

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity CE Primary Academy

1 Quemerford Calne Wiltshire SN11 0AR

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| Current SIAMS inspection grade | Outstanding |
| Diocese | Salisbury |
| Previous SIAMS inspection grade | Outstanding |
| Date of academy conversion | 1 May 2012 |
| Date of inspection | 1 December 2016 |
| Date of last inspection | 15 November 2011 |
| Type of school and unique reference number | 138109 |
| Headteacher | Graham Shore |
| Inspector's name and number | David Hatrey 844 |

School context

Holy Trinity Church of England Primary Academy is slightly smaller than the average school in comparison with others nationally. The numbers of children entitled to pupil premium support or have English as an additional language or who have special educational needs is below national averages. The school became a stand-alone academy in May 2012.

The distinctiveness and effectiveness of Holy Trinity Church of England Primary Academy as a Church of England school are outstanding

- Children have a deep understanding of the school's distinctive Christian values which are embedded in the life and learning of the school and children recognise and articulate the significant impact these have on their daily lives and achievements.
- The school's Christian distinctiveness is clearly seen in the quality of relationships between all members of the school community and in the deep sense of being a Christian family.
- Leadership and staff at the school have a clear vision for their work as a church school and are passionate about putting children at the centre of all they do so they achieve their full potential in all areas.

Areas to improve

- Embed new approaches to teaching and learning in religious education so that these challenge the thinking of all children leading to more children achieving the higher levels.
- Establish a rigorous system for monitoring and evaluating all aspects of worship and prayer identifying the impact these have for the children leading to ongoing improvements.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Holy Trinity have identified a number of core Christian values including; friendship, responsibility, service, truthfulness, humility, generosity, compassion, justice, respect, thankfulness, courage, forgiveness and perseverance. Despite the large number, children have a good understanding of values. Children explore what these look like in RE, in school situations and for different people, linking these to biblical verses. Even for the more challenging values they are able to relate this to a biblical story which reflects the Christian distinctiveness. Children know values are given by God through Jesus to show us how we should live and that we find out about them in the Bible. One child's comment is, "these are the things we should do anyway as we are part of a team, the way we treat others." Children confidently identify a Christian value in Bible stories being explored. This was the understanding of the majority of children, where they know the difference these values make to their lives and relationships. Children speak confidently how values are integral to learning and their future lives, "you use them to become a good learner." They are able to give examples of where using values supports their learning, ideas such as it helps you to solve problems in learning and with friends and others. Perseverance encourages them to keep trying, knowing they have the ability to be successful, "courage helped me to do something I did not think I could do." A common response is that it made them a better person: one that God wants them to be. Staff model these through their daily interactions with children, showing respect and knowing each child as an individual. Children have a high degree of respect for staff and reflect this in their own lives. Strong relationships are evident across all levels of life. Children listen to one another and work collaboratively, recognising each other as children of God. Behaviour is exemplary and, where minor ones emerge, they are swiftly addressed, with opportunities to reflect upon the consequences of this for the other person. Children perceive that this stems from their values and that their school operates as a Christian community which they recognise as being special. Some of this is reflected in their support for a range of charities, both local and international. There are a number of occasions to develop children's spirituality, regular opportunities to reflect on Christian values considering the meaning and relevance for their own lives. Their ideas show a growing depth of thought and they relate these both to themselves as well as what God means for them. There has been an increased emphasis on expressing these in different ways, with the use of art and symbolism with children developing a language which clarifies their thoughts. Children are confident to share these ideas, knowing these will be valued. Reflection areas both inside and outside of the classroom provide additional occasions for this. Children recognise the importance of these, describing how they help them to be calm, learn from bad choices or how actions have hurt peers. Others share where it enables them to consider learning and where and how they can do better. An annual creative arts week explores different cultures. Pen pal links with other faith schools help children to understand how others with different faiths show this through actions and celebrations. Children show a high degree of tolerance and respect for those who hold different views to their own.

The impact of collective worship on the school community is good.

Planning for collective worship draws upon Christian values with one explored in increasing depth each half term. Other themes include festivals and church seasons, all linked to Biblical themes. Different leaders ensure that children appreciate a variety of approaches to worship. All staff are supported to lead worship in addition to clergy. Children value the time to come together and share with God. Their responses include, 'it makes me ask, do I think that? What do I think?' 'I hadn't thought of that!' or, 'reflecting helps you think about what you would do and would God want you to do that.' There was a common understanding that it made them think and influences their thoughts and actions. Main Christian festivals are celebrated either in church or school, children see it as natural to share these with family and community, recognising that they are part of a larger family. Each term a simple communion is shared with older children, they are helped to understand the service and its links to Jesus' last supper. Children make different contributions to these and enjoy participating, they explain in some depth the meaning of these for themselves and Christians. All children understand prayer is sharing their ideas with God and that they can do this in different ways and times. Younger children create simple thank you or sorry prayers, with older children considering world events and showing empathy and concern for others. There are opportunities to write prayers for worship as well as meet their own needs. There is a growing maturity in their thoughts with some children recognising the contribution prayer can make to their daily lives. Evaluations completed indicated that children's knowledge of Trinity was weak, so this was addressed through a Trinity day, to be developed each year. Children explore their understanding of Trinity, expressing these in a variety of ways, how dance might help as well as models, art and other media, through workshops extending the depth of their thinking. Various ideas are reflected in children's explanations with confidence to verbalise and wrestle with their understanding. Recently a few children have begun to plan and lead worship, which was one of the issues they raised. This is still in its infancy and needs further support and time to allow this to become embedded and enable children to feel they have some ownership in this area. Much of the monitoring and evaluation does not have sufficient depth to lead to plans that raise the impact of this further. There have been no evaluations of the reflection areas or the impact of prayer, so whilst there have been changes these are not fully informed.

