

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England First School, Verwood	
Address	Coopers Lane, Verwood, BH31 7PG
School vision	
Growing in Faith, Hope and Love. 'And now these three things remain, faith, hope and love. But the greatest of these is love.' 1 Corinthians 13:13	
School strengths	
<ul style="list-style-type: none"> • The school's vision is deeply rooted in biblical text and widely lived. It is embedded and makes a positive difference. The importance of having faith, hope and love is expressed with clarity and commitment by all. • Well established, strong and supportive leadership ensures that the Christian vision permeates through all actions and decisions. As a result, this is a flourishing Church school. Leadership has been further enhanced by joining the diocesan multi-academy trust (MAT). • Staff and pupils thrive in a strong culture of high expectations, compassion and respect. The culture aligns seamlessly with the MAT vision of 'going beyond expectations for all God's children.' • Leaders have developed a shared language for talking about spirituality. This is carefully woven through collective worship and the wider curriculum. As a result, all members of the school community are enabled to express their reflective thoughts with confidence. • Collective worship is well planned and organised, incorporating the school's values and vision. It is inclusive, invitational and inspiring. Pupil leadership of worship and their spontaneous prayers exemplify the impact of worship. 	
Areas for development	
<ul style="list-style-type: none"> • Enrich opportunities for pupils to learn first-hand about a breadth of diverse beliefs. This is to develop their understanding of worldviews and religions which they may not otherwise encounter in their daily lives. • Further empower pupils with the leadership opportunities to be stewards for God's world. This is to raise awareness and responsibility as regards to caring for the environment. 	
Inspection findings	
<p>Trinity First School's Christian vision is central to its identity. Leaders ensure that faith, hope and love, stemming from the love of God, underpin all actions. For example, staff and pupils speak positively about how the vision impacts on relationships in school. With these values, people are given self-belief and compassion. The school benefits from the supportive collaboration between the four schools in the Priory Hub. Furthermore, the decision to collectively join the MAT further strengthens leadership. The Trust's golden thread of flourishing through the biblical foundation of Philippians 4:13 'I can do everything through Christ, who gives me strength,' is truly lived. This biblical text is successfully used as a guiding inspiration. Staff and pupils speak of finding help and</p>	

strength in God and in each other. The MAT aspires for its schools to go ‘beyond expectations for all of God’s children’. At Trinity School this is a lived reality. The positive influence of the MAT is seen through monitoring reports and Church school flourishing visits. These bring in depth evaluation, for example, in the development of RE. This additional professional support enables governors to fulfil their strategic role effectively. The impact of the vision on the flourishing of all is effectively monitored and evaluated.

Worship is carefully planned around the school’s vision and values. For example, expanding on the theme of love with the concepts of forgiveness, compassion and thankfulness. A comprehensive bank of resources supports the delivery of worship. The impact is seen through spontaneous prayer, joyful singing, and thoughtful reflection. This creates a shared sense of spirituality, community and inclusivity. Pupils aptly describe it as ‘a special time’ and appreciate the opportunity to discuss worship themes. Their thoughts are captured in reflection journals which demonstrate spiritual flourishing. These messages permeate throughout the day, attesting to the success of the vision and values. For example, written reflections capture how pupils use the language of faith, hope and love. Additionally, pupils very naturally speak of ‘going beyond expectations.’ This demonstrates the successful alignment of the vision of the school with the vision of the MAT. Pupils take home class reflection books and a candle to write prayers at significant points in the Church year such as Christmas and Easter. Strong connections exist with local churches. Pupils are inspired to attend local family services where they share their prayers. Thus, spiritual flourishing between school, home and church is enriched for all.

Trinity feels like a ‘family,’ where every member is treated with the utmost care and compassion. Paramount importance is placed on wellbeing and spiritual growth, fostering a culture of support and togetherness. This is exemplified in moments of shared strength during personal challenges, such as loss. The introduction of a mental health programme further exemplifies the dedication to wellbeing. Leaders demonstrate their proactive approach to addressing needs. Staff value the honest and supportive relationships with leaders, contributing to their professional and personal growth. Spirituality is integrated into communications such as thoughtful Bible verses in every newsletter and personalised verses written in leavers’ Bibles. There is a deliberate alignment of decisions with the wellbeing of pupils at its core. For example, contemplative meditation time brings feelings of calm and a readiness to learn. Pupils not only understand the vision but also express its transformative impact on themselves. For example, they show perseverance with their learning because they have hope. They live with integrity because they have faith, either in God or in themselves. Pupils articulate these words with deep comprehension about how they relate to actions. This is reinforced by certificates which celebrate pupils living out the values.

