

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England VC Primary School

Vision

We aspire to encourage diversity and a love of learning that nurtures well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish. We do this by always asking ourselves 'Who is my neighbour?' Luke 10:29

Our core Christian values are 'Respect, Care and Courage'

Trinity Church of England VC 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 carefully crafted vision and values are rooted in Christian teaching. Actively lived out by adults and pupils, they nourish wellbeing, confidence and curiosity.
- The school's vision motivates leaders to be highly inclusive and cherish the worth of individuals. As a result, pupils, including those who are more vulnerable, flourish in their learning and wellbeing.
- The vision to inspire a love of learning shapes a well-structured, holistic curriculum that meets pupils' needs. Thus, pupils develop into well-rounded individuals.
- The school has an outward-looking culture. Pupils are given regular opportunities to consider significant issues of justice and their responsibility towards others. This means that pupils understand how to make a positive difference within the world.
- Collective worship is a daily highlight, creating a strong sense of community. It is a clear expression of the school's vision and values. The positive relationship with the local church further enriches pupils' and adults' experience of worship and deepens their spirituality.

Development Points

- Embed the new RE curriculum so that it is challenging, accurate and well sequenced. This is to ensure that pupils develop a comprehensive and balanced knowledge and understanding of Christianity, as well as other religions and worldviews.
- Strengthen the ways in which leaders and governors evaluate the impact of the school's vision and the quality of RE. This is to ensure that future improvements are planned and delivered effectively.



Inspection Findings

The school's vision is a clear inspiration for the work of Trinity School. It is an expression of the school's Anglican tradition and meets the needs of the community that the school serves. Framed around the question within St Luke's Gospel, 'Who is my neighbour?', pupils and adults are encouraged to be curious and reflective. Pupils ask themselves this question when interacting with their peers. This has a noticeable effect on the way that they interact with each other, as they treat each other with care and respect. The vision is understood by members of the school community and creates an outward-facing culture where individuals take responsibility for each other. Governors know the school well and provide support for school leaders. However, they do not evaluate the impact of the vision sufficiently well to ensure that it continues to drive school priorities.

Inspired by the vision to nurture well-rounded individuals, leaders plan a curriculum that fosters curiosity. Thus, different subjects ignite pupils' fascination with the world. Pupils are encouraged to explore their creativity. Teachers share classroom themes with parents and carers and send home ideas for families to use to deepen learning. This encourages pupils to become an expert in a specific topic that has sparked their interest. One parent explained, 'My child isn't pinned in. There is no lid on their learning.' The curriculum nurtures a spiritual response in pupils, through fostering a sense of wonder. Teachers are confident to give pupils space for 'wow moments' in their learning. For example, older pupils are given time to absorb the reality of historical timescales. They were amazed to realise that Cleopatra was born closer to the present day than the early period of Egyptian history. Leaders ensure that there is robust provision for pupils who have SEND. Teachers provide carefully tailored support and adapt teaching to meet the needs of the range of learners. This ensures that pupils, including those who are more vulnerable, experience success.

The spiritual development of adults and pupils is enhanced and enriched by collective worship. It is a special time within the school day. It inspires pupils and adults to show respect, care and courage in their everyday lives. Worship is an inclusive and welcoming time of celebration. Pupils approach this time with respect and a sense of expectation. Worship is led by a variety of different leaders. Local clergy support the school by sharing their expertise and providing well-planned and thought-provoking worship. This is enjoyed and valued by members of the school community, who find it inspiring. Pupils say, 'It makes me think, and sometimes I see things differently.' Leaders use Bible stories to explore ideas that challenge and interest pupils and adults. For example, the story of Jesus' baptism by John the Baptist follows the school's Christmas celebrations. This develops pupils' understanding of the impact Jesus had on his followers when he grew up. Providing separate worship time for the very youngest pupils ensures that worship is fully accessible for them. Adults benefit from the peace that they experience during worship. They value these moments of calm during the day that nurture spiritual reflection.

Use of the question 'Who is my neighbour?' gives pupils at Trinity School a deep understanding of individual freedom and rights. Through their school council they have a clear voice in the school's development and their ideas are respected by school leaders. For example, the rota to ensure that everyone has access to the different playground equipment was suggested by the pupils. Pupils effectively serve their local community through the innovative 'Mayor of Henley Award'. They undertake a range of local improvement projects, which range from planting bulbs to visiting elderly neighbours. These projects allow pupils to show a creative and highly individual response to making a difference in their local area. Through collective worship, pupils are well informed about the wider world. They are taught to consider ethical responses to a range of world issues, such as climate change. This creates a culture across the school where pupils are empowered to understand, and where appropriate, tackle injustice. For example, pupils support the local food bank at key times of the Christian year, including Advent and Harvest.

There is clear evidence that the school is improving the curriculum for RE. Effective school leadership prioritises RE, which has led to recent, rapid improvements. However, the revised curriculum is in the first stages of



implementation. Leaders, including governors, are beginning to monitor and evaluate its impact. Through high-quality support from the diocese, teachers understand the elements of an effective RE curriculum. They are keen to take on board new ideas. Pupils enjoy RE lessons and value opportunities to discuss different worldviews. The respectful way in which they debate enables them to disagree well, while being able to explain their own ideas clearly. Visits to the local church deepen pupils' understanding of Christian practices and traditions. Leaders have ensured that the revised curriculum comprehensively covers faiths and worldviews beyond Christianity. However, currently, pupils' knowledge and understanding of a range of religious and non-religious beliefs, is underdeveloped.

Inspired by the vision of nurturing well-rounded individuals, leaders have developed a culture where people are treated well, and wellbeing is given precedence. Leaders prioritise staff training and offer staff support, including through difficult times. As a result, the staff are a confident and hopeful team. Adults build supportive relationships with their pupils. The school encourages pupils to care for and respect each other. For example, pupils are taught how to solve friendship problems by taking a restorative approach. Thus, they use the skills that they have learnt to resolve issues independently. This means that pupils live well together and are supportive and caring towards each other. Pupils are encouraged to understand their reactions to events and other people. For example, there is a reflection period at the end of lunchtime. This gives pupils time to adjust from outside playtime to focus on the tasks of the afternoon. A well-organised buddy system ensures that older pupils embody the school's caring vision. Older pupils regard these positions very highly and see it as a privilege to support younger pupils. They lead cooperative games in the playground and provide a listening ear if a younger pupil needs support. This helps younger pupils to play well together, showing respect for each other.

Information

Address	Vicarage Rd, Henley-on-Thames RG9 1HJ		
Date	22 January 2025	URN	123173
Type of school	Voluntary Controlled	No. of pupils	299
Diocese	Oxford		
Headteacher	Charlotte Whittle		
Chair of Governors	Duncan Carter		
Inspector	Gill Jackson		