

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Academy

Vision

Nurturing, Inspiring, Achieving.'

'Allow the children to come to Me, do not forbid them, for the kingdom of heaven belongs to such as these.'

Mark 10 v14

Holy Trinity 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 powerful Christian vision creates a culture that nurtures and values the school community and drives improvement. This leads to strong, flourishing, and vibrant partnerships in an environment of inclusivity and care.
- The school is aspirational for its learners and provides a broad and rich curriculum. This includes planned opportunities for spiritual development, beyond collective worship, so pupils can flourish.
- Collective worship is valued by pupils and adults as a special part of life in the school. Acts of worship reflect Anglican traditions and deepen pupils' understanding of Christian practice.
- Religious education (RE) is a high priority. It is well planned, delivered and carefully considers the school context and pupils' individual needs. This leads to them effectively making links across and between world religions.
- The vision of the school supports pupils in developing an awareness of belonging, responsibility, and justice. This is evident in local community action and beyond. Pupils demonstrate empathy and take decisive action for the benefit of others.

Development Points

- Ensure governors, monitor and evaluate how collective worship enables adults and pupils to flourish spiritually. This is so that they can be confident that collective worship contributes strongly to the spiritual development of pupils in a Church school.



Inspection findings

The Christian vision of the school 'nurturing, inspiring, achieving', drives the development of the school. It and the core values are rooted in Bible teaching. Leaders use the image of a compass to inform decisions and guide the school community on a Christian pathway. School leaders, including governors, demonstrate a clear and consistent dedication to the school values. Leaders are empathetic, demonstrating relentless commitment to the vision statement 'allow the children to come to Me'. They have a strong focus on providing support to meet pupils' needs. Governors know the school well and they provide equal measure of support and challenge. There is effective evaluation of the school against the vision, through a carefully constructed improvement plan. However, governors are not sufficiently rigorous in monitoring and evaluating how collective worship enables adults and pupils to flourish spiritually.

The school sees itself as a 'lighthouse of hope' for the school and community. There is a culture where adults and pupils feel valued, respected, and cared for. This nurturing environment benefits all pupils. Pupils enjoy their learning and demonstrate positive relationships. As a result, they are happy, friendly, and considerate, growing in confidence and resilience. Staff thrive because the school's vision and values are encapsulated in the considerate approach of leaders. Leaders provide high quality professional development, and staff model their teaching on this approach. As a result, staff flourish. Their spirituality develops because of their positive engagement with collective worship, 'reflection Fridays' and school prayers. Driven by the vision, there are many enriching, and innovative strategies in place to help families. Leaders, including the special educational needs support and family support manager (SEND) and the emotional literacy support assistant, ensure targeted personalised support. This approach has been transformational.

Leaders have created a culture that inspires pupils to speak and act against injustice and inequality. The school council selects ways of improving the environment. They are currently overseeing the transformation of the peace garden. Pupils have been inspired to raise money for a school in Kenya to help to provide children there with fundamental educational resources. Pupils understand how these children learn, and this approach encourages pupils to take responsibility themselves. They have been motivated by Luke 14 Banquet, a painting by Hyatt Moore. This is familiar to all pupils and challenges their thinking about inclusivity and justice. As a result of such curriculum decisions, pupils understand that every person must be treated with respect. They enthusiastically support charitable work, such as writing Christmas cards for local community homes, recognising that they have enabled change. Such work has deepened pupils' understanding of justice and responsibility.

The curriculum offer at Holy Trinity is broad and challenging. The vision is prioritised, driven by the passion of leaders in ensuring that pupils achieve, particularly those with special educational needs, (SEND). Learning is adapted appropriately to meet needs and school context yet remains aspirational. This approach ensures the curriculum is impactful for learning and growth. The curriculum contains many implicit and deliberate opportunities for activities which enable and enrich spiritual flourishing for pupils and adults. Leaders document the ways in which the school vision and spirituality drives their curriculum area. This is closely monitored and evaluated by senior leaders and consequently, all pupils benefit. The



curriculum is designed to meet the needs of the local area, including developing understanding of individual differences. As a result, children have empathy and clarity. Adults are committed to ensuring pupils are inspired by what they are taught, developing their own moral compass. Financial decisions are driven by the vision and the commitment of the school team to provide equal opportunities. The extra-curricular offer for pupils is wide ranging and exciting, designed to provide moments of awe and wonder. These experiences include residential trips, as well as places of interest that link to curriculum learning. These opportunities are carefully planned; a deep sense of inclusion is lived out.

Collective whole school worship provides a well-loved, calm focal point enabling community gathering at the start and close of each week. Daily worship, including 'open the book', helps pupils and staff to understand key Bible stories and how they interconnect with school values. It is carefully planned and inclusive. Pupils are calm and engaged, valuing opportunities to plan, share, and lead. The school participates in National Young Leaders encouraging pupils to take responsibility in aspects of school life. Leaders respond to pupil feedback which lead to improvements. Enthusiastic, committed, church partnerships deepen spiritual understanding. Pupils are strongly engaged in collective worship regularly reviewing how it changes them within their spirituality reflection journals.

RE has a high priority. It is well planned and resourced. Pupils develop informed world views due to the comprehensive revision of the RE curriculum by leaders. Pupils identify RE as a time for thinking, challenging, and exploring the beliefs of a range of world religions. Leaders meet the requirements for teaching in a church school, as set out by the Church of England. Each year group knows exactly what knowledge they need to learn. Knowledge is built progressively across years. Emphasis is on pupils developing a deeper understanding of RE through an increasing vocabulary to support understanding. RE leaders have developed a clear direction of learning for each year, planning 'touchstone moments' to deepen understanding and knowledge. Monitoring is rigorous, based on a pupil book study approach to check for understanding. Outcomes are tracked, gaps identified and addressed, and training provided, resulting in an increased effectiveness of the RE curriculum.

Assessment informs the teaching of RE. Pupil comprehension of what has been taught is gathered by teachers at the end of every unit of learning. Changes are then made to the teaching approach to address any learning gaps. Assessment focuses on pupil knowledge and on them building that knowledge over time. Teachers provide high quality learning opportunities ensuring understanding of knowledge is recorded in a variety of ways, such as drama and art. Pupils make progress in their learning and know how to improve at RE through effective questioning used by teachers.

Information

Address	Quemerford Calne Wiltshire SN11 0NR		
Date	4 December 2024	URN	138109
Type of school	Academy	No. of pupils	204
Diocese	Salisbury		
Headteacher	Graham Shore		
Chair of Governors	Stephen Colby		
Inspector	Clare Murray		