The effectiveness of the religious education is good.

There is good evidence to indicate that new approaches to teaching and learning in RE are raising interest and standards in this area. There is greater emphasis on children posing their own questions and seeking answers. This leads to more focused discussions where children reason through their own ideas whilst evaluating the ideas of others. Children enjoy this style of learning, using higher order thinking skills to challenge others as they come to new understandings of their own beliefs. The knowledge and expertise of the RE coordinator has been at the centre of this, introducing new initiatives such as Discovery RE and Christian concepts. She has effectively supported staff, enhancing their subject knowledge as they trial and embed these ideas. The impact of some of this is already apparent with the quality of teaching in Christianity beginning to rise. The quality of teaching in RE is at least good, sometimes better and rising. Clear learning objectives linked to how children can achieve these are given so children are supported to achieve their best, with opportunities to self-assess. Marking provides good feedback with guidance on how to improve or individual questions to deepen their thinking further, children's responses show this is effective. Work is well matched to children's ability and challenges their thinking regularly. The school is moving towards recording work in different ways and not just in writing. Children enjoy this and are beginning to respond in more depth. These approaches though are not yet fully established, so their full impact has yet to be realised. Standards in RE are generally in line with the other core subjects and national expectations, although the number of children who achieve higher levels is not as good. Monitoring is effectively undertaken through lesson observations and focused support to raise the quality and impact of teaching. The target from the previous inspection regarding developing assessment in RE, so it informs planning meeting the needs of all learners, this has been achieved. New systems of assessment are in place and being refined allowing staff to identify gaps in learning and address these. Discussions with children indicate that children's interest in the subject is growing due to the new approaches, with more children recognising its relevance to their lives and thinking.

The effectiveness of the leadership and management of the school as a church school is outstanding.

Holy Trinity has a clear Christian vision for being a church school which is summarised in its ethos statement that 'we are all special and we all matter. Jesus helps us to make right choices. God looks after us and we look after each other'. These are not mere words, but lived out in action by a passionate leadership team and staff who put children at the heart of all they do. Through high quality teaching, they want children to be inspired and achieve their potential in all areas, not just academic, although these are important. Children experience being part of a rich, tangible, caring Christian community where God given values underpin work and learning and where relationships are uplifting. The school's Christian distinctiveness is seen in the quality of relationships between all members of the family, this extends to links with parents and carers. Parents appreciated the dedication of staff who went beyond expectations in their care and support, knowing and valuing each child. Time is given for those who have particular needs and reflected in the nurture of children who have recently arrived from Syria. The pastoral work in place is most effective and from case studies provided was clearly making a difference to lives of both children and families. Governors actively support the school's monitoring, undertaking work scrutiny in RE and listening to children's views. They have identified areas for development in RE. Foundation governors have contributed to self-evaluation as a church school inspection, using criteria to evaluate the quality of provision offered and the impact it has. This has identified the need to plan further improvements in spirituality so that there is clear progression throughout the children's time at the school. Governors take their role seriously and responsibly, reviewing the DfES reports on standards, particularly the progress made by disadvantaged children and challenging the school about the provision for the more-able. Standards at the school remain high. In most years, attainment has been significantly above national expectations for all subjects at the end of Key Stage 2, with good and often better than expected progress being made. Children who are disadvantaged, or those who have particular needs, make good progress from their starting points. Good attitudes are nurtured towards learning, attributed to Christian values, developing the skills which make them successful resourceful learners. Children become confident in their own ability and overcome barriers to learning. Additional professional development for staff is well focused and draws upon expertise from the diocese, with ideas being cascaded on to staff who, with effective leadership support, trial and shape new ideas for their classes. There are a number of good examples seen in RE and worship, where the school is constantly seeking to provide a rich and exciting curriculum which inspires learners. The school belongs to a group of similar schools who provide mutual support sharing their own good practice. Church makes a full contribution to life at the school, children welcome the vicar who regularly leads worship and is influential in governance. Joint projects with the church bring mutual benefits, giving children an appreciation that they are part of a larger church family. Involvement with the local community allows children to demonstrate their diverse talents, from singing and choir to sports and arts, the school has an impressive status. Parental contributions are plentiful and diverse; they support the school fully. Many come from out of catchment because of their distinctive ethos. The school meets the statutory requirements for RE and collective worship.