils and collective worship ambassadors do not have the opportunity to monitor its impact. • The religious education (RE) curriculum enables pupils to gain an understanding of the diversity of similarities between religions. However, pupils have not developed a depth of knowledge and understanding within religion and worldviews.
Areas for development
<ul style="list-style-type: none"> • Develop a shared language of spirituality which can be readily expressed. This is so that spiritual growth can be recognised in all aspects of school life. • Develop systems for pupils including collective worship ambassadors and others to be able to plan, and effectively monitor, collective worship. • Embed a wider knowledge and understanding of RE. This is so that pupils are able to make links within and across religions.

Inspection findings

Dignity and respect are hallmarks of this village school where adults and pupils are supported to 'let their light shine.' The school's distinctive Christian vision, summed up by Philippians 2: 15, 'shine as lights in the world', is well known and articulated by stakeholders. It is clearly understood by leaders who ensure that it impacts the decisions made in the school. The biblical basis of the vision is known by the community and supports everyone to live well together.

The supportive governing body articulate the vision well and know what it means to 'let your light shine' by following Jesus' example. They understand the importance of it and the need to make decisions in line with it. Governors talk with practical illustration about how the vision drives strategic decisions. They make financial decisions in the best interest of pupils and adults. Effective self-evaluation drives school improvement. Governors monitor the impact of the vision in collective worship effectively. However, monitoring the impact of the vision in other areas, such as mathematics and science, is not as well developed.

Well-being is an integral part of the school and is seen as a priority. This is because it is firmly believed that if adults are able to 'let their light shine' then pupils will also. Staff and parents talk openly about the caring and nurturing nature of the school. This has enabled pupils and adults to feel valued, no matter how long they have been part of the community. Parents talk about how the school has 'gone out of their way' to ensure that their child is settled.

Leaders have introduced a bespoke curriculum inspired by the vision. Although this is in the early stages of implementation, it is having an impact. The curriculum is built around three themes, ambitious learners, responsible citizens and confident individuals. These key areas link to the vision through the associated values of courage, friendship and respect. Carefully chosen 'big questions' encourage pupils to develop curiosity and gain an understanding of the wider world. These big questions also develop a sense of awe and wonder as pupils think globally and beyond themselves. This ensures that they have opportunities to grow spiritually. However, a school wide definition of spirituality is not readily understood and articulated by all.

Pupils speak articulately about how they are encouraged to 'let their light shine'. They understand that this is about being the best you can be and standing out. Pupils recognise the positive support that they receive which enables them to shine.

The vision supports how pupils access educational visits. This is evident through the school changing the location of the Year 6 residential. This was done to ensure that it was more accessible for pupils with special educational needs and disabilities.

School and church work closely together on special services such as Harvest and Christmas which are valued by the community. For example, pupils created clay poppies as part of the centenary commemorations for the end of World War One. Both school and church value the relationship with one another.

Pupils behave and treat each other well. This is because the vision, and associated values, support them in reflecting on their behaviour and their interactions with each other. They care for and seek ways in which they can help one another. They value each other as an individual and recognise that everyone has different strengths. This is evident in the nomination by pupils for the weekly 'Shining Light Award' which recognises when one of their peers goes above and beyond to live out the vision.

Collective worship is an important time of the day and pupils talk passionately about it. They



understand it as an important time to gather and worship together. Planned with the support of the local church, it draws on Anglican tradition, linking the values to the church calendar. It provides everyone with opportunities to reflect on the associated values through stillness and prayer. The inclusive, invitational and inspirational worship enables pupils and adults to reflect on how they can 'let their light shine'. Pupils talk about how Bible stories and their reflection on the values helps them to support one another. The collective worship ambassadors have regular opportunities to lead worship and do so with passion. However, they do not have the opportunity to monitor the effectiveness of collective worship.

Pupils talk about how worship makes them think about those in need. They take action by raising money for different causes such as the Ukrainian Appeal. Pupils choose organisations to support, such as Cancer Research, based on personal circumstances. However, pupils are not yet being advocates of change and taking ownership of projects relating to social justice.

Pupils enjoy RE lessons. They speak highly of the subject and understand its importance. Leaders have adopted a carefully planned rolling curriculum, incorporating 'Understanding Christianity' (UC) and the locally agreed syllabus . RE is led and managed well with support from the Diocese of Gloucester. A new assessment has been introduced but is not yet having an impact. Lessons provide pupils with a safe-space to discuss and debate. Pupils talk articulately about their learning and are able to make meaningful links. For example, comparing an apple seed to the Holy Spirit because seeds bring life. Through lessons children learn about diversity within and across religions. However, RE does not provide pupils with the opportunities to develop a deeper knowledge and understanding of world religions and worldviews.

Information			
School	Trinity Church of England Primary School, Badminton	Inspection date	2 December 2022
URN	109182	VC/VA/ Academy	Voluntary controlled
Diocese/District	Gloucester	Pupils on roll	122
Headteacher	Conrad Hutton		
Chair of Governors	Ainslie Lang		
Inspector	Duncan Hutchison	No.	2119