

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trull Church of England VA Primary School

Vision

'I have come that they may have life, and have it to the full' John 10:10

We strive to challenge every child to achieve excellence in academic, creative, sporting and practical activities while building resilience, confidence and critical thinking. We nurture caring, well-rounded learners who value lifelong learning and respect different cultures, beliefs and world views, celebrating each person's uniqueness in the eyes of God. Through strong links with our church and local community, we encourage children to experience the love, hope and guidance of the Christian faith while becoming active, compassionate and responsible members of society with kindness, integrity and compassion, always.

Trull Church of England VA 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 deeply embedded Christian vision and supporting values enable pupils and adults to flourish. The vision is the driving force of the school and informs strategic decision making and behaviour across the school community.
- In accordance with the vision, spirituality is part of everyday life in the school. Pupils and adults recognise and seize opportunities to explore their own personal feelings and beliefs.
- Trull is a highly inclusive school. It works out its Christian vision daily through the living of its associated values. The curriculum is creatively designed to accommodate different learning styles and needs, ensuring that pupils are able to thrive.
- Inspired by the Christian vision, pupil voice is strong and makes a valuable contribution to school life. Pupils take roles of responsibility and feel privileged to use them for the benefit of others.
- The school enjoys a number of strong partnerships which support the delivery of the Christian vision. These enrich both the curriculum offer and opportunities for spiritual development.

Development Points

- Enrich the provision for developing the spirituality of the older pupils building upon what is already in place for Key Stage 1 pupils. This is to enhance their spiritual flourishing.



Inspection Findings

Vision and Leadership

Trull Church of England VA Primary School's deeply embedded Christian vision enables pupils and adults to flourish. It is lived out daily through the school's supporting Christian values of respect, kindness and forgiveness. It informs strategic decision-making and is a living reality. Governors know their school well, and guided by the vision, monitor and evaluate its flourishing as a church school. Their investment in ensuring the wellbeing of adults and pupils enables aspiration for excellence. Believing that each individual is a unique child of God, pupils and staff are given opportunities to succeed. A creatively designed and holistic education enables pupils to thrive. The school community works together to provide a caring and respectful place of learning. Here, pupils and staff feel cared for and secure. Living according to the vision creates 'compassionate and responsible members of society.' Consequently, relationships between adults and pupils are a strength of the school. The school enjoys strong partnerships with the diocese, Orchard Partnership and especially its local parish church. These enhance the work of the school within its Christian foundation.

Vision and Curriculum

The curriculum reflects the Christian vision and puts pupils at the centre of their learning journeys. The highly inclusive curriculum is a strength of the school. It is effectively supported and shaped by a range of partners, including the diocese and Orchard Partnership. It aims to ensure that individuals can live life to the full, now and into the future. Learning and challenges are tailored to suit the needs of individual pupils, with a range of supportive interventions available. Staff are well-trained to provide for pupils' needs. They also work with a variety of specialist external agencies. Adaptive approaches ensure that pupils can access their learning, for example, through the inclusion of multi-sensory work. Discussion is included across the curriculum to develop critical thinking and ensure inclusion. Thus, pupils grow in self-esteem, self-worth and emotional wellbeing. A wide range of musical opportunities are invested in as part of the curriculum. This supports good mental health and brain training, putting pupils into a 'good place' for learning. To support the vision by further encouraging individual achievement, a rich and inclusive extra-curriculum offer is in place. Spiritual development is an increasingly intrinsic part of the curriculum, but though lived and shared, it is not consistently planned. However, pupils and adults recognise and discuss moments of awe and wonder throughout each day.

