

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England School, Belvedere	
Address	Erith Road, Belvedere, DA17 6HT
School vision	
<p>Saying 'no' for the bigger 'yes', with God working with us, and through us.</p> <p>Trinity offers an all-round excellent education for pupils of all abilities and backgrounds. We encourage pupils to make use of their God given talents, just as Jesus does in our chosen linked Scripture (Mark 1: 21-38).</p> <p>The school is committed to developing young people to make a difference to their community, both within the school and beyond the school gate. Pupils are encouraged to recognise their strengths and nurture them, whilst also embracing the many challenges they face. We teach pupils to understand and think outside of their immediate context, equipping them with the cultural capital to flourish within the modern world.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The Christian vision inspires adults and pupils to be the very best they can be. Through recognising each other's unique talents, gifts and strengths, the school community is enabled to thrive.</li> <li>• The curriculum is vision driven and allows pupils to develop holistically inside and out of the classroom. Opportunities for extra-curricular activities are transformational.</li> <li>• Collective worship is a time of valued reflection, prayer and spiritual development for the school community. It is fully inclusive and celebrates the school's Christian vision in a meaningful way.</li> <li>• The school is a family of mutual respect, love and care. Adults and pupils have a responsibility for the well-being of each other and the wider community around them.</li> <li>• RE is a flagship subject at the school and is led exceptionally. It develops pupils' religious literacy very well and helps them to understand different viewpoints.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Develop further the school's culture of reward and celebration so that it is explicitly driven by the school's Christian vision.</li> <li>• Create opportunities for more pupils to discuss and act on issues of justice that they feel strongly about. This is to ensure that the impact of the vision upon their understanding of social justice is enhanced.</li> <li>• Continue to embed the school's meaningful approach to spiritual development so that its impact can be further strengthened.</li> </ul>	
Inspection findings	
<p>The Christian vision is aspirational and inspires the school community. Adults and pupils actively say 'no' for the bigger 'yes' and truly understand the idea of 'sacrifice' for the greater good. Through the</p>	

vision, the school inspires pupils to embrace the values of hope, compassion, forgiveness. Leaders are committed to ensuring the vision underpins pupils' academic progress. They are just as dedicated to pupils' wider spiritual, social and cultural development. No person is left behind as a result of leaders successfully driving the vision. Talents are actively recognised, honed and celebrated at this school. Pupils are taught life lessons and are effectively prepared for the next stage of their journey. School leaders, governors and trust leaders are fully aligned in their strategy and aspirations for the community they serve. Adults also develop extremely well at Trinity Church of England School, personally and professionally. Staff serve and work here for many years. Living out the vision, past pupils come back and volunteer to support the flourishing of younger pupils through mentoring. They serve as positive role models. People develop a strong sense of loyalty for the school. Some past pupils choose to train and serve as teachers at the school. Opportunities to flourish are many.

The curriculum is ambitious and is effectively driven by the vision. The taught and extra-curricular offer is rich. Pupils are given many meaningful opportunities to sharpen their gifts and talents through learning and consequently develop new skills. The trips and visits that pupils go on are transformational. They are given diverse experiences which help them to understand themselves, each other and the world around them. International ski trips, visits to the USA and trips to Kew Gardens help pupils to expand their horizons. The curriculum is effectively matched to all abilities, including those with special educational needs and disability (SEND), enabling them to flourish. Spiritual development is intrinsic to the curriculum. The new, refreshed approach to spiritual development, co-constructed with pupils, is beginning to have inspirational impact. It is, however, not yet fully embedded. Pupils understand that spirituality is an important part of self-expression and 'the bigger picture'. For pupils, 'to be human is to be spiritual'. Conversations with real scientists, exposure to multiple world histories and creating an award-winning wildlife garden support pupils' spiritual flourishing. Times of questioning, debate, reflection and prayer are rich. Pupils of all abilities, including those with SEND, flourish through the curriculum. This is because adults recognise, through the vision, that success and flourishing is relative to the individual pupil. Teaching is therefore effectively matched to the specific needs of pupils and is fully inclusive.

