

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England Voluntary Aided Primary School

Vision

Luke 1 v 37 Nothing is impossible

At Trinity Church of England Voluntary Aided Primary School we believe that through kindness and respect we can all grow and achieve great things. Within our community, all are welcome and valued as unique individuals, knowing that together we can change lives and create a better world, where we cherish each other and the amazing creation we have been given, seeing God's greatness in ourselves and others.

By setting high expectations in all that we do, we strive to help everyone be their best, and to develop into well rounded individuals who 'live life in all its fullness,' confident to embrace new challenges, experiences and learning both now and into the future knowing, 'Nothing is impossible with God' Luke 1:37.

Trinity Church of England Voluntary Aided 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 is deeply embedded and underpins the actions of dedicated school leaders. The school lives out the values of kindness and respect. This enables pupils and adults to flourish.
- Collective worship draws the school community together around a shared ambition to grow spiritually. Worship is carefully planned and provides a joyful and reflective atmosphere that includes and enriches pupils and adults. It is enhanced by the strong relationship with the local church.
- Compassionate leaders model a strong commitment to care for others. This positively impacts on the school culture and ethos. The outworking of this is further seen in the school's drive to support the wellbeing and mental health of pupils and staff.
- Religious education (RE) is well planned and effectively led. It offers pupils opportunities to be curious and ask searching questions. As a result, pupils are enthusiastic about the subject and their spiritual development is well supported.
- Pupils understand how to apply the school's Christian vision responsibly and justly to make positive changes. Consequently, they actively and confidently engage in charitable action and support within the local community.

Development Points

- Embed recent changes to the RE curriculum. This is to deepen pupils' understanding of a range of world faiths.



Inspection Findings

The Christian vision has been carefully thought through by leaders and governors to ensure it reflects the school's context. It is expressed through the school's positive ethos and interactions between staff and pupils. The commitment to 'help everyone be their best' inspires pupils, staff and governors to have high aspirations and believe that 'Nothing is impossible with God.' Staff rightly describe the vision as 'the heartbeat of the school.' Pupils proudly refer to it as a reminder that they can tackle all circumstances. Christian values are promoted to help pupils and staff live out the vision. A different value, such as hope, is highlighted each half term. Governors have a deep understanding of school life as a result of termly meetings with the whole staff team. The impact of this is that strategic decisions taken by the governing body are well informed, enabling staff and pupils to flourish. For example, the school has invested in a number of initiatives to support the positive wellbeing of pupils.

Leaders plan worship carefully so the school community can fully explore its Christian vision and values. Pupils enjoy collective worship because the staff and clergy who lead it make it varied and engaging. Pupils willingly join in with activities and discuss their responses as they gather together. Singing is enthusiastic and joyful. The pupil worship team is confident about planning services for the whole school. Pupils and teachers also plan class celebration events together. This gives pupils the opportunity to reflect on their learning before sharing their achievements with their parents and carers. It also ensures worship is inclusive and relevant to them. Events in the Christian calendar are celebrated at the local church with the pupils' families. This contributes to the whole community flourishing spiritually. Pupils thoroughly enjoy the fortnightly Open the Book worship led by local church members. As a result, pupils have started acting out Bible stories to the school. Thorough monitoring and evaluation of collective worship by school leaders has led to changes in planning. For example, the introduction of termly Eucharist services has expanded and enriched pupils' experience of worship. Reflection is built into the rest of the school day through the use of class worship books. In addition, staff and pupils have open access to the prayer and reflection room. Consequently, pupils feel naturally comfortable about spiritual reflection and growth.

In line with the school vision, leaders have high aspirations for staff and pupils, including those who have special educational needs and/or disabilities (SEND). The calm and purposeful atmosphere in classes promotes time for reflection and discussion. Opportunities for spiritual development have also been intentionally mapped out across all subjects in the curriculum. In addition, the school timetable has been designed to allow all pupils to spend time learning outdoors. Fitness, gardening and forest school activities support pupils' mental health, allowing them to both take risks and to learn through play. Time spent in the spacious school grounds also encourages pupils to look after their natural environment. The extra-curricular programme is varied and highly valued. It enables pupils to follow their own interests and learn new skills, such as chess and gymnastics. A lunchtime prayer and reflection club is a further opportunity for pupils to develop spiritually. Pupils' interests and achievements are celebrated weekly in worship. Pupils develop confidence and self-esteem through such recognition.

Driven by the school vision and values, kindness is demonstrated in relations between staff and pupils. As a result, pupils feel listened to and valued. They rightly acknowledge the support from adults for those pupils who need additional help in class with their learning. Following the example set by adults, pupils also treat each other with dignity and respect. Inspired by the vision, leaders have introduced a consistent mental health and resilience programme throughout the school. Pupils have consequently developed a range of coping strategies which help them with their learning. Leaders ensure staff training is a high priority. The school has bought in to an effective professional development programme which allows teachers to learn closely from one another. Further



opportunities are offered to staff by working with other schools, such as those in the Heart of Suffolk Schools partnership. This enables teachers to share good practice with others. Consequently, staff feel empowered in their roles and flourish.

Pupils live out the school's vision through the multiple roles of responsibility and leadership offered to them. This includes eco leaders who take seriously their role of taking care of the school environment, for example through litter picking. Pupils are empowered to respond to issues of injustice. The recent visit from a representative from the Salvation Army inspired pupils to donate food and carry out fundraising activities. The school offers a warm welcome to those living in the local community. Pupils regularly invite elderly parishioners in to school to have lunch with them. The relationship between pupils and church members is mutually supportive. For example, parishioners have contributed to history lessons by sharing their experiences of life in post-war Britain. Pupils demonstrate kindness and respect when talking and listening to their visitors. Older pupils have a keen sense of responsibility towards supporting those lower down the school. The reading buddy system is well established and effectively strengthens the school's inclusive culture. Pupils learn about global issues as part of the curriculum and are motivated to act as agents of change. For example, pupils in all classes have contributed to a whole school plastic project. They speak confidently about the positive impact of their work.

RE has a high profile at Trinity. The RE curriculum provides opportunities to learn about a range of beliefs, including Christianity as a global faith. RE contributes to pupils' spiritual development through the posing of big questions, such as 'Where in the world would God choose to live?' Floor books demonstrate the creative responses pupils can make in RE, for example through drama and learning outdoors. They also support pupils to remember their learning. Staff benefit from training and support from the diocese. This enables them to keep their skills and knowledge up to date. Enrichment activities, supported by the local clergy, broaden the RE curriculum. These include a visit to the local church to learn about baptism. Pupils value the chance to learn from one another about the lived experience of people of faith. However, consistent opportunities for this are not embedded into the curriculum.

Pupils make good progress in RE because teachers teach the subject well. Good use is made of knowledge organisers to enable pupils to build on their prior knowledge and understand key vocabulary. Careful marking and feedback to pupils means they know how to make improvements in their work. Assessment is effective as it feeds into further teaching and learning. Monitoring and evaluation of RE by the subject leader and governors is systematic and regularly includes talking to pupils. As a result, action plans for developing the subject are relevant and detailed. For example, leaders are planning more visits to places of worship to deepen pupils' understanding of a range of religious beliefs.

Information

Address	Lavenham Way, Stowmarket, IP14 2BZ		
Date	25 March 2025	URN	140623
Type of school	Voluntary Aided	No. of pupils	157
Diocese/District	Diocese of St Edmundsbury and Ipswich		
Headteacher	Linda Curran-Spain		
Chair of Governors	Tracy Barnett		
Inspector	Neil Henery		