



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School, Haywards Heath

Address Glebe Road, Cuckfield, Haywards Heath, West Sussex, United Kingdom, RH17 5BQ

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School's vision

We are a happy, confident, caring and flourishing school where children are motivated to flourish and achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos. Our decision-making is deeply-rooted in Christ's teaching, building on firm foundations of love, care and compassion for our whole community. 1 John 4:16 'God is love and those who live in love live in God, and God lives in them.'

Key findings

- The Christian vision of the school is lived out day by day in the actions of all members of the school community. This vision is led powerfully by school leaders. Love of each other, flowing from the love of God, inspires these actions. The monitoring of the school against the Christian vision is underdeveloped.
- An engaging and inclusive curriculum based on the individual needs of pupils means that all flourish in their learning. This is supported through loving relationships at all levels. Opportunities for spiritual development are in place but not yet captured in a whole school understanding of its contribution to flourishing.
- A culture which is rich in aspiration builds resilience and perseverance. This means that all situations are faced with positive attitudes founded on love, trust and forgiveness. Good mental health and wellbeing are prioritised for all members of the school community. This enables them to live life to the full in the service of others.
- Collective worship inspires pupils to live out their school values with joy and with confidence, both in school and at home. Pupils enjoy participating and making positive contributions but are not yet taking responsibility for planning, leading and evaluating worship.
- Religious education (RE) has been on a journey of significant improvement in teaching and in learning. This means that pupils are enabled explore big and searching questions. They develop a good understanding of, and respect for, those of faith and those of none.

Areas for development

- Formalise all monitoring of the school in line with the Christian vision in order that this is the explicit driver for continuing improvement.
- Ensure that the school's shared understanding of spiritual development is formalised in order that this area of school life complements the curriculum as fully as possible.
- Extend the role of pupil ambassadors and others to the planning and evaluation of collective worship so that they develop their leadership skills in new ways.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The Christian vision of the school, based on love of God and of each other, is embedded at all levels in the school community. This is reflected in the actions of the daily management of the school and clearly shared through close and supportive relationships. All adults in the school understand the need to show and to talk about love in order that all pupils are enabled to flourish. Over the past six years, professional relationships have deepened, resulting in a cohesive team which is well supported in its continuing professional development. Senior leaders provide strong role models and demonstrate how all can and must show love to those around them. They are well supported by governors in their embodiment of the vision and values of the school. This has been particularly evident in their support of challenging personal situations, including over the period of COVID. Partnerships with the local church and community are very well established for the benefit of everyone. Practical support in the form of food parcels, organised by the school and church, was a lifeline to families during lockdown. Although the Christian vision underpins the actions and decisions of the school, this remains largely implicit. As a result, monitoring does not have sufficient explicit focus on the impact of the vision at all levels.

Schools leaders have responded well to the changing context of the school. This has resulted in increasing numbers of those requiring additional support for a number of reasons. In shaping a new curriculum, the needs and interests of all have been carefully considered in line with the school's vision and associated values. Individualised support for those who are vulnerable ensures that they can access the curriculum and flourish in their learning. Systems which support mental and emotional health mean that any concerns for pupils and their families can be quickly addressed. This, in turn, helps pupils to flourish in their learning. High quality provision during lockdown, including continuous live lessons and practical equipment, has meant that there are very few gaps in pupils' learning. Pupils are, therefore, making good progress in their learning post-COVID in line with the school's high expectations of them. There is a wide range of specific opportunities for spiritual development in school. These include areas in which to take some time out and seven acres of school grounds in which awe and wonder are fostered. An invitation to offer prayer is also evident within the school environment. A clear and explicit shared understanding of the impact of spiritual development on the whole of school life, including the curriculum, is not evident. The school's associated Christian values of perseverance, resilience, aspiration and trust are well understood by pupils. They are confident in the knowledge that if they make mistakes they have the opportunity to try again. This is a direct result of their feelings of trust in the adults around them. The love that they show each other also helps them to feel secure in difficult situations. Behaviour in school is exemplary, being founded on love, trust and forgiveness. It is also based on a strong sense of the need for dignity and respect for all. Pupils have a good understanding of the importance of loving everybody around them and valuing difference in its many different forms. Pupils also know how to love and care for their world. They are able to do this practically in the school's extensive grounds and Rainbow Reps raise the importance of eco-awareness. This group also champions the need to love others through charity support showing love as their school vision requires. Good mental health for all is a priority for the school, based on loving relationships in line with the Christian vision. Many practical strategies have significant impact for those pupils identified as needing particular support. These include a sensory room, play and LEGO therapy, as well as a strong forest school curriculum and outdoor classroom used for lunchtime nurture clubs. Mental health support is extended to families as appropriate, in demand during COVID and in its aftermath. Staff are also very well supported in terms of their wellbeing and mental health. They are dealt with compassionately in times of personal difficulty and they are well supported professionally in terms of their workload.

Members of the school community, including parents, have a clear understanding about why collective worship is important. They articulate that it is to inspire those present to action through love and that it flows from the Christian vision and values of the school. The themes of worship are rooted in biblical teaching with clear links to scenarios to which pupils can relate. All are included and invited. Values beyond the four school values are explored. Pupils can explain exactly what they gain from worship time and give examples of how they have lived out the message they hear. Sung worship is inspiring and enthusiastic, much missed through the COVID lockdown when provision was remote. Pupils from across the school offer their own prayers. Year 6 ambassadors assist with practical aspects of collective worship and with some aspects such as drama. Their role, and that of others, is underdeveloped in the planning, leadership and evaluation of worship. There is a fruitful partnership with local churches, most especially with Holy Trinity Church, some of whose members lead worship each week. The priest of Holy Trinity provides rich and deep

support for staff, pupils and families, fully embracing and leading the Christian vision alongside senior leaders and governors. The church is well loved and well used, particularly for marking special occasions in the church and school year, and also for termly Key Stage 2 Eucharist services.

RE has been reviewed, changed and improved since the previous SIAMS inspection. The RE leader ensures that there are high expectations for the subject. Effective succession planning is in place through her shadowing by a less experienced teacher. Pupils enjoy RE and understand that it is a safe place to talk about what they believe and listen to others with respect no matter what they believe. Teaching is creative and engaging. As a result, pupils are able to ask their own questions and to record their thinking in interesting ways. Pupils who are vulnerable are well supported in developing their thinking and so make good progress. Assessment has been put in place to track progress and is always under review to ensure that all pupils continue to flourish in RE.



The effectiveness of RE is Good

Under the current leader of RE, teaching and learning in RE has improved steadily. A refreshed curriculum which is based on key questions engages pupils in their learning. They are encouraged to ask their own questions and are increasingly directing their own learning. Teacher subject knowledge is secure and very well supported by the subject leader who has a good understanding of the subject. This means that all pupils make good progress in RE.

Contextual information about the school

Date of inspection	08/03/2022	URN	126054
Date of previous inspection	17/03/2015		
School status	Voluntary Aided	NOR	401
Name of MAT/Federation			
Diocese / Methodist District	Chichester		
Headteacher	Ann MacGregor		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector's name	Virginia Corbyn	No.	0086