

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Voluntary Controlled Primary School	
Wetmore Road Burton on Trent DE14 1SN	
Current SIAMS inspection grade	Outstanding
Diocese	Lichfield
Previous SIAMS inspection grade	Good
Local authority	Staffordshire
Date of inspection	5 December 2016
Date of last inspection	December 2011
Type of school and unique reference number	Voluntary Controlled 124294
Headteacher	Nicola Oliphant
Inspector's name and number	Reverend Alison M. Morris 759

School context

Holy Trinity Church of England Primary School is a smaller than average primary school with 161 pupils aged from 3 to 11 years. The school is situated in the town of Burton on Trent. It is a popular and over-subscribed school. Most pupils are White British. Pupils in years 3, 4 and 5 are taught in two mixed age classes. The proportion of disabled pupils and those with special educational needs is above average. The school has close links with St. Modwen Church and The Riverside Church Community. The school was judged by OFSTED to be good in October 2015.

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

- The distinctive Christian school vision, based on Christian values is being effectively lived out and promoted through the dedication and committed leadership by the headteacher.
- Exemplary pastoral care based on Christian values with highly effective intervention strategies which enable pupils to realise their potential and succeed within a safe and nurturing Christian community.
- Embedded Christian values seen in the excellent behaviour of pupils in school.

Areas to improve

- Engage the whole school community in implementing more formal systems of monitoring and evaluating the school's practice as a Church of England school.

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

School leaders and governors have embedded clear expressions of Christian distinctiveness, Anglican character and positive ethos at the core of this exceptional school. Explicit Christian values, which are rooted in the teachings of Jesus Christ, support a total commitment to meeting the holistic needs for all groups of pupils. The mission statement 'Aspire to be more' is at the centre of this vision and the values that emanate from this enhance pupils' learning. The vision is explicit, through the use of visual statements and documentation through to classroom practice. The Christian character strengthens the school's commitment to develop individual strategies for learning and raise academic standards for all. Early intervention strategies are highly successful. For example, precision teaching in all classrooms and provision mapping ensure that the needs of all pupils are met; intervention programmes such as, HOPE and Positive Play are used to support the children. A mentoring programme led by The Riverside Community gives practical help to pupils and families to overcome barriers to learning. This is nourished and challenged by distinctive Christian values such as 'Koinonia' (the New Testament Greek term for community) and forgiveness. These values are successfully shared amongst all stakeholders and are embedded each half term to align with the liturgical calendar. Pupils are treated with dignity and valued as unique individuals to be fully nurtured in this happy, inclusive Christian environment. Staff have equally high expectations and aspirations for pupils where all are valued and supported to achieve their best, no matter what their ability or background. Academic progress is good and pupils achieve well, most reaching good standards of attainment in academic work. Pastoral care and welfare support is very strong and this is matched with systems for tracking pupils' progress so that they have the best chance of success. Pupils' social, moral, spiritual and cultural development (SMSC) is exceptionally well catered for, the latter being promoted very well in religious education (RE) as well as in high quality creative experiences in the wider curriculum. Examples of effective practice include visits by a theatre group who produced a play on 'David & Goliath' and 'The Fiver Challenge', which is a project to develop business skills. Pupils are happy, feel secure and proud of their school. Exemplary relationships exist between pupils and adults, which enhance and foster excellent community cohesion. Pupils from all cultures feel welcomed and secure in the knowledge that diversity is embraced and beliefs are respected. Pupils' behaviour in lessons and around the school is impressive. Pupils are respectful, polite and courteous. Pupils display positive attitudes to learning within a culture of praise and reward. This is clearly underpinned by Christian values. Pupils are very eager to succeed and take pride in their work. A creative curriculum enlivens pupils' learning, so there is very little absence because learning is fun. Pupils understand what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. One pupil stated, 'It is here we learn about Jesus's teachings'. An effective school council also allows the pupil voice to contribute to decision making. Pupils also participate in the mission of the wider community through fundraising and charitable giving. For example, donations to Christian Aid. RE makes a very significant contribution to pupils SMSC development as belief matters in this school. Creative displays of religious artefacts, and symbols in the foyer express the school's Christian distinctiveness and encourages discussion. Classrooms have developed Christian focus areas which, when used for prayer and reflection makes a strong contribution to pupils' spiritual development. The school's calm and purposeful environment promotes an excellent learning climate where all pupils make progress and succeed.

The impact of collective worship on the school community is outstanding

Daily worship is distinctively Christian and evokes a sense of gathering within a spiritual atmosphere. It makes an outstanding impact upon school life. It has a strong focus on the person of Jesus Christ and the Trinity. Worship is inclusive, inspirational, uses biblical material and creative imagery wherever possible. It also makes a very good contribution to pupils' spiritual development through reinforcing and impacting upon Christian values. Worship, through its moral messages, influences the pupils' actions and behaviour, creating a positive learning environment. Attitudes to worship are very good because meaningful experiences, which are appropriate and significant to the pupils' needs, age, development and interests inspire them. Pupils' behaviour, attitudes and belief are influenced by Christian distinctiveness. Visual images and symbols are used well to encourage awe and wonder in the worship experience. During worship, good use of artefacts and drama, while sharing bible stories energises pupils' attention. As a result, they are very actively engaged throughout. Pupils enjoy worship, speak positively about it and are keen to sing and pray. One pupil said, 'We like it because we pray to God'. This enjoyment is reinforced through the significant work of the 'The Riverside Community' which brings richness and diversity to worship. As a result, attitudes to worship are impressive because, through moral messages, worship encourages pupils to put their faith into action. For example, food from the harvest celebrations was donated to support family needs within the local community. Pupils can also speak confidently about Jesus teachings and how it impacts on their lives. A greater sense of spirituality is enhanced through opportunities to be still and to reflect in an atmosphere of peace. Worship planning, which is systematic and clear, uses a range of resources led by different leaders from across the school community. Weekly themes reflect Bible stories, Christian values and beliefs which are based on the Christian calendar. Through the