Worship and Spirituality

Daily collective worship lies at the heart of the school, bringing the school community together in worship and song. This quiet start to the day is valued as a way to be calm and come closer to God. It enables pupils and adults to flourish. Worship includes time to reflect and pray, and pupils are respectful of each other. It is inclusive, inspirational and pupils and staff are inspired by what they see, hear and feel. Pupils demonstrate an understanding of spirituality through their awareness of their own feelings and those of others, showing empathy and compassion. The vicar and members of the local parish regularly lead worship enhancing the variety of delivery. Prayer and reflection are important with invitational prayer opportunities offered throughout the day. Pupils have designed classroom reflection areas to support this. For example, Reception pupils have cushions on the floor and low-level notice boards. To further experience fullness in life, Years R, 1 and 2 are offered forest church. This highly innovative time takes place amongst the school's trees, where pupils engage physically with God's world. They can explore, be creative, enjoy the stillness and participate in spontaneous prayer. Pupils say they talk to God more easily there and learn more about themselves. Such innovative, spiritual learning experiences are not available to older year groups. Consequently, opportunities for them to develop personal spirituality in an imaginative way are more limited.

Vision and School Culture

In line with the Christian vision, pupils and adults live together well in a respectful and caring culture. Good mental health and wellbeing for pupils, staff and parents is a priority for school leaders. Governors commit to



ensuring that pupils are ready to learn each day. They provide time and facilities for pupils to regulate their emotions when necessary. Breakfast and after school clubs support the needs of pupils and their families. To fulfill the vision, the school works in partnership with parents to identify and meet pupils' needs. Those with special educational needs and/or disabilities (SEND) are cared for and supported by staff and their peers. A broad range of opportunities supports their learning, including bubble club and forest school, alongside Lego club and physiotherapy. Pupils and staff respect and care about each other. The school's open-door policy ensures that adults and pupils feel included, cared for and known.

Vision, Justice and Responsibility

Reflecting the vision 'to have life to the full,' pupil voice is a strength of the school. The respectful and considered way in which pupils view their responsibilities is impressive. They are offered a wide range of positions of responsibility including head boy and girl, house captains, worship leaders and members of the eco and school councils. Following what Jesus taught, they believe that it is a privilege to serve the school and their peers through these roles. They listen to and represent pupils' views and organise suggestion boxes for school development. Inspired by the vision, pupils in this welcoming school learn from Bible stories and are encouraged to show kindness to others. For example, they support peers through the use of the buddy bench and learn a few words of Ukrainian to welcome new pupils. Pupils have a strong sense of justice and fairness, suggesting charities to support. When they see unfairness, they challenge it. For instance, in response to hunger locally, pupils support their community food banks. They look after God's world by litter picking in the local area. Demonstrating their wider understanding of need, they raise money to support a child in Ghana.

Religious Education

The RE curriculum is effective and well-balanced. This means that pupils revisit learning in later years further up the school. The curriculum builds upon previous knowledge so that pupils can dig deeper into reasoning and meaning. The curriculum content includes learning about worldviews and people with a range of religious beliefs. Pupils are encouraged to compare different religions and to reflect on their own feelings and beliefs. The subject is well resourced and trips to support learning are encouraged. RE is a high priority for school leaders and benefits from this status within the whole school curriculum.

RE teaching is of a high quality and enables pupils to flourish. It combines academic excellence with joyful learning. Lessons are varied, including the re-enactment of Bible stories, play and art. Pupils discuss what they learn and use this new knowledge to support informed debate. They are respectful of what other people believe and understand that individuals have a right to hold different opinions. Staff feel confident in delivering RE as a result of strong leadership of the subject. A rigorous assessment system identifies pupils' progress and informs teachers' planning. This ensures that support and appropriate challenge are in place. Pupils understand that their learning journey is cumulative across their time in the school. They know that it is preparing them to have life and have it to the full.

Information

Address	Church Road, Trull, Taunton TA3 7JZ		
Date	20 May 2026	URN	123850
Type of school	Voluntary aided	No. of pupils	244
Diocese	Bath and Wells		
Headteacher	Luke Bottomley		
Chair of Governors	Ryszard Rusinek		
Inspector	Alison Appleyard		