The vision and values rooted in ‘Faith, Hope, and Love,’ thread through a curriculum firmly grounded in Christian principles. Extracurricular activities in sports, music, art, and cooking further enable pupils to flourish. They reflect on themselves, others, the world, and the beauty beyond. Thus, spirituality is woven into the fabric of the curriculum. Diverse opportunities exist to explore and deepen an understanding of faith. The behaviour curriculum is based on Christian values. It reflects a holistic commitment to shaping not only academic but also ethical and moral development. Collaboration within the hub of small schools enables the sharing of best practice. This enriches the development of the curriculum. Leaders place a profound emphasis on nurturing spirituality. Moments of peace and reflection create a unique and inclusive learning environment. This is exemplified in the ‘peace garden’ where three benches with symbols representing faith, hope and love reside. This area is used by pupils as a place to find peace and inner calm. The school effectively uses the arts to explore spirituality within Christian teachings. This fosters a rich tapestry of understanding. Pupils are effectively reminded about the Christian foundation of their school. For example, each classroom shows consistency with a display of school values and a prayer corner. Furthermore, each teacher displays pupils’ learning which exemplifies going ‘beyond expectations.’

This underscores the holistic nature of the school's commitment to ambition along with spiritual and emotional wellbeing. It also evidences the intentional alignment with MAT's overarching vision of going 'beyond expectations.'

The Christian vision serves as a powerful catalyst for instilling a culture of justice and responsibility. Every individual is treated as unique, reinforcing the importance of love and understanding. Pupils are inspired to embody faith, hope, and love in action. They aspire to fulfil leadership roles, such as the school council, play leaders and worship group. Leaders actively encourage pupils to become courageous advocates, for example, the pupil led initiative of a bake sale to raise funds for earthquake relief in Turkey. To embed the concept of justice within school, play leaders successfully ensure that playtimes are fair and friendly. The worship group further encourage pupils to reflect on justice. An illustrative example is leading a collective worship with empathy for the experience of child refugees. They engage with various charitable organisations and regular fundraising for a long-standing link with a school in Uganda. This enables them to be agents of change locally and globally, exemplifying practical expressions of love and support for others. These initiatives not only cultivate a sense of responsibility but also foster an appreciation for diversity. However, although pupils learn about care for the environment, they are not actively empowered to lead in this area.

Religious Education (RE) leaders attend regular training provided by the diocese and cascade this to staff. This commitment to ongoing professional development ensures that the RE curriculum is delivered with quality and ambition. There is effective monitoring resulting in a clear plan for future developments in RE. Learning is regularly evaluated through both formative and summative assessments. The school's carefully planned progression document effectively sequences RE throughout the age range. Real life experiences for visiting places and meeting representatives from a diverse range of faiths and cultures are limited. However, leaders have carefully devised a range of key reading texts so that pupils encounter various beliefs through books. Strong subject leadership results in an effective RE curriculum aligning with Church of England expectations. Pupils have a deep understanding of core Christian concepts and a range of world faiths. Two key resources, 'Understanding Christianity' and 'The Emmanuel Project,' are successfully integrated to support learning. Pupils appreciate that Christianity is a global, world faith. The RE leader, a faculty lead for the hub, works collaboratively to enhance provision and support less experienced teachers. Leaders ensure the subject has strong academic foundations. For example, pupils analyse biblical text to gain a deep understanding of the Christmas story. The curriculum enables a coherent and cyclical revisiting of concepts which enables learners to remember more.

The school's consistently strong Christian leadership epitomises faith, hope and love. This has given the school firm foundations on which to continue to build.

The inspection findings indicate that Trinity Church of England First School is living up to its foundation as a Church school.

Information			
Inspection date	12 December 2023	URN	148323
VC/VA/Academy	Academy	Pupils on roll	125
Diocese	Salisbury		
MAT/Federation	Diocese of Salisbury Academy Trust		
Headteacher	Jane Green		
Chair	Louisa Hiscock		
Inspector	Amanda Brockway	No.	2214