Worship Committee, purposeful pupil involvement is beginning to take place through drama, leading prayers and engaging in some evaluation. Additional activities such as the lunchtime Christian Club offer practical activities and time to discuss how the worship themes impact upon the pupils' lives. Previous substantial links with the clergy at St. Modwen have influenced positively the link between this school and the Anglican church. This is consolidated by other Christian groups such as the Elim Team. Some Anglican traditions and practices are embedded in worship but knowledge of the Christian diversity across the Anglican communion is the next step for deeper understanding. Key Christian celebrations, such as harvest, Christmas and Easter take place either in St. Modwen's Church or The Riverside. Links with the vicar, diocese and foundation governors ensure that Christian distinctiveness has a high profile. Parents are beginning to respond positively to invitations to share in worship. As a result, some parents enjoy, and appreciate worship in school. Prayer spaces and reflection areas are now appropriately used around the school and encourage pupils' personal spirituality. Pupils demonstrate their understanding of the purpose of prayer and reflection in their own lives. One pupil said, 'You get that moment to be yourself and talk to Jesus'. They also use familiar prayers, including The Lord's Prayer, and their own school prayer. Evaluating the impact of collective worship to inform future planning is however, too informal. The school correctly identifies that this needs to be more formally embedded by foundation governors, so that the quality of worship continues to be substantial and of high quality. The school also recognises the need to make a clear distinction between worship and assembly in the life of the school, so that pupils' and parents understanding of these special activities are supported.

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

The headteacher is well supported by governors, staff and parents and has a passion and commitment to the Christian foundation of this school. A very clear and consistent direction is provided by her leadership which drives forward the school's vision. Pupils, leaders and parents articulate, understand and ensure that the distinctive Christian values and ethos which pervades a caring environment remain central to the school's vision. Both the parish incumbent and the Riverside Community are regular visitors and nurture the close links between pupils and their respective Christian communities. This adds to the Christian distinctiveness. However, a greater understanding of the Anglican nature of this school needs to be explored and developed further. Both the chair of governors and foundation governors are supportive of the strategic drive to improve further academic progress, well-being and to develop the Christian distinctiveness. All staff and governors have an honest view of the future developmental needs of this school. Well planned, thorough and accurate systems of planning, recording, monitoring and evaluating are in place. Robust and rigorous systems successfully reflect the impact on pupil achievement. Self-evaluation and reflection impacts well on improving standards as skilled governors act as critical friends who effectively set the strategic direction for this Christian school. Staff are given training and responsibilities for leadership roles. For example, middle leadership training is beginning to impact upon effective school improvement planning. This has a positive impact upon the way that the school is enabled to live out its Christian vision. A significant contribution by the head teacher, through targeted professional development and succession planning, has strengthened the capacity to plan for future development and to ensure continued success. Statutory requirements for both RE and collective worship are both met. Collective worship and RE are led with enthusiasm and supported well by the staff and pupils. The RE Staffordshire Agreed Syllabus provides a structured learning scheme so that pupils have a deeper respect of Christian values and beliefs, whilst also developing an understanding of other faiths including Islam and Hinduism. RE is also linked to the 'Big Question' with 'I can' statements to encourage pupils to be reflective learners. Pupils' books are scrutinised and standards monitored which ensure RE has a high profile within the school. Exemplary relationships throughout the school show the key role that Christian values play in the community. Effective relationships also exist between the school and parents and a strong Christian sense of belonging and identity, within which all faiths and cultures are celebrated is now greatly valued. An example of this is seen in the extensive work and support of the Parent/Teacher Association. Parents like the school, feel valued and have confidence in the work it does. They speak highly of the school, the care and concern shown to their children and the very professional way in which staff work. Parents believe pupils' academic and personal needs are being met and progress is extended through extra-curricular activities such as the Home Learning programme and film club. Some parents also recognise how Christian faith underpins their child's education. One parent said, 'Faith is made fun for them.' Purposeful partnerships exist with the diocese, and other school clusters which encourage a positive and supportive learning environment across the town which is helping to meet pupils' needs. The areas for development identified in the last inspection have been addressed. Pupils are provided activities such as visits to the Derby Faith Trail and enjoy British Values project work on First World War poetry and the plight of Syrian Refugees. As a result, pupils learn, reflect, celebrate and value diversity and are beginning to be culturally aware of their wider responsibilities within a complex global society. However, the school acknowledges that further planned activities for pupils to encounter the lifestyles of people of different faiths are important for pupils' understanding of a diverse society.

