

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

### St Margaret's at Troy Town Church of England Primary School

#### Vision

Our vision, 'letting your light shine' allows everyone in our SMATT family to feel valued and enabled to flourish in everything we do. We are a light for our community and we are inspired to be role models today, tomorrow and forever in our wider world.

St Margaret's at Troy Town 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.

#### Strengths

- The school's Christian vision for all to 'let their light shine' permeates across the school. The outward working of this vision means that pupils are skilfully supported through an ethos of care and community. This creates a safe place for those who face challenges in their lives and learning.
- The vision impacts positively upon the inspiring curriculum and wider provision. As a result, pupils are empowered to be aspirational and aim to fulfil their potential.
- Collective worship is varied, accessible and invitational. Moments of reflection in collective worship are highly valued, as is the opportunity to gather together as a whole school community.
- Exceptional care and compassion shown by leaders and staff in the school community significantly contributes to the wellbeing of pupils and their families. Pupils are valued and respected and this defines how they view themselves and how they treat others.

#### Development Points

- Build on the school's newly implemented religious education (RE) curriculum through continued professional development of staff. This is so that staff can teach an appropriate range of religious and non-religious world views confidently and accurately.
- Embed the agreed shared language and school-wide approach to spirituality. This is so that its integration within the whole curriculum enhances the spiritual flourishing of pupils.



## Inspection Findings

At St Margaret's at Troy Town Church of England Primary School, leaders have crafted a Christian vision that responds to the community within which they serve. Pupils and adults are inspired to become role models to others. Pupils thrive on opportunities to carry out good deeds, demonstrating care and compassion to those around them. As a result, they recognise their value as children of God and speak of how they are 'a light on a hill' to others. The school's partnership with The Pilgrim Multi Academy Trust has further enhanced the work of the school. Leaders, including those at trust and governor levels, work in alignment with the school's Christian vision to robustly monitor and evaluate impact of this church school. As a result, pupils are enabled to achieve and thrive.

Staff at all levels demonstrate high aspirations for pupils, socially and academically. This is through the well-planned, rigorous curriculum, which stretches beyond the academic. Pupils are provided with a wealth of experiences that further their knowledge, engagement and interest in the world around them. They talk with enthusiasm about how these learning experiences shape them as individuals and help them to grow. For example, a Year 5 'crime through the ages' project was recently run by a history author. This led to pupils gaining a greater interest in historical events, becoming excited to share their knowledge and inspired to learn more. Provision for vulnerable pupils and those with special educational needs and disabilities (SEND) is excellent. Leaders effectively monitor and evaluate the provision in place for individuals. They have an acute awareness of the barriers faced by some pupils and have implemented support to help them overcome these. As a result, every child is given the opportunity to flourish. Leaders have begun work to create a shared language to explore spirituality. However, this approach is new to pupils and not yet embedded. Therefore, they are not able to articulate their awareness of spirituality in a way that supports meaningful discussion.

Collective worship is central to school life and priority is given to this within the school day. Adults and pupils value the opportunity to gather together to experience this time of peace and reflection. There is an invitation to participate in worship, which is varied in its content. The careful planning of worship creates an inclusive and accessible space that serves the community well. Times of reflection, prayer and celebration enable adults and pupils to flourish spiritually. Pupils have a deepening understanding of how stories from the Bible can provide direction and support in their daily lives. For example, pupils explain how the story of David and Goliath shows how even small things can hurt others. Collective worship is enriched by the valuable contributions made by local churches, including the vicar from St Margaret's church, who leads weekly worship. The school's 'leading lights' pupils are responsible for the planning, monitoring and delivery of some worship. As a result, they recognise the relevance of worship in their lives.

Leaders are highly committed to the wellbeing of everyone in the school community. Pupils are cared for and nurtured by staff, including by a highly effective pastoral team. This culture of care and compassion enables pupils to feel respected, included and supported when dealing with difficulties. The school's vision of allowing everyone to feel valued is lived out through the provision put in place for pupils. Thoughtfully planned and well-delivered initiatives such as a lunch social club and a school post box for sharing concerns are available to all. As a result of this effective additional support, pupils feel safe, listened to and empowered to treat others well in return. Parents and carers recognise the effort and care taken by staff to ensure that their children are happy, safe and cared for. Many have themselves received guidance, support and care from the school and appreciate the positive impact that this has on their circumstances. Adults in the school are well cared for. Leaders prioritise their mental health and have support in place to help manage their workload. Leaders place emphasis on ensuring the personal and



professional interests of staff are celebrated and recognised. For example, training and time was provided to a staff member to gain an accreditation as a forest school leader, which now benefits the whole school.

Leaders ensure that pupils have opportunities to serve each other, as well as their local community. Through a range of leadership roles such as eco-warriors and school council, pupils are empowered to identify causes that matter to them, and 'be a light' for others. Members of the 'leading lights' group, for example, recognise the positive impact they can have on homelessness through their Christmas shoebox appeal. Throughout the curriculum, leaders plan moments for pupils to find out about the world, reflect upon their place within it and think about how they can make a meaningful difference. In this school where diversity is celebrated, Black History Month provided an occasion for pupils to reflect upon injustice. Pupils spoke, for example, about how Harriet Tubman's life reminded them to 'love their neighbour' and to treat others as you wish to be treated.

RE is well led and given high status within the school. The recently revised curriculum has been crafted by leaders to meet the needs of their learners. As a result, the curriculum content is coherent, building on prior knowledge and allowing pupils to make links with their learning. They can recall key elements of knowledge and have an understanding of a range of faiths. Learning is brought to life through visits to places of worship and visitors of faith, who share their experiences. Pupils enjoy RE lessons and recognise how learning about different beliefs is key to respecting the views of others. School leaders, governors and trust leaders prioritise RE in the curriculum. Their rigorous monitoring of the subject has aided evaluation and next steps in this subject. This new curriculum is in its early stages, and as such, teachers of RE are delivering new subject matter. However, this is not entirely underpinned with professional development that results in confident and accurate teaching of curriculum content.

## Information

Address	King Street, Rochester, ME1 1YF		
Date	28 <sup>th</sup> November 2024	URN	144914
Type of school	Academy	No. of pupils	217
Diocese	Rochester		
MAT	The Pilgrim Multi Academy Trust		
Headteacher	Katie Willis		
Chair of Governors	Claire von den Driesch		
Chair of Trust	Mark Wilkes		
Inspector	Rosie Piper		