

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Trinity Church of England Voluntary Controlled (VC) Primary School</b>	
Longford Rd, Heath Town, Wolverhampton WV10 0UB	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Lichfield</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Wolverhampton
Date of inspection	6 <sup>th</sup> July 2017
Date of last inspection	13 <sup>th</sup> July 2012
Type of school and unique reference number	VC Primary. 131439
Headteacher	M Welton
Inspector's name and number	R M Gale 337

### School context

Trinity CE Primary school is a larger than average primary school, serving 600 pupils from a community rich in its diversity. The school has rapidly expanded over the past four years, moving from a two-form entry to a three-form entry school. In addition, it provides support for two year olds through Early Explorers which was awarded the grade of outstanding by Ofsted in December 2016. There are strong links with Holy Trinity Church and its leaders.

### The distinctiveness and effectiveness of Trinity Primary as a Church of England school are outstanding.

- The outstanding leadership of the inspirational headteacher, strongly supported by staff and the governing body.
- The sharing by the whole school community of a sense of passion and determination unified by a single Christian vision and collective responsibility to improve the life chances of every individual child.
- Worship that is joyful, personalised, relevant and meaningful so that every pupil is offered the opportunity to develop their own spiritual journey.
- The quality of relationships in school which are outstanding and appreciated by pupils and parents alike.
- The delightful, confident and articulate pupils who are developing into thoughtful young people with an understanding of and respect for diverse communities and who display tremendous skill in reflective and philosophical thinking.

### Areas to improve

- Develop the opportunities for pupils to enhance their leadership skills through the peer mentor programme and worship leaders programme to exemplify understanding of the school's key Christian values.
- Promote further opportunities for all members of the governing body to engage in the formal monitoring and evaluation of the Christian distinctiveness of the school.
- Re-visit worldwide Christian church links.

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

This vibrant, highly inclusive school community thrives within an atmosphere in which the development of the whole child is secured through a strong commitment to the school's Christian vision. The school's mission statement 'Learning to Love, Loving to Learn' supported by the 5 Cs of Courtesy, Consideration, Co-operation, Self-Control and Commitment, is lived out through core Christian principles, all linked together by Bible verses. Christian faith binds the school together and guides the actions of all within this school. One pupil explained, 'This is a Christian school where we all love each other, we are all different but equal here'. All of this enables the pupils to become the best they can be, supported by outstanding pastoral care. Clearly these values, the life and teaching of Jesus and positive behaviour strategies are having a profound impact on pupils. The school's proclamation of these values is also evident in the outstanding relationships within school and between the school and the church community. There is a true sense of cohesion across the school. All work together as one, supporting pupils' spiritual, moral, social and cultural (SMSC) development. Pupils are nurtured and encouraged by this Christian family and as a result, most pupils meet the national floor standards in reading, writing and mathematics, which are the minimum standards for the achievement of pupils by the end of Key Stage 2 set by the government. Successful systems are in place to monitor outcomes and target interventions to ensure the needs of all pupils are addressed. Members of the school council speak of their team work, maturity and responsibility for God's world. As a result, pupils know that they have a voice that will be heard and that their views are respected. Their efforts are constantly acknowledged and celebrated; these pupils want to be in school. They work hard to earn house points, stickers and certificates. They constantly strive to achieve the coveted school 'Platinum' award. This results in very good levels of attendance and punctuality. The behaviour of most pupils and their attitudes to learning are outstanding because they enjoy and appreciate the rich variety of learning experiences on offer. There is much to appreciate, as many of these experiences extend beyond the school day and contribute to a broad and rich curriculum which is creative, interactive and weaves across subject boundaries making learning wholesome and relevant. Pupils are given many opportunities to learn outside of their classroom which include taking part in Forest schools, visits to London, places of worship and residential experiences at outdoor centres. This supports the way pupils are encouraged to appreciate a sense of awe and wonder from their learning. Special areas such as classroom reflection/quiet areas and outdoor areas such as the Forest school area and garden give pupils further opportunities to develop their spirituality through reflection. This is enriched by attractive displays which exemplify distinctive Christian values and Biblical material. Christian signs and symbols reinforce the school's distinctiveness and further support pupils' spiritual awareness. The school has a strong commitment to Christian stewardship and supports a range of charities. These fund-raising events, which include a local, national and global focus and the work of the choir within the community all celebrate the school's Christian outreach. In all these ways, pupils are committed, daily, to making a difference to the lives of others as well as their own families. Pupils talk positively about religious education (RE), they can link discussions in RE lessons with messages received in acts of worship and further link these with their everyday lives enabling them to reflect philosophically upon their own behaviour and that of others. Their knowledge of Bible stories is praiseworthy. Monitoring by the RE subject leader, (currently the headteacher) shows that the RE scheme of work impacts well upon the whole school community. Pupils understand the diversity between faith communities and how believers, 'stand up for their faith'. The school is currently exploring various resources to support and enhance these aspects including 'Understanding Christianity' and 'Roots and Fruits'. Pupils have a very good sense of self-belief and are being prepared well for their journey in life. Trinity CE VC Primary school fulfils its central aim by developing the full potential of every pupil in their care, enabling them to be able to demonstrate that they are 'Learning to Love and Loving to Learn'.

