

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity CE Primary School

Church Close, Lower Beeding, Horsham, West Sussex, RH13 6NS

Current SIAMS inspection grade	Satisfactory
Diocese	Chichester
Previous SIAMS inspection grade	Good
Local authority	West Sussex
Date of inspection	09 May 2018
Date of last inspection	13 November 2012
Type of school and unique reference number	Voluntary Controlled 125987
Headteacher	Tracey Bishop
Inspector's name and number	Rosemary Appleby 749

School context

Holy Trinity CE Primary School is smaller than the average primary school with 90 on roll and a significant number of pupils are admitted from outside of the village. An extensive building programme, lasting over three years, has increased the provision for pupils through the addition of a hall, new pupil toilets and a reconfiguration of the school. The number of pupils eligible for free school meals is below the national average as is those who have special educational needs and/or disabilities and most pupils come from a White British heritage. Attendance is above national average.

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

- The Christian character of the school is shown through a strong ethos of nurture which is underpinned by Christian values resulting in the school community feeling that they are part of a family.
- Christian values influence pupils' daily lives resulting in exemplary behaviour and positive attitudes to learning and good levels of attainment.
- The peace garden is a calm oasis for reflection and promotes spirituality.

Areas to improve

- Strengthen the process of self-evaluation as a church school through formal monitoring of all aspects of the school's Christian distinctiveness, gathering robust evidence of how the Christian character impacts on learners. Ensure that the outcomes of evaluations feed into the school development plan and measure the impact of improvements.
- Make the core Christian values more explicit in the life of the school. Ensure that they are securely linked to the vision, and consistently reinforced in the school environment so that all members of the school community can confidently articulate them and their impact on their daily lives.
- Develop pupils' understanding of Christianity as a multi-cultural faith so that they develop a greater appreciation of the global nature of Christianity.
- Increase pupils' ability to articulate how Bible stories, worship and school values impact on their own lives.

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

Holy Trinity school effectively provides both an inclusive environment where the needs of pupils are met and a high level of nurture and care to its school community through a strong Christian ethos of respect. This has improved attendance which is currently above the national average. The school has well established and understood 'golden rules' which are evident in the excellent behaviour and attitudes to learning of pupils. They impact positively on pupils' achievement and progress. Parents praise the school because 'it is not afraid to be the Christian school' and 'is full of joy and smiles'. Families attend Holy Trinity because of its 'family feel' and because pupils are taught true acceptance of others. The school vision of 'Work Together, Learn Together, Grow Together' and the values of spirituality, responsibility, creativity, resilience and respect were agreed by the school community many years ago to develop shared understanding of the school's Christian character. However, the values have not been explicitly linked to the school's vision and do not have a high prominence on their website. This means that the school community cannot confidently and consistently articulate the impact of Christian values on their daily lives. Recently the school has linked their five values to 'learning friends' such as Oscar the owl who represents respect and have defined each of the values in a Christian context. Pupils are secure in naming the five values and the appropriate learning friend. However, they are not yet making the link between the learning friend and the Christian character of the school such as how Oscar represents the fact that 'God gives us choices in our lives, and we should respect these choices to acknowledge God's greatness'. The school environment does not effectively reinforce the school's Christian vision and values. Although there are displays such as thanking God for spring and a painting of the Trinity, these do not frame reflection in a Christian context. Christian values can, however, be seen in action and parents and pupils value the fact that the older pupils take care of younger pupils illustrating the Christian value of responsibility. Religious education (RE) contributes to pupils' spiritual, moral social and cultural (SMSC) growth. Pupils learn about religions such as Christianity, Judaism, Hinduism, and Sikhism and make visits to a Mosque and a Hindu Temple. Recently a link has been made with a school in Kenya. Through this work pupils are developing compassion, empathy and respect for other cultures. Pupils understand that giving money for charity links to the Christian values of respect and responsibility. RE enquiry skills are being developed through the use of questions focused on key Christian beliefs and opportunities to discuss these contribute to the Christian character of the school. For example, pupils considered; 'Is God real?' and 'What can we do to help take care of all the animals and plants?' in God's wonderful world. Looking after God's world was linked to the value of responsibility. However, it is challenging to track RE coverage and evaluate its contribution to the school ethos as many different books are used for recording such as RE, science, planning and topic.

