

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England Primary Academy

Vision

Working in partnership with our community and church, at Trinity we create a nurturing and caring environment, where we serve each other with love through: showing consideration, demonstrating commitment and working cooperatively. Through this, we believe all can truly flourish.

Trinity Church of England Primary Academy 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 drives the decision-making of leaders and governors. Pupils and adults serve each other with love, enabling them to flourish.
- The vision inspires an inclusive and accessible curriculum. Pupils are supported with a wide range of initiatives that enable them to be successful in their learning.
- Worship is meaningful and highly valued by pupils and adults. It allows them time and space to reflect and to grow spiritually.
- Wellbeing is an ever-present priority. The school acts as an advocate for adults, pupils and their families, giving them the opportunity to grow and to thrive.
- The religious education (RE) curriculum is meticulously planned, fresh and relevant. Consequently, it is of high quality, inspiring pupils to develop a genuine passion for the subject.

Development Points

- Develop planned opportunities to explore spirituality within the curriculum. This is to provide meaningful experiences that lead to greater spiritual growth.
- Extend pupils' active engagement within collective worship. This is to enrich the diversity of worship and promote pupils' spiritual flourishing.



Inspection Findings

The Christian vision of Trinity Church of England Primary Academy provides focus and direction for pupils and adults. Three core values, known as the 'three Cs', are at its heart: consideration, commitment and co-operation. Each of the three values is linked to a specific Bible passage. This brings biblical teachings into the lives of pupils and adults, demonstrating their enduring relevance and importance. In close collaboration with St Chad's Academies Trust, leaders refer to the vision when making decisions. Governors oversee and evaluate this decision-making, providing challenge and acting as a critical friend to leaders. Pupils make direct reference to the values and to Bible stories in their everyday lives. They use them as a tool to make judgements, leading to distinctively Christian personal growth. Pupils are able to see that people are more similar than they are different. This sense of unity is especially important given the diversity of the local community. The school is therefore seen as a place in which staff, pupils and their families can find support and come together as one.

The curriculum is skilfully crafted with the vision at its core. It nurtures the pupils, accommodating their needs whilst still providing challenge. With many languages represented, support for those with English as an additional language (EAL) is paramount. Staff ensure that pupils' learning needs are assessed at the earliest possible opportunity. This allows pupils to access their learning more effectively. For those with the highest level of need, one-to-one support is coupled with whole-class learning. This means that they access the full curriculum and are integrated with their peers. Pupils support one another in their learning, showing compassion and empathy. Leaders ensure that pupils have access to a wide range of extracurricular activities, including residential visits. The provision of funding for these experiences is a priority. This means that they are truly inclusive, broadening pupils' horizons and raising their aspirations. Teachers explore aspects of spirituality within lessons as and when they arise. However, there is no planned approach to spiritual development within the curriculum. The extent to which the curriculum nurtures pupils' spiritual growth is therefore underdeveloped.

Collective worship is an integral and highly valued part of the daily life of the school. Pupils and adults with a range of faiths and beliefs engage in worship with enthusiasm and joy. Themes are chosen to reflect major Christian festivals, but also in response to world events, maintaining relevance and meaning. Worship provides plentiful opportunities for spiritual growth. The biblical passages linked to the school's values form the basis of worship, making them relevant to everyday life. Pupils and adults are invited to pray together, both in worship and at the end of each day. This encourages them to see prayer and reflection as an integral part of their daily lives. Leaders have facilitated the provision of a full-time chaplain. This makes pastoral and spiritual guidance readily available for pupils and adults, building their confidence and allowing them to flourish. Pupils attend and lead worship at church on a number of occasions each year. Consequently, both pupils and the church community grow spiritually as they share and experience one another's perspectives. A team of pupils plan and lead some acts of worship, making it accessible and relevant whilst also deepening spiritual growth. More regular opportunities for pupils to be active partners in daily worship are in the early stages of development.

A focus on wellbeing is a significant priority for the school and lies at the core of its vision. Even during difficult times, the needs and interests of pupils are not compromised. With proactive support from the trust, the roles and responsibilities of staff are adapted to ensure the best possible outcomes. During periods of change, staff are empowered through extensive training and support. A genuine open-door policy means that staff and leaders work collaboratively, driven by the Christian vision. This investment in staff has a resultant impact on pupils' wellbeing. They know that teachers are caring and approachable. Motivated by the vision to create a nurturing environment,



leaders and staff move quickly to act in the best interests of pupils. As a result of this timely support, pupils have the freedom to develop their confidence and aspirations. Working co-operatively with the local church, the school is committed to caring for pupils and their families. This extends well beyond the provision of the school curriculum, leading to both academic and personal development.

Pupils have a strongly developed sense of justice and responsibility. Even the youngest pupils are encouraged to take on specific roles in their classes. Older pupils have a variety of opportunities to become leaders. They genuinely aspire to take on these positions. They understand that these roles allow them to contribute to their community, preparing them for life in wider society. Motivated by the Christian vision to create a nurturing and caring environment, pupils understand the importance of service to others. They propose and lead their own initiatives for charitable fundraising. The school fosters valuable links with local organisations and a diverse range of community leaders. Developers creating new housing adjacent to the school recently met with pupils to discuss their work. This allowed pupils to feel invested in changes in their local community and understand their place within it. This type of Initiative inspires pupils to see that they can make a difference.

The recently revised RE curriculum is of high quality. Acting on knowledgeable support from the diocese, leaders have developed a programme of study that is challenging, well balanced and diverse. RE is regarded as one of the most important subjects in school. Leaders ensure that staff are supported in teaching RE through comprehensive training. Pupils consequently experience cutting edge, relevant and stimulating lessons. They develop a strong understanding of Christianity and a range of other religions and worldviews. Within Christianity, topics are planned to coincide with major festivals. In this way, pupils become familiar with Bible stories and link them to how modern Christians lead their lives today. Learning about religions is enriched through the use of artefacts and visiting speakers. Lessons encourage the development of philosophical thinking through the posing of big questions. Pupils relish the challenge of this approach. They feel secure in the knowledge that they can share their ideas with no risk of their answer being wrong. Together with the diocese, governors undertake monitoring activities such as learning walks. These activities inform their decision-making and provide supportive feedback to leaders. This means that the curriculum is dynamic and constantly evolving.

Information

Address	Longford Road, Wolverhampton, West Midlands, WV10 0UB		
Date	7 March 2025	URN	145288
Type of school	Academy	No. of pupils	719
Diocese	Lichfield		
MAT	St Chad's Academies Trust		
Headteacher	Nick Andrews		
Chair of Governors	Harinder Jandu		
Inspector	James Manship		