Collective worship is highly valued by the school. Worship is inspiring and pupils are exposed to the rich variety and diversity of the Anglican traditions. Voluntary Eucharists take place each week. The work of the chaplaincy and partnership with the local church is fruitful. The school chapel is a safe haven. It is a highly respected and popular space. It fosters cohesion between pupils of different faiths and none. Pupils deeply respect times of worship. On occasions, pupils and their parents help to deliver worship experiences. The pupil worship committee monitor worship and get feedback from the pupils effectively. This informs planning. Working with adults, pupils ensure worship is relevant, engaging and inclusive for the school community. Pupils who attend the school's Explorers' Club consider the Christian vision through Bible study, dance, drama, poetry, singing and music. The pupil worship band is self-led. They lead songs that enrich worship experiences. There is a staff prayer group that meet twice weekly to pray for the school and the wider global community. Collective worship shapes the pupils and adults and helps them to live out the vision.

As a result of living out the vision, the school community see their school as a family. Behaviour that positively exemplifies the vision is actively displayed and encouraged. Pupils develop strong friendships and value the relationships they have with adults who support their daily school and learning experiences. They see them as highly positive enablers who believe in them. Adults care and give pupils the confidence, courage and skills to achieve and exceed expectations. There is a culture of respect and tolerance and a genuine desire to see each other progress. The work older pupils do in mentoring and supporting the flourishing of younger pupils is transformational. Mentors and counsellors support students' wellbeing. Pastoral care is strong. Restorative justice underpins the behaviour system, with forgiveness and compassion at its heart. Pupils are celebrated with rewards.

However, the extent to which the rewards are explicitly linked to the vision and impact on pupils' flourishing is limited.

Pupils understand their responsibility as global citizens who need to promote and protect justice for all. This is strengthened through the meaningful charity work that is inspired by the vision. The school regularly supports an orphanage in Tanzania. Pupils generously give to this cause, donating clothing and toys and raising considerable amounts of money. A sixth form trip to Tanzania to see this work was inspirational. It was instrumental in strengthening the impact of the vision and encouraging the school further in its efforts. They are definitely making a positive difference in the lives of this community. As a United Nations Rights Respecting School, pupils are helped to understand their rights and wider issues of justice globally. Pupil leaders in this area, or the Rights Respecting Steering Group, have opportunities to educate pupils on this important work. However, these opportunities for pupils to discuss issues of justice they feel strongly about are underdeveloped. Pupils want to make a difference, underpinned by the vision. They support organisations such as Bexley Women's Aid and make harvest food collections for those less fortunate. The vision drives pupils' desire to be change agents in their community.

RE is exemplary. Pupils really enjoy RE and see it as an important vehicle for them to learn about each other's beliefs and practices, as well as their own. Pupils learn about the history of religion and a range of world faiths. This helps to foster understanding and tolerance as pupils learn about the commonalities and mutual beliefs and values between religions. Pupils learn about multiple viewpoints and philosophers, from as early as Year 7. The curriculum helps pupils to explore the breadth of the subject with a common question recurring in their learning. What would a philosopher, theologian or social scientist say about the issue? The subject is extremely well led, and the quality of the teaching is very strong. Pupils progress very well as a result of the engaging and creative teaching strategies. Learning activities are meticulously planned to improve pupils' religious literacy and foster a love of learning in RE. Assessment processes are effective and pupils' progress is monitored and tracked robustly. Pupils know how well they are doing. It is a beacon of good practice.

The inspection findings indicate that Trinity Church of England School, Belvedere is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	7 December 2023 - 8 December 2023	URN	136538
VC/VA/Academy	Academy	Pupils on roll	1071
Diocese	Rochester		
MAT/Federation	Trinitas Academy Trust		
Headteacher	John Willoughby		
Chair	David Herbert		
Inspector	Andrew Wignall	No.	2118