

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England VC Primary School

Vision

Help all children reach their full potential.

Provide a happy pleasant and stimulating environment in which the contribution of each individual is valued.

Foster mutual respect and care for those within the school and wider community.

Encourage Christian values to permeate the life of the school.

Enrich school life through a daily act of collective worship.

'Aspire to be more, not to have more.' This is shown through the account of the Widow's mite. Mark 12:41-44

Strengths

- The Christian vision is rooted in the Bible and is highly appropriate to the school context. It is understood and lived out in everything that Holy Trinity undertakes. Consequently, pupils and adults are able to flourish.
- Relationships within the school are a significant strength. Because the vision is central, the school recognises, celebrates and nurtures each person's uniqueness. All who come to the school are welcomed and treated with kindness.
- Religious Education (RE) is passionately led. The curriculum is well balanced and engaging and builds on prior learning. Pupils enjoy the subject and carefully consider how their learning influences their own lives.
- Inspired by the vision, leaders actively create a highly inclusive school culture. They ensure there is excellent support for each individual, including vulnerable pupils and those with special educational needs and disabilities (SEND). This creates an ethos in which each member of the school community feels valued and cared for.
- The school's Christian vision and values are explored in collective worship. These gathered times are enjoyed and offer meaningful moments of reflection which enrich spiritual development.

Development Points

- Build on current practice and provision to provide explicit opportunities for spiritual development across all curriculum subjects.
- Further develop pupils' understanding of the impact of their courageous advocacy. This is to enable them to talk with confidence about the positive changes they make to other people's lives.



Inspection Findings

The Christian vision, values and motto are at the very core of this welcoming and community-driven school. This means that it is a place of hope and support for many of the pupils and families it serves. The motto 'Aspire to be more, not to have more' is a quotation from the famous Archbishop, Oscar Romero. It has its roots in a parable of Jesus and motivates and inspires the school community. The Christian values are inspired by the vision and are deeply embedded. 'Koinonia' is the first of these and refers to the special way that this community looks after each other. It is the golden thread that runs through and binds together the school family. Throughout the building, images reinforce the message of the vision, values and motto. They help to inspire pupils and adults, reminding them that they belong here and are able to become the best they can be. Leaders and governors understand the context of their school exceptionally well. They strive to make sure that pupils and adults can succeed and flourish. The governing board are committed and passionate and are fully involved in the life of the school. Through their effective monitoring and evaluating, they offer appropriate support and challenge to leaders at all levels.

The Christian vision and values inspire leaders in their design and organisation of the curriculum. The school is committed to a holistic approach that develops the whole child. An example of this is the introduction of the 11 by 11 promise. Pupils are given experiences that are designed to broaden their horizons and develop their unique potential. Personal development alongside academic achievement is supported by a wide range of extracurricular opportunities. These enrich pupils' lives and experiences. There is a drive to ensure that pupils are able to approach and access the curriculum effectively enabling them to thrive. This includes those who have English as an additional language and those with SEND. Care is taken to support and nurture every individual. Thus, pupils enjoy lessons and are motivated in their work. The school has a shared understanding of spirituality through the use of windows, mirrors and doors. Pupils are beginning to talk about spirituality, particularly in collective worship. However, moments to apply the language of spirituality are less developed across subjects, limiting the way they flourish through the curriculum.

Collective worship is a valued part of the day. It is a focus for spiritual flourishing across the school. Pupils and adults welcome the opportunity to gather together and pray. Worship provides opportunities to explore the vision, values and motto in a variety of ways. This helps to underpin the clear sense of family and belonging that permeates and unites the diverse school community. The use of windows, mirrors and doors encourages discussion and reflection ensuring that these gathered times are meaningful. A carefully planned programme follows Christian festivals and explores deeply the meaning behind each of the Christian values. Worship is inclusive. It invites those with religious faith or none to engage with Bible stories, singing and reflections. Prayer is an important part of daily life at Holy Trinity. The prayer tree, covered in ribbons in the school entrance, is a visual reminder of the centrality of prayer. Pupil worship leaders meet with a member of the governing body to monitor and evaluate the impact of worship each week. This informs the planning and delivery of future class, key stage and whole school worship. There are strong links with a number of local churches and Christian organisations which enrich and enhance the spiritual life of the school.

The wellbeing and mental health of every member of the Holy Trinity family is of paramount importance to leaders. Love, compassion and empathy, inspired by the vision, run abundantly through each day strengthening relationships for pupils and adults. They are known and loved as the unique people they are. This was expressed by a pupil saying 'we all matter here'. Diversity and difference are positively embraced. Thus, all are welcomed, treated with dignity, and included as valued children of God. Pupils care about the wellbeing of their peers and are polite and respectful towards each other and adults. Where needed, help and support is quickly given meaning those experiencing difficulties feel noticed and listened to. Parents speak highly of the support offered to families. They feel valued and cared for. Leaders are committed to investing in the professional development



of the staff team. It has been central to leaders during the development of their curriculum. Staff are appreciative of the support given by leaders and governors and feel valued.

Partnerships are evidently important to the school. The vision inspires strong relationships with local churches and community groups contribute positively to the life of the school. There are also productive links with the diocese who provide support and high-quality training to staff and governors. Pupils are aware of local and global issues of injustice and inequality. They explore this during collective worship and in some lessons. They know about the needs of others outside the school because of the strong moral teaching that is woven across the curriculum. As a result, pupils are motivated to respond generously through fundraising. However, they are not yet able to talk confidently about the impact of this on others' lives. Although they realise that they can be courageous advocates for change, this is not routinely followed through.

RE has a high status in the school and is passionately led. It is well resourced and makes an important contribution to the Christian character of the school. Visits from faith leaders as well as to a variety of places of worship contribute to a rich and diverse learning experience. The subject leader has a robust and clear plan for RE and provides quality professional development for the staff team. Consequently, the curriculum is well resourced, effective and is planned to build pupils' knowledge as they progress through the school. Pupils enjoy RE and are given opportunities to develop a good understanding of Christianity, a number of faiths and worldviews. This enables them to consider diversity and different practices of believers. A wide range of Bible stories, often linked to the school values are enjoyed. This helps pupils to make links to their own life and experiences. The use of big questions promotes reflection and exploration of ideas and beliefs.

Information

Address	Wetmore Road, Burton on Trent, Staffordshire, DE14 1SN		
Date	24 September 2024	URN	124294
Type of school	Voluntary Controlled Primary	No. of pupils	222
Diocese	Lichfield		
MAT/Federation			
Headteacher	Nicola Oliphant		
Chair of Governors	Richard Winterton		
Inspector	Rebecca Walker		