

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity St Mary's C of E Primary School

Vision

"Many hearts make a school"

We work together to teach and inspire our children so that they have the confidence to flourish in our community and in the world. Like the wise man who built his house upon the rock (Matthew 7:24-25), we embrace our Christian values to build strong foundations for their future.

Trinity St Mary's C of E 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, associated motto and values, are well-embedded and understood across the school community. They inspire and drive the school's decisions and actions, ensuring 'strong foundations' for the pupils.
- Highly effective leadership has grown a culture rooted in the school value of 'love'. Exceptional care is shown for those who may be vulnerable through a shared ethos of helping others.
- Partnerships are strong and meaningful. Pupils have many opportunities to take responsibility and act independently when considering matters of justice that are important to them.
- Pupils value that Religious education (RE) offers a place to ask questions and share their viewpoints. The subject is well led and improvements in curriculum design are leading to pupils flourishing in this subject.

Development Points

- Develop the school-wide approach to spirituality. This is to enable pupils to flourish spiritually across every aspect of the curriculum.
- Establish more formal systems for the monitoring and evaluation of collective worship. This is to support leaders, including the governing body, in making continual improvements to worship.



Inspection Findings

The Christian motto 'Many hearts make a school' and vision are central to Trinity St Mary's work as a Church school. Parents talk about each pupil being 'known and loved for their own unique character'. The vision and five values are displayed clearly around the school, including through artwork created by the school community. Pupils and staff know their importance and act upon them. Governors know the school well and are a visible presence, allowing them to evaluate the effectiveness of the school's Christian vision. Leaders, including governors, ensure that 'strong foundations' are built for the pupils. They value success of pupils, both academically and personally, which is seen in the strategic decisions they make.

Providing 'strong foundations' can be seen in the school's approach to the curriculum. A broad range of inspiring, inclusive learning experiences are central to curriculum planning. Regular visitors from outside of school give pupils an understanding of how to flourish in the wider world. Experiences include forest school, public speaking, themed days and art immersion weeks. The impact of this work can be seen in the vibrant school environment. As well as opportunities within the curriculum, extracurricular activities are highly valued by pupils and parents alike. Pupils spoke with excitement about Lego club, netball club and the range of music opportunities they have. Pupils with a range of needs are carefully planned for within the school. The new nurture space, the 'wellbeing snug', has been carefully created to support pupils, staff and parents with their flourishing. The school has an emerging understanding of spirituality. Aspects of spirituality are considered within learning. However, these are not intentional or planned for. Spirituality is not fully embedded in the understanding of pupils or staff.

Collective worship is highly valued as an important part of school life. This time, at the start of the day, makes a significant contribution to the way adults and pupils flourish. Effective planning ensures that the school's vision is celebrated and understood. Word, song and times of reflection ensure that worship is inclusive for those present. Pupils confidently recall the different stories they have engaged with and how this impacts their lives. The school works well with local clergy to provide experiences that are broad and enriching, including carols in the community. Pupils value being 'Worship Warriors' and the opportunities this provides them to lead worship within the school, developing their own spirituality. Governors attend collective worship, and feedback is shared with leaders. However, leaders do not robustly evaluate the provision's effectiveness, making its impact on improvement unclear.

Inspired by their vision to ensure that pupils have the 'confidence to flourish', the school has wellbeing at its core. Pupils, families and staff in vulnerable circumstances have been particularly well cared for. Relationships between members of the school are strong and positive. The school's values of love, honesty, forgiveness, dedication and sharing are the foundation of relationships at Trinity St Mary's. Pupils go out of their way to highlight the positives in each other. The 'kindness tree' is a much-loved place where pupils can leave a note to celebrate their peers. Pupils are confident that they can speak to an adult if they need to and know they will be listened to. The school ensures that those with additional



needs are well supported. A wide range of individual and group interventions are available, matched to pupil need. Staff feel well supported. Leaders are mindful of staff workload and support is provided for those who are new to teaching. This includes working in partnership with the diocese to provide induction and support for working in a Church school.

Pupils at this school have a breadth of roles and responsibilities available to them. They are passionate about the environment. They are able to articulate how they all have a role to make a difference to the world. The eco-committee's commitment to tree planting, litter picking and recycling has had a positive impact on the wider community. Pupils suggest causes of justice that are important to them for the school council to consider. Recently, pupils chose to raise money for a local riding school which support pupils with disabilities. They carried out fundraising and visited the setting themselves. Pupils value that their school is made of "many hearts" and this teaching creates a school that celebrates differences. Pupils attend well as they feel happy and safe here.

RE is well-led and managed. Following a diocesan review, the school is making positive and steady progress to move the subject forward. Working with the diocese it has a clear plan for further development. The newly revised curriculum is ensuring that pupils learn about a variety of religious and non-religious worldviews. This work includes reviewing the progression of the subject across the school curriculum, with new mixed-age year groups in some classes. RE holds a high status within the school and pupils confidently talk about how it helps them to flourish. Reflecting its place on the curriculum of a Church school, it is a standing item at governors' meetings. They monitor and evaluate the effectiveness of provision effectively. RE provision meets the requirements for a Church school. Each classroom has prominent, inspiring and up to date RE displays which support learning. The quality of written work in books is strong.

Pupils are encouraged to and are confident in contributing to class discussion. For example, a Year 6 class were discussing why an all-powerful God would allow natural disasters to happen. RE lessons are engaging and inspiring. In a Reception class, pupils were using toys to joyfully act out Noah's Ark, whilst telling the story through song. Pupils express their appreciation of learning from the beliefs of others. They understand how this applies to, and enriches, their lives. Staff attend training from the diocese which supports them in teaching RE well. A recent course has supported them in their understanding of assessment within the RE curriculum. This helps staff evaluate the progress pupils make, ensuring they flourish in RE.

Information

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| Address | Trinity Square, South Woodham Ferrers, Essex. | | |
| Date | 21 January 2025 | URN | 115200 |
| Type of school | Voluntary Aided Primary School | No. of pupils | 156 |
| Diocese | Chelmsford | | |
| Headteacher | Janet Hoy | | |
| Chair of Governors | Karen Munro | | |
| Inspector | Chris Speller | | |