The impact of collective worship on the school community is satisfactory

Collective worship is a distinct time in the school day when biblical references and the church year are reinforced. This ensures that the Christian character of the school remains central to the life of the school community. The collective worship leader meets with the incumbent of the local church and a foundation governor to discuss worship themes and then these plans are further scrutinised and commented on by the governors' ethos committee. Worship is enriched through contributions from leaders of the local parish church of Holy Trinity, the Baptist church and Catholic church. This effectively increases learners' understanding of a range of Christian traditions. Pupils are respectful through participation in elements of worship such as sequencing Bible stories, singing, comparing the biblical themes to their own lives and praying. The person of Jesus Christ is evident in collective worship. Pupils have opportunities to develop their understanding of the Trinity. They can name Father, Son and the Holy Spirit and understand that their school name of Holy Trinity is linked to this. Aspects of Anglican worship such as a greeting at the beginning, lighting of a candle, biblical readings, prayer, use of the appropriate colour cloth for the church year, and a blessing to finish are well established. The setting and ambience in the hall for worship is created by an alcove which has a large beautiful cross set in the wall with pictures of the Holy Spirit which pupils have designed. Pupils know that a candle is lit to 'show Jesus is the light of the world'. Worship no longer includes a time for reflection because in discussions with pupils the collective worship subject leader learnt that they did not like to be silent and reflective in worship but preferred to use the peace garden. Pupils value this recently developed space which they find 'relaxing' and where they have written meditation prayers and asked God to 'help everyone however rich or poor they are'. Pupils designed the flower bed, in the shape of a cross, and grow the plants to put in the cross. The funding was provided through a deanery fund which their local incumbent secured for the school. This effective example of partnership between the school, church and pupil voice enhances opportunities for spirituality and has increased pupil understanding of reflection. Pupils are confident when talking about prayer and say that that they pray to God to tell him all their worries and 'he takes it away and makes you

feel better'. Pupils of religions other than Christianity feel included, telling the inspector that prayer is 'talking to our God'. Pupils are aware of biblical material and some can talk about the messages from God in these stories. However, pupils are less secure when relating biblical material to their own lives and in knowing the names and meaning of the Bible stories. Leaders have informally monitored some collective worship but, as this is not regularly carried out and is not formal, evaluation of this monitoring does not provide robust evidence to inform future planning and improvement. Pupils have not been involved in evaluating worship and lack the skills and vocabulary to talk about how worship impacts on their lives. Recently a pupil worship team has planned with a foundation governor to lead worship in school and in church. They write prayers, choose the music and act out Bible stories which illustrate their understanding of the key elements of Anglican worship. Services celebrating harvest, Easter, Christmas and end of school year at the parish churches effectively reinforce Anglican tradition and provide an alternative setting for worship with attendance from the wider community to illustrate the place of the school in the church family.

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

Leaders of Holy Trinity have a clear vision of how 'Work Together, Learn Together, Grow Together' underpins the daily life of the school and links to their values. Christian values, although not always explicitly expressed, underpin and have a positive impact on the school's approach to relationships, the pupils' wellbeing and attitudes towards learning. The leadership team are committed to ensuring that care for each other and respect is embedded in the daily life of the school. Parents appreciate the pastoral support that members of the school community provide to their children and they recognise the school as an inclusive church school. In a mutually supportive partnership the school and church organise Lenten lunches and Christmas and summer fairs which strengthens the sense of belonging to both communities and contributes to the promotion of the school's Christian values. The RE and collective worship leader is enthusiastic about her role. In the light of her attendance at the course 'Understanding Christianity' the school is reviewing its RE provision. Some staff have been introduced to the resources and principles from this training but have not yet had significant training to implement the units of work. Training of staff delivering RE is not consistent across the school. Governors are committed to the Christian ethos of the school and support the school well through visits. The ethos committee meet regularly and have appropriate terms of reference which state that they are responsible for the monitoring of all areas of Christian distinctiveness. However, there has been no significant use of diocesan training to support staff and governors in the monitoring and self evaluation of Holy Trinity as a church school. Because of this there is a lack of understanding regarding the requirements and criteria of each element of the self evaluation document and therefore the current self evaluation document lacks evidence of impact. In addition a lack of formal evidence gathering, such as discussions with pupils, has resulted in leaders not being secure regarding the extent of the impact of Christian distinctiveness on the school community. The arrangements for RE and collective worship meet statutory requirements.

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