

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Trent Church of England Primary School (VA)

### Vision

“A new command I give you: love one another. As I have loved you, so you must love one another” Inspired by Jesus’ example, the Trent school community aims to serve one another in love. We show kindness to others because God has shown us great kindness. We live thankful lives because every good thing comes from God. We persevere, not giving up, because God is our helper.

Trent Church of England 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 is deeply embedded and understood by staff, governors, pupils, and families. It reflects the needs and the context of this school and is lived out through love, care, and grace. This results in the thriving and flourishing of pupils and adults.
- Carefully planned opportunities to ask and respond to deep questions are woven throughout the school curriculum including worship. This enables pupils to reflect on aspects of their learning and what it means to them as individuals.
- Collective worship is invitational and engaging, enriched by the partnership with Christ Church. It includes liturgy and prayer led by pupils and staff. The vision and values are shared and explored. These gathered times, appreciated by the school community, strengthen their spiritual development.
- The vision inspires and sustains an inclusive school with a strong emphasis on wellbeing and good mental health. As a result, pupils and staff are valued, treasured, and cherished in a safe and supportive environment.
- Religious education (RE) is expertly led. Regular professional development ensures staff are confident, knowledgeable, and able to effectively embed religious literacy. The support provided to staff fosters high-quality teaching and drives strong progress for pupils.

### Development Points

- Explore ways in which the school’s excellent practice in living its Christian distinctiveness can be shared with, disseminated to, and be impactful in other Church schools.
- Develop opportunities for pupils to explore questions of justice and inequality. This is so they may understand how they can make ethical choices and influence positive change.
- Foster a collective understanding of spiritual language, empowering pupils to express and celebrate their ideas. This will enable the school to establish a consistent language that enhances the rich, planned, opportunities available throughout the curriculum.



## Inspection Findings

The Trent School community effectively and enthusiastically lives out its vision. Inspired by Jesus' example, they aim to serve one another in love. Staff, pupils, parents, and governors talk about the vision with clarity and conviction. Love for one another is continually expressed. It is fundamental in the daily lives of the school and is embedded in all they do. Underpinned by the story of the Good Samaritan, everyone is regarded as having equal worth and to be treated with dignity. The school clearly articulates that Jesus' model of grace inspires their acts of service and enables staff and pupils to flourish. All contributions are considered precious. The headteacher, staff and governors inspire an environment that promotes acceptance, nurture, and care. A pupil summarised this saying that Trent is a big family where care and kindness are used with integrity, not for show. The church plays a valuable part in many aspects of school life. It embraces the vision, encouraging and enabling the holistic development of staff and pupils. It supports and welcomes everyone. Staff express that they are motivated by Jesus' example to love one another. Relationships across the school are strong and thoughtful, cementing the way they are treated, as unique individuals, loved by God.

Inspired by the vision, the curriculum challenges and facilitates pupils' curiosity. Framed around big questions, staff skilfully enable pupils to seek answers both independently and collaboratively. There are school wide strategies for pupils to ask any question and these are responded to in a thoughtful and positive manner. Teachers know pupils well, with specific learning needs quickly identified and met. This leads to a strong parent and school partnership. Spiritual development is given space in the curriculum but there is not always a shared language for pupils to explain their thinking. Some do reflect on how actions affect others, how they respond and how this might impact on their future interactions. Pupil voice is important to the school, and they are encouraged to speak out. Service to the school is threaded through the curriculum by using inspirational people as examples. They highlight not just their achievements, but how they have served others. This links pupils learning to the vision and values.

Collective worship is integral to the life of the school. Pupils and staff deeply value and treasure this time together. Themes, developed in collaboration with the local church, build a coherent picture of the Bible for pupils. Each week, the theme is explored in diverse ways. This structure enables pupils to ask deeper and more thoughtful questions about biblical stories. They take an active role in leading the liturgy and prayers. Singing is joyful, and pupils eagerly contribute to all aspects of worship. Moments of stillness are enjoyed, giving them time to reflect and take inspiration from the biblical teaching. Owing to the embedded, lived out vision, a caring and inclusive environment is in place. Worship is available to families at home, which is highly valued by parents. This strengthens the sense of belonging. The school regularly attend services at the church, further strengthening their connection. The approach of the church mirrors that of the school, where all are warmly welcomed and greeted. Through this, those of any faith or of none are included and accepted. The vision and values ambassadors expressed, 'We can show our love for God every time we gather.'

The clear sense of being part of a loving community influences daily life. The school's Christian values of kindness, thankfulness, and perseverance are clearly and consistently displayed and upheld. Each value is studied every year to ensure that it is truly lived. The vision and values serve as the foundation for the restorative justice approach. They are applied in lessons, and on the playground. Pupils know that they are loved at Trent. They recognize that staff are approachable and that they will always be listened to. Staff express how the school nurtures and cares for them. They share a daily bible verse and are given time to flourish spiritually. Senior leaders, including governors, are mindful of workload and wellbeing, and staff feel well supported. There is a deep sense of family, with



everyone caring for each other. Parents are treated with warmth and dignity. Relationships with them are driven by the vision, which supports meaningful conversations.

The love of serving one another, of being there for each other, is reiterated by staff, pupils, and parents. This contributes to wellbeing as pupils are quick to use the restorative strategies to sort and solve their own problems. This creates a culture within the school of independence, justice, and mutual support. They are clear about their place in the community and how they interact with others. The consistent use of the vision, not just regurgitated, but understood and acted upon, gives the pupils a sound foundation. They are keen to serve each other by running clubs. Family circle time is valued, mixing pupils across every year group. They enjoy looking after and out for the younger pupils. This permeates playtime and gives them a sense of responsibility so that everyone is treated with kindness because Jesus loves us all. Pupils are confident and clearly understand their roles within school. Strong partnerships with the local food bank give pupils the opportunity to look outwards. Leaders recognise the need to further enable pupils to apply their understanding and knowledge so that they can make ethical choices.

RE is expertly led and managed. It offers a broad, balanced, vision-inspired curriculum. Supported by a dedicated member of staff, the school utilizes close links with the diocese and the church. Training, resourcing, and careful planning are in place and ensure that RE meets the needs of the pupils. Teachers are confident, knowledgeable, and well supported leading to effective teaching. Staff are able to build religious literacy and enable pupils to engage in deeper thinking. School leaders encourage teachers to create diverse opportunities for pupils to apply their knowledge and understanding.

Pupils can articulate why RE is important, saying that it helps them think about beliefs and respect differences. Special RE days enhance learning by focusing on answering big questions, using different approaches. This supports pupils to have well-informed and balanced conversations. As part of gaining a holistic view of pupils' achievements and attainment, staff use creative methods to record and assess progress. Art, drama, poetry, and video are incorporated both as assessment tools and serve as ways to recap lessons or units. This engages pupils in meaningful reflection and critical thinking and supports those with specific needs. It allows them to purposefully think about their place in the world. Pupils feel empowered to share their views confidently, knowing that differing opinions are valued and respected.

## Information

Address	Church Way, Barnet, EN4 9JH		
Date	21 November 2024	URN	101328
Type of school	Voluntary Aided	No. of pupils	208
Diocese	London		
Headteacher	Chrissy Vassiliou		
Chair of Governors	Alison Slevin and Tim Tilley (Co-Chairs)		
Inspector	Sara Sanbrook-Davies		