## **The impact of collective worship on the school community is outstanding.**

Daily collective worship is fundamental to the life of this school and makes a significant impact on pupils' lives. It reinforces the school's values and helps pupils to understand how the teachings of Jesus guides Christians in their daily lives. Bible stories, memory verses and practical examples support their knowledge of key Christian aspects such as Easter and the Trinity. Whole school, key stage and class worship feature across the school each week. Worship is planned carefully utilising a variety of stimulus such as the Christian calendar, Anglican aspects, Bible stories, multi faith festivals and the school values. These aspects deepen pupils' understanding of the school's 5Cs. Key verses from scriptures, audio visual stimulus, music and role play are just some of the activities used to engage the pupils in collective worship. As a result, worship provides opportunities for pupils' spiritual development as well as informing their behaviour, attitudes and relationships. Pupils enjoy worship and participate enthusiastically. They sing and sign their praise with great joy. They proclaim and recognise that, 'The Lord is here' at the start of worship. They are now eager to be more involved in evaluating, planning and leading worship. Pupils understand that responses, prayer, silence and song are central elements to the structure of worship. They express feelings of happiness, excitement and respect when they attend worship both at school and at Holy Trinity church. 'God is beside me when I attend worship', stated one pupil. A worship table, Christian artefacts, signs and symbols are used

to enhance worship. Pupils of all ages understand the significance of the cross and the lighting of candles in worship. One pupil stated, 'the candle reminds me to follow the spirit of Jesus, that we never walk in darkness but follow the light which is God's love'. Worship is led by a range of leaders including teachers, the school lay chaplain, members of the church community, the associate minister, the curate and the vicar. This variety helps pupils to understand the nature of worship including Anglican tradition and practice and gives pupils experiences of a range of worship styles. They particularly value the charismatic styles of school leaders in leading worship and can recall the content and the message vividly. Pupils know the value of prayer in worship; it is given a high profile. Pupils are encouraged to write prayers and place them in their class prayer boxes - these are then chosen to be read out during key stage worship. They are supported in developing prayer through class discussions and through learning prayers to use at lunchtimes and at the end of the school day. The Lord's Prayer and the school prayer are known by most of the pupils. Pupils know that during prayer they can to 'get close to God and talk to him.' Pupils particularly enjoy class worship which affords them the opportunity to be creative and experience worship in a smaller, more intimate setting. Each class has a reflection/quiet/prayer area which is easily accessible to the pupils. The monitoring and evaluation of worship is carried out in a systematic way through 'Pupil Voice days'. Pupils can clearly and passionately articulate how collective worship impacts on their own personal spirituality and their developing relationship with God. This feedback is evaluated, discussed and forms part of school development. The governing body evaluate worship informally. Pupils and their parents visit the school and Holy Trinity church for the principal Christian festivals and pupils enthusiastically take an active part in them. These events are much appreciated and well attended by parents. Parents evidence that their children are applying these Christian messages to their home lives, for example in how they behave. They comment that 'there is a sense of openness and joint celebration which contributes to the way we are, both at home and school.'

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

All leaders, including governors display great passion for this school and are effective in articulating and promoting the school's distinctive Christian ethos to support effective learning. A clear direction is set by the senior leadership team and is closely adhered to by all staff. Leaders consistently model the school's values and there is an emphasis on enabling pupils to develop as unique individuals with an appreciation of shared values. All leaders live out this vision in their actions and plans. They are committed to creating an outstanding Christian environment in which all aspects of pupils' development and well-being are fostered and promoted through biblical teaching and Christian values. This contributes strongly to the very good outcomes that all groups of pupils now enjoy. The school is an extension of the local church's worshipping community. The church community supports the school effectively; they lead worship, clubs (such as Jesus and me club), and promote activities such as messy church. Pupils visit the church as part of their learning in RE as well as for worship during key Christian festivals. This gives pupils and staff a developing experience of the Anglican tradition. Parents are very supportive of the school. They attribute the strengths of the school to its family ethos and Christian values, exemplified through the 5Cs. They say that this has an impact on the development of their children in the widest sense. One parent stated, 'pupils are encouraged on their journey to know God'. Parents comment on the openness of the staff; they are described as 'sensitive and welcoming' in their approach. The headteacher's own Christian faith is very evident in all aspects of his leadership, he makes an outstanding contribution to the community, resulting in an atmosphere of mutual trust and respect. He is also currently the RE subject leader and the worship co-ordinator and is very effective in these roles. Evaluation of the school's distinctive character with consideration of pupil views is a key aspect of this role. As a result, the school has effective development plans for pupil achievement, worship and RE which aim to work towards consistently delivering outstanding provision in all areas. RE and collective worship not only meet statutory requirements but have a significant impact on pupil attainment. The new school building is being transformed into an inspirational Christian working and learning environment. Governors monitor and evaluate the distinctiveness and effectiveness of the school as a church school in an informal manner, suggesting ideas to develop and delegating resources as appropriate. They know their school and support in many practical ways. Leaders use additional funding such as pupil premium and sports funding effectively to support the individual needs of pupils appropriately. Through targeted professional development, leaders have strengthened the school's capacity to plan and deliver a vision that is now owned by all. Pupils benefit from a range of activities which promote difference and diversity. Understanding of the world wide Christian church is developing. The development points identified in the previous inspection have been addressed, this has been achieved with effective support from the Lichfield Diocese.