

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

## Trinity Church of England Primary School, Aldwincle

### Vision

'Encourage each other and build each other up.' Thessalonians 5:11

Our revised vision, recently reviewed by staff and governors, is anchored from the word of God (Thessalonians 5:11). Through encouraging each other and building each other up, we seek to enable our school community to 'shine like a light for the whole world' (Matthew 5:14), understanding how we can make a difference by showing love and building faith and friendship as we go.

### Strengths

- Leaders know the school and its context well. The revised Christian vision has been successfully implemented and is driving actions. This leads to provision that positively impacts the pupils and staff, encouraging them and building them up.
- Inspired by the vision, there is a strong culture of support, care and respect throughout the school. Pupils, staff and families feel encouraged and valued for who they are. This inclusive culture enables them to thrive.
- A broad and balanced curriculum provides pupils, including those who have special educational needs and/or disabilities (SEND) and those who are vulnerable, with opportunities to flourish as learners and to shine.
- The religious education (RE) curriculum is carefully planned so that pupils' previous knowledge is built upon as they move through the school. As a result, they have a good understanding of the Christian faith and other major world religions.
- Collective Worship provides important moments for calm and reflection. Pupils and adults value this time to come together as part of a welcoming community. This enriches their spiritual development.

### Development Points

- Develop a shared language and understanding of what spirituality means at Trinity. This is to enable pupils and adults to talk about spiritual development and to recognise opportunities for it in all areas of the curriculum and beyond.
- Extend opportunities for pupils to think about and challenge injustice. This will promote a greater understanding of how they can contribute to a culture of justice and make a difference to wider issues.



## Inspection Findings

The newly revised Christian vision to ‘encourage each other and build each other up’ permeates Trinity school life. The school is made up of pupils who travel from the neighbouring town and villages. As a result, leaders have created a ‘Trinity community’ to unite its staff, pupils and families. Leaders know the school and its community well and have worked thoughtfully with stakeholders to develop the vision. This has ensured a clear understanding and acceptance of diversity and inclusion, which has built a culture of mutual respect. The seven Christian values, which underpin the vision, are evident in school life. Pupils talk enthusiastically about them as ‘a way to live their life.’ Due to this, they confidently apply the values to a range of situations. The school’s vision aligns with that of the Peterborough Diocese Education Trust (PDET) with a focus on inclusion and placing value on every individual. Governors are actively involved in school life and play an important part in ensuring the vision is lived out. They engage in the monitoring and evaluation of the effectiveness of the vision. This ensures that it shapes actions and decisions across the school.

A strong sense of togetherness, inspired by the vision, is evident at Trinity. Differences are celebrated and pupils and staff are included and valued as individuals. Pupils, staff and parents highly value the school’s commitment to ensuring they are treated well. Relationships amongst staff and pupils demonstrate genuine care and respect, and people are supported in difficult times. Careful consideration is given to individualised strategies that are put in place to support pupils with SEND, which enable them to flourish. For example, a ‘nurture lunch’ provides a safe and quiet space for pupils to eat away from the lively school hall. Over time, pupils become less reliant on support mechanisms; developing independence and making significant progress. Parents recognise that the needs of their children are at the heart of the school and that staff go ‘above and beyond’ for them. Wellbeing and mental health are a priority. Pupils are able to consider their feelings in age appropriate ways. For example, pupils in the early years use the ‘colour monster’ to express emotions while older pupils refer to the zones of regulation. This supports good mental health amongst pupils. These strategies allow staff to provide appropriate support where needed. For example, through drawing and talking interventions or through work with the family support worker. Staff recognise a ‘strong network’ within the school that enhances their wellbeing. Thus, they are enabled to shine.

Collective worship is a valued part of the school day, providing stillness and calm. It is thoughtfully planned to allow pupils and adults to develop their understanding of the vision and values. Carefully chosen Bible stories allow pupils and adults to make meaningful links between them and their own lives. Leaders have developed an intentional and consistent structure for collective worship. As part of this, thoughtful questioning encourages spiritual development. Times for reflection prompts the school community to consider what they will ‘take away with them.’ As a result, pupils can recall significant stories and apply them to their own situations. Planned quiet times to reflect as well as the joyful times of celebration are valued. These times enable spiritual growth. The worship life of the school is enhanced by regular visits by the lay-reader from St. Peter’s church. Visits to the local churches for festivals and celebrations such as Harvest, Remembrance and Christmas unite the community further. Parents value the opportunity to attend these services. Community links are extended through opportunities such as pupils sending Christmas cards to elderly members in the area. This helps pupils to understand their responsibility towards others and the positive impact that they can have. Pupils and governors regularly monitor and evaluate collective worship. This informs future planning and ensures that worship promotes spiritual flourishing.

Work with the trust provides support in building a broad and rich curriculum whilst allowing the school to ensure that it meets the needs of its community. ‘The Trinity Way,’ developed collaboratively, sets out expectations for positive attitudes and secures consistencies in teaching and learning. Effective training in partnership with the trust strengthens the delivery of the curriculum. This has had a direct and positive impact on pupils’ learning. The school fosters the mantra that ‘not all great minds think alike’ and pupils recognise the need for learning in different ways. Difference is celebrated at Trinity. Pupils speak enthusiastically about their learning, and enrichment opportunities are planned to bring the curriculum to life. They are able to recognise opportunities that are given for reflection and staff highlight ‘wow moments’ within the curriculum. These times support pupils in developing spiritually. However, there is not a shared understanding of spirituality across the school. As a



result, pupils and adults are not able to articulate the impact of these moments and opportunities are not explicitly planned for.

A range of opportunities for pupils to take responsibility stem from the school's vision. They relish the chance to be role-models as part of the school council, worship leaders and the sports crew. They value these roles as opportunities to support and encourage others. There is a desire for advocacy and service. Pupils regularly identify opportunities to support others and look beyond themselves. For example, the sewing club worked together to create items to be sold to support an arthritis charity. Year 6 pupils created a tuck shop to raise money for a brain tumour charity. Learning across the curriculum develops an understanding of justice and prompts pupils to make changes. However, pupils have fewer opportunities to respond to issues of justice on a wider level. This would enable them to take additional responsibility. Also to understand the further impact they can have in building a fairer society.

The RE curriculum is carefully planned and mapped out. This ensures that learning is built upon and extended as pupils move through the school. It is given a high status. Pupils have a good knowledge and understanding of a range of major world religions. Pupils speak confidently about the importance of RE and the need to 'understand everyone's beliefs and respect each other.' They make comparisons between and within religions showing their understanding of diversity. Trips and visits have enhanced learning in RE, offering tangible experiences of places of worship. As a result, pupils make insightful connections between beliefs. The strong partnership between the trust and Peterborough Diocese allows the school to utilise training and support to enhance the curriculum. As a result, staff feel equipped to facilitate the RE curriculum effectively.

## Information

Address	Main Street, Aldwincle, Kettering, NN14 3EL		
Date	22 October 2024	URN	146694
Type of school	Academy	No. of pupils	158
Diocese	Peterborough		
MAT/Federation	Peterborough Diocese Education Trust		
Headteacher	Tom Burrows		
Chair of Governors	Kirsty Tilley		
Chair of Trust	Margaret Holman		
Inspector	Rebecca Bright		