

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England Primary School

Vision

'Then we will shine among them like stars in the sky as we hold firmly to the word of life.' Trinity is a caring and inclusive school, focused on 'excellence for all'. 'Only our best will do' and we keep in mind how we can 'shine like stars' as we hold firmly to our Christian values: love, respect, courage, trust, justice and hope.

Trinity 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.

Notable Strengths

- The school's Christian vision, for all to 'shine like stars', underpins the life of the school and drives leaders' decision making. A rich range of experiences inspire pupils to learn well and grow in their personal development.
- A rich and varied collective worship schedule enables staff and pupils to flourish spiritually. Worship is joyful and inclusive, providing meaningful opportunities for engagement and reflection.
- Planned curriculum opportunities develop pupils' sense of justice and personal responsibility. This motivates them to take the initiative themselves to lead change. Consequently, a culture of serving others is deeply embedded across the school.
- Leaders cultivate an inclusive culture within which pupils and staff flourish. Opportunities to participate in extracurricular activities are thoughtfully planned and embedded within daily life. This enables members of the school community to thrive by encouraging positive relationships and engagement.

Development Points

- Extend opportunities for pupils to explore spirituality within the curriculum. This is to deepen their understanding of how experiences can foster personal spiritual growth.
- Strengthen the teaching of religious education (RE) in Key Stage 1. This is so that pupils develop the skills to analyse and interpret concepts in more depth.



Inspection Findings

Vision and Leadership

Trinity's Christian vision shapes the character and culture of school life. Focusing on excellence for all, it aspires for everyone to 'shine like stars' and guides leaders' decisions. As a result, pupils and staff flourish. The trust's vision resonates with that of the school, creating a strong shared purpose. Leaders are tireless in their pursuit of excellence for every pupil. Consequently, pupils, including those who have special educational needs and/or disabilities (SEND), receive the bespoke support that they need to thrive. Leaders exercise the autonomy to serve the community within a rigorous culture set by the trust. School improvement is strengthened by carefully chosen partnerships that enable staff to access a worthwhile range of targeted training. Consequently, staff feel supported and empowered to meet the high expectations of leaders. Governance of the school and the trust is robust in evaluating the impact of the Christian vision. Members support and challenge leaders to make sure that school development planning gives pupils and adults the opportunities that they need to succeed.

Vision and Curriculum

Leaders strive to create a learning environment where pupils are able to shine brightly. The curriculum is thoughtfully designed to meet the school community's diverse needs. An inclusive approach ensures that pupils who have SEND receive tailored support. Such provision is evident in the forest school outdoor area, where activities are adapted for pupils. For example, here, staff skilfully design activities that immerse pupils in nature. These experiences deepen pupils' responses and engagement. Leaders ensure that extracurricular activities are widely accessible. For instance, some after-school events begin early so that pupils in the additionally resourced provision for pupils who have SEND can participate. This ensures that pupils enjoy and benefit from these varied activities. Leaders invest in professional development to help staff identify spiritual moments within lessons. Adults use a common language to describe spiritual experiences. This is beginning to foster pupils' spiritual responses. Within the RE curriculum, pupils encounter and explore moments of spirituality. However, opportunities are missed across other subjects. Thus, the power of the curriculum to nurture pupils' spiritual growth is not fully developed.

Worship and Spirituality

Collective worship is central to the spiritual life of the school. It provides a valued space for the community to be still and reflect. Pupils sing with joyful enthusiasm, creating a sense of belonging. Pictorial symbols empower pupils who have SEND to understand complex themes and participate fully. Pupils help plan and lead worship, sharing their unique reflections on how to live out the school's Christian values. For example, worship on the value of courage inspires pupils to speak confidently in front of their peers. Families join worship, strengthening community bonds and a shared sense of identity. Pupils value weekly class reflection times where they experience shared moments of stillness. Worship in the resourced provision is thoughtfully planned to meet pupils' specific needs. For example, by worshipping in the forest school area, pupils are able to experience the wonder of nature first hand. In this way, they are able to link their personal responses with stories from the Bible. Partnership with local churches exposes pupils to a variety of Christian traditions. This helps pupils to understand how people can engage in Christian worship in a rich diversity of ways.

Vision and School Culture

The school's vision to be caring and inclusive motivates leaders to prioritise wellbeing. The trust collaborates well with the school by providing targeted training and resources. This enables adults to support pupils effectively in their personal development. Staff feel empowered through partnerships within the trust and diocese. These ensure that they access professional development to flourish in their roles. Leaders support staff sensitively during difficult times. As a result, staff feel valued and supported within a culture of mutual respect and pastoral care. Adults make decisions that promote a love for learning and help pupils settle quickly in lessons. Pupils from the resourced provision join their peers at playtime, which promotes a sense of belonging within the community.



Simple acts of friendship are common, such as holding hands to offer support during a class presentation. Pupils are cared for and valued. They feel safe and know that their concerns will be heard and acted upon.

Religious Education

The RE curriculum is effective and reflects its status as a core priority. It is ordered logically to build pupils' knowledge of Christianity, as well as other religions and worldviews, systematically over time. Learning is planned around life's big questions regarding how people think, believe and live. Leaders network within the trust and diocese to share best practice. This partnership provides training that helps leaders to evaluate the curriculum, plan effective improvements and provide high-quality resources. Older pupils reflect deeply on their beliefs. By Year 6, pupils can grasp complex concepts like the significance of the Trinity to Christians. This empowers them to reflect critically on faith while developing a deep respect for diverse ways of living.

In the Early Years Foundation Stage (EYFS), pupils begin by exploring big questions about the world. This curiosity provides a positive start to their religious education. Older pupils make strong progress and explore concepts in depth. For example, they understand how people have different beliefs about the creation of the earth. Clear assessment guidelines help pupils in Key Stage 2 understand the next steps in their learning. To ensure this momentum continues, teachers work together to track pupils' learning accurately and adapt their teaching to meet the needs of their classes. Careful monitoring by leaders ensures that RE remains a high priority for staff. However, the quality of learning in RE varies. Younger pupils in Key Stage 1 are less confident in understanding the deeper meaning behind the concepts that they study. Opportunities for these pupils to show how faith impacts lives are limited. This is because teachers do not give sufficient focus to developing pupils' analytical skills. Consequently, pupils in Key Stage 1 do not make as much progress in RE as their older peers.

Vision, Justice and Responsibility

An active culture of justice and responsibility thrives within the school. Older pupils look out for their younger peers and others who need help. Driven by the vision, leaders plan curriculum opportunities for pupils to embrace social responsibilities, such as caring for the environment. Pupils participate enthusiastically in a national citizenship programme. Through this, they develop skills in leadership and teamwork. They discover the benefit of helping others. For example, using Jesus' teaching as a starting point, pupils raise money to sponsor a child in Uganda. Other initiatives are led by pupils. They understand that they can bring about change by sharing their views with decision makers. In particular, they write to their local member of parliament and the council about important issues, such as road safety. Pupils join with other schools within the trust to respond to issues of injustice that they identify in the wider world. Notably, they collaborate to educate their peers and raise funds to protect the environment. Thus, pupils understand that by working together with others, they can make a positive difference.

Information

Address	Prince's Plain, Bromley, BR2 8LD		
Date	23 April 2026	URN	141352
Type of school	Academy	No. of pupils	263
Diocese	Rochester		
MAT	Aquinas Church of England Education Trust		
MAT Chair	Giles Lambert		
Headteacher	Sarah Kilbey		
Chair of Governors	John Cook		
Inspector	Kate Evans		