

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England Primary Academy	
School House, Prince's Plain, Bromley, Kent, BR2 8LD	
Current SIAMS inspection grade	Good
Diocese	Rochester
Previous SIAS inspection grade	n/a
Date of academy opening	1 January 2015
Name of multi-academy trust	Aquinas Trust
Dates of inspection	13 October 2017
Date of last inspection	n/a
Type of school and unique reference number	Primary - Voluntary Aided equivalent – 141352
Head of School	Anne Illing
Executive Headteacher	Geraldine Shackleton
Inspector's name and number	Pamela Draycott (161)

School context

Trinity academy is part of the Aquinas Trust. The predecessor school was not a church school. There is a nursery, two forms of entry and a unit for pupils with moderate to severe learning difficulties. The percentage entering or leaving at other than the usual times is high. Those for whom extra funding is received due to social or economic disadvantage is slightly above average. Most pupils are White British with a large percentage of other ethnicities represented. Trinity is led by an experienced executive headteacher and a head of school, newly in post, but not new to the school.

The distinctiveness and effectiveness of Trinity Church of England Primary Academy as a Church of England school are good

- The school's Christian foundation has been well established in the short time since Trinity came into existence. Its Christian vision and values are clearly influencing and driving forward its development as it grows as a church school.
- Membership of the Aquinas Trust effectively supports, guides and monitors school developments. This is impacting positively on the improving progress made by pupils and, consequently, on higher academic attainment.
- The executive headteacher and head of school have taken decisive and accurate action to improve the quality of teaching and learning based on the school's Christian vision of ensuring that pupils flourish both academically and personally.
- Religious education (RE) and the worship programme have a high profile across the school and make a good contribution to its inclusive Christian ethos and values.

Areas to improve

- Embed recent changes to the RE curriculum in order to deepen learning and to ensure sustained improvements in the progress made by all pupils.
- Improve the regularity and depth of the evaluation of the worship programme by adults and pupils in order to ensure that worship improves, develops and grows with the school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school, since its inception, has successfully developed its vision of supporting the academic and personal development of its pupils. This is clearly communicated through its aim which is to ensure that pupils enjoy their time in school and leave as well-rounded individuals equipped with the necessary skills for a fruitful life. Its vision and aim is explicitly communicated within a Christian context. This is done by encouraging all to flourish and through expressing the values of hope, trust, courage, love, respect and justice across school life. These values are fittingly linked to biblical teaching and to the example of Jesus and are well known by adults and pupils. They are appropriately shaping the ongoing development of the school's Christian and inclusive community. They serve the varying needs of all its pupils, including those with special educational needs or disabilities, very well. Since the time that Trinity came into existence, its values have had an increasingly positive impact on improving the progress made by pupils of differing ability levels and backgrounds. This has led to improved academic outcomes. Likewise, the school's Christian identity is being lived out through the good levels of behaviour, consistently high expectations and supportive relationships in evidence. For example, Year 4 pupils, reflecting on the school values, said, 'they are important because they teach us how to care for others, like God cares for us,' and, 'everyone is special to God'. A Year 6 pupil speaking of trust said, 'our teachers trust us and we trust each other so that it's ok to make mistakes as long as you learn from them. Some people trust in God because they love Jesus'.

Effective pastoral systems are in place to support pupils' learning and wellbeing. These exemplify Christian compassion through working positively with pupils and their families to overcome any barriers to learning. Consequently, pupils are very well supported. They are happy and feel safe in school. This means that attendance has improved significantly and is now slightly above the national average. Spiritual, moral, social and cultural (SMSC) development is given a high priority within the curriculum and through the growing extra-curricular provision. For example, through the broad range of topic work and in RE, pupils explore issues of religious, ethical and cultural concern. Pupils respond very positively to the SMSC opportunities with which they are provided, as they develop into caring individuals with a real interest in the world around them. Charitable giving is seen as an important expression of the school's Christian identity as are the opportunities provided for praying for the needs of others. As a Year 3 pupil reflected, 'You can show love like Jesus did by helping others in school and other people – like at harvest'. RE encourages pupils to develop an appreciation of the difference and diversity in beliefs and practices within Christianity and within a range of other religions. This enriches pupils' knowledge and understanding well and contributes successfully to helping to prepare them for life in Britain today. Pupils enjoy RE and find it interesting to learn about, 'God and the Bible,' and about, 'what people believe whether they are Christian or Muslim or Hindu'.

The impact of collective worship on the school community is good

The worship programme has been pivotal in launching and developing Trinity's distinctiveness and effectiveness as a church school. As such, it is central to school life. It provides a good range of opportunities and experiences through which to pray or reflect on the significance of various themes, festivals and the school values. It is well planned by the chaplain. Monitoring and evaluation of the impact of worship does take place but its regularity and depth is limited. The school has rightly recognised the need to involve adults and pupils more regularly and effectively in the planning and evaluation of worship. The worship development plan has this as a focus for improvement over the coming period. Well led by a range of adults and pupils, the weekly programme is increasingly and appropriately being extended by more regular worship in the parish church. The very recent introduction of worship led by a class, to which parents of the children involved are invited, is already proving successful in involving the wider school community. Worship is well structured, engaging and regularly involves biblical teaching. As a result, pupils are developing a deep understanding of the importance of Jesus and of the Bible for Christians. They use this understanding by relating it to events in their own lives and the world at large. A Year 2 pupil said, 'Jesus is God's Son and the Bible tells us about him'. A Year 5 pupil commented, 'I enjoy it (worship) because it makes you think about God and religious things. Bible stories are interesting and you can link them to things today'.

