

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity St Mary's Church of England Primary School

Vision

Nurturing minds – Filling hearts – Flourishing together

Our Christian vision is underpinned by the verse 'Love God with all of your heart, your soul, your strength, your mind and love your neighbour as yourself' (Luke 10:27).

Trinity Saint Mary's is a community where everyone is welcomed and respected and where every person commits to our school values of kindness, unity and courage. Our Christian values encourage all to make the world a better place through love and understanding.

Trinity Saint Mary's Church of England 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 Christian vision is inclusive and aspirational. It is a driver for the school's ethos and identity, creating a positive and nurturing environment in which pupils can flourish.
- Through strong leadership, the religious education (RE) curriculum provides opportunities for pupils to gain a good knowledge of Christianity and a range of religions. It is well-sequenced so that pupils are engaged and challenged to think deeply around core concepts and questions.
- Collective worship is carefully planned, inclusive, invitational and engaging. It is central to the life of the school. Inspirational opportunities offer both pupils and adults, times for spiritual flourishing.
- The school has fostered a culture of deep care for one another. People are known, matter and are included in school life. Positive mental health and wellbeing are prioritised in this inclusive community. As a result, pupils and staff, including those who are disadvantaged and vulnerable, can succeed.
- The school has a range of effective partnerships, namely the parish church, the diocese and parents. These each serve to strengthen the connection and provision of this diverse school.

Development Points

- Ensure that there are rigorous systems to evaluate the impact of the Christian vision on the important aspects of being a Church school. This is to enable the school to develop strategic priorities that are distinctive to this status.
- Enhance pupils' understanding of justice, and their response to injustice, both within and beyond the school community. This is to equip them to more effectively challenge injustice at a greater depth.
- Incorporate and plan opportunities for pupils to experience spirituality as an integral part of the wider school curriculum. This is so that spiritual development can be deepened and enriched, allowing greater understanding and flourishing over time.



Inspection Findings

Central to its diverse community, Trinity Saint Mary's knows, loves and nurtures the members of the school. The school's Christian vision determines its work, clearly enabling pupils and adults to flourish. Woven into the policies, procedures and communications, the biblically-rooted vision supports leaders in building a firm foundation for the future of pupils and staff. Three Christian values: kindness, unity and courage, dovetail into the vision. This ensures that pupils' knowledge, as to how to put the vision into action, is supported. The school has recently refreshed the vision in order to enhance communication and deepen pupils' understanding. However, excepting within collective worship, leaders and governors have not created robust systems allowing them to evaluate the impact of the Christian vision.

The school's inclusive curriculum is effectively shaped by the vision. Driven by a commitment to ensuring that pupils can flourish, the curriculum has been carefully considered. It has a variety of opportunities to learn new knowledge in a range of contexts. These include creative and thoughtful ways of learning in science, the appreciation of music and use of drama in presentations. Alongside bespoke support, the curriculum ensures that pupils who are disadvantaged and vulnerable, are successfully nurtured to succeed. There is a culture of high expectation. A sense of calm is present in classrooms, ensuring an atmosphere that is conducive to learning. Opportunities for spiritual development are identified to provide spontaneous times of awe, wonder and moments of stillness and reflection. However, these occasions are not pre-planned into the curriculum. This limits pupils' chances to gain an ever-deeper understanding.

Daily collective worship makes a valuable contribution to pupils' and adults' spiritual flourishing. Built around the Anglican calendar, collective worship provides a welcoming moment to pray, reflect and participate in joyful singing. It is invitational in its nature with school members eager to attend. Meaningful and inspirational opportunities draw in the wider church community who, on occasions, engage with worship alongside the pupils. Pupils have a good understanding of prayer and can talk about the many opportunities to use it during the school day. Examples include prayers before lunchtime, at the end of the school day and during daily collective worship. The vision is woven into the words. Due to careful planning and evaluation, the school rightly knows that worship is deeply valued. Planning and evaluation are closely supported by the church, who enrich the worship experience. Pupils have opportunities to attend a lunchtime club in the church. These enable them to successfully engage, at a personal level, with the Christian message.

The Christian vision inspires a culture of care and compassion across the school. Strong relationships with parents and carers enable pupils to feel secure and cared for. School leaders know and understand their community well. Parents say that staff availability, weekly events and guidance exemplify how the school goes 'above and beyond'. This matches the findings of this inspection. Carefully planned support is in place and open to all pupils. The breakfast and after school clubs support pupils to begin and end the day positively. Pupils who are disadvantaged and vulnerable are financially supported to attend school visits, enabling them to receive an enriched curriculum. Pupils understand that their behaviour impacts on one another. They are taught how to respond to each other so that disagreements are resolved, often without the intervention of an adult. Mental health has a high priority with dedicated staff effective in their support for pupils, staff and parents. Leaders have provided a well-resourced reflection area in the main entrance of the school, which pupils routinely use. Pupils reflect on how it is calming, and some say that it helps them to connect with God. Staff are valued and supported by leaders and by each other. This is because manageable workloads and wellbeing strategies are given priority.



Led by the vision, the school has begun to engage in helping pupils to understand the meaning of justice and responsibility. Pupils recognise how leaders and staff seek to ensure that school life is fair. They understand that different groups of people have different needs. Across the curriculum, there are a few examples where pupils are challenged to think about issues of injustice. Pupils speak passionately and articulately about the issue of racism and how they have taken part in a project where it may be challenged. They learn about some events where injustice occurs, for example the need for fair trade practices. Inspired by both the vision and a desire to help others, pupils support charitable initiatives through harvest donations and Christmas presents for disadvantaged groups. Pupils attending a lunchtime faith club have thoughtfully drawn up plans to provide window boxes for families without a garden. However, at present, the curriculum opportunities for pupils to both experience and challenge injustice lack sufficient depth. There are limited occasions for pupils to tackle injustice in an age-appropriate way.

RE is given a high priority by school leaders. It has an appropriate allocation of time, staff training and resources. Secure subject leadership ensures that the RE curriculum is relevant and effective. The learning is well-sequenced, including within the classes that have pupils from more than one year group. Pupils can therefore progressively extend their knowledge and understanding. Essential vocabulary is successfully captured and rehearsed at the beginning of every unit of work. This helps pupils use and retain these important words. The curriculum is enhanced both by visits to places of worship and the use of artefacts that bring learning to life. The subject leader engages regularly with the diocese and local networks of schools. These partnerships include sharing good practice, moderating books and enhancing the curriculum, so strengthening overall expertise. Pupils value and enjoy RE and can confidently share their thoughts and ideas about what they have learnt. They understand that the subject is important and they gain a sound understanding of a range of religions, including Christianity. Creative lessons provide a range of opportunities for pupils to succeed. Exercise books demonstrate the breadth of their learning. Teachers use marking well to encourage pupils to think more deeply. Through both the well-planned curriculum and strong teaching, pupils make good progress overall.

Information

Address	6 Balham Park Road, London, SW12 8DR		
Date	15 January 2025	URN	101047
Type of school	Voluntary Aided	No. of pupils	121
Diocese	Southwark		
Headteacher	Lynn Anderson		
Chair of Governors	Hayley Van Den Bergh		
Inspector	Catherine Allard		