Aspects of Anglican worship, such as opening and closing sentences, are established although pupils' understanding of different colours being used at different times of the Christian year is less well developed. Pupils have an age-appropriate awareness of key Christian beliefs such as that of God as Father, Son and Holy Spirit. They have a deepening understanding of the significance of the Lord's Prayer. This has been very well supported by a recent half termly focus on the Lord's Prayer. This involved, in addition to worship across the week, an afternoon of activities linked to its various parts. Plans are in place to have a similar focus and afternoon of activities linked to the Christian belief of the Trinity. This extra focus time links worship well with RE and other areas of the curriculum and significantly contributes to pupils' spiritual and religious understanding. Pupils and staff engage well with the worship

programme, including by enthusiastic singing and by joining in well with prayer and reflection opportunities. This shows that prayer is valued and recognised as an important expression of the school's Christian identity. As a Year 6 pupil said, 'Prayer helps you think about God and ask for help. It makes me think about other people and what they need. If you don't have a religion then you can reflect on things which is thinking deeply - this helps too'. There are now prayer and reflection areas in each classroom across the school. These are proving to be popular with pupils as their use is developed.

The effectiveness of the religious education is good

Since the school was established, RE has had an appropriate profile within its life and work. It is seen by adults and pupils alike as important in expressing the school's Christian and inclusive ethos. However, different subject leaders and changes to curriculum content and approaches to learning have slowed progress in establishing a firm basis and curriculum for RE. That said, teachers have received ongoing training about the importance of RE and are developing their confidence well in teaching it. In this, they are supported well, particularly in the teaching of Christianity, by an approach that encourages enquiry and questioning of key concepts, beliefs and ideas. Pupils are responding enthusiastically to this. They appreciate the range of activities and opportunities for discussion and reflection provided in RE. A Year 6 pupil said, 'which helps you think and learn because it's interesting'. This means that, overall, pupils are making good progress in RE and attainment is improving in line with the other core subjects. Across the school, pupils' attainment is broadly in line with or slightly above national expectations. The balance of content that focuses on Christianity and other world faiths is appropriate. A good range of activities to develop skills such as recording, enquiring and interpreting are provided which aids pupils' learning well. Pupils are keen to give their own ideas and to talk about their own beliefs openly, within a respectful and supportive learning environment. Pupils use and understand some of the key words associated with their RE work. Various written activities, including prose, poetry and story writing, alongside effective discussion in small groups, demonstrates good links between RE and literacy. Regular monitoring and evaluation of standards, teaching and progress feeds into the subject action plan well. This, likewise, ensures that RE continues to have its high profile and contributes positively to school life.

The effectiveness of the leadership and management of the school as a church school is good

The executive headteacher, supported by the head of school, is effectively leading the development of Trinity as a Christian school serving its community. The AAC and the Trust board are closely involved in monitoring and evaluating the school's developing distinctiveness and effectiveness based on its Christian foundation. This supports senior leaders in drawing together a focused action plan for further improvement. The well-defined procedures and accountability structures that are built into the way in which the Trust operates continues to constructively support the school. This means that Trinity benefits strongly from being part of the Aquinas Trust family of schools. It draws on Trust expertise and, in turn, is making a positive contribution to its partner schools. For example, the new RE coordinator is now chairing the Trust's RE subject leaders' group. This group meets regularly to provide mutual support and opportunities for comparing the standards of work produced. The curriculum is broad and balanced with a growing range of suitable enrichment opportunities being incorporated. This is clearly built upon the school's Christian emphasis of encouraging pupils to flourish both academically and personally. RE and worship are given appropriate time and resources. Both areas meet statutory requirements. There has been some instability in RE due to changes of those leading the subject. However, during this period, the Trust has provided ongoing support. The current subject leader, although new to the role, is an experienced teacher and middle leader. Her commitment to the continued improvement of RE is reflected in the accurate and focused plans for development that are firmly in place. Regular staff training for RE and other aspects of working within a church school context promotes the professional development of staff very well. Parents are kept increasingly well informed of their children's progress. They are overwhelmingly supportive of the school's work, based on its Christian underpinning. They recognise how the school values are important and impact positively on their children's behaviour and attitudes. Parents say that this is evident in the ways in which their children show respect for themselves and for others. They appreciate the way in which senior leaders and the chaplain are visible in the playground, for example. They say that staff are approachable and helpful. Links with the parish church and with other churches in the area are developing. Assistance from the diocese is appropriately drawn upon. This includes attendance at the diocesan RE subject leaders' meeting and recent training on an approach to, and resources for, teaching Christianity.