

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Trinity Church of England Primary Academy

Quakers Road, Devizes, Wiltshire. SN10 2FH

Current SIAMS inspection grade	Outstanding
Diocese	Salisbury
Previous SIAS inspection grade	Good
Date of academy conversion	July 2015
Name of multi-academy trust	Diocese of Salisbury Academy Trust (DSAT)
Date of inspection	16 March 2018
Date of last inspection	18 March 2013
Type of school and unique reference number	Primary Academy 141987
Executive headteacher	Andrew Wilson
Head of school	Hannah Allender
Inspector's name and number	Lorraine Pugh 819

School Context

The Trinity CE Primary School opened in 2012 with 90 children on roll following the closure of St. Peter's VA Primary school. The school's relocation to new premises within the town of Devizes also led to a change of parish. In July 2015 the school converted to become a primary academy within the Diocese of Salisbury Academy Trust (DSAT). The number of children receiving extra support for special educational needs is below the national average, however, numbers requiring a higher level of need (EHP) are above the national average. 21% of pupils are eligible for the government Pupil Premium funding. Children are predominantly from White British backgrounds. In November 2016 the headteacher was promoted to the position of executive headteacher working across two of the DSAT schools. The deputy headteacher was promoted to the position of head of school and the special educational needs coordinator became the assistant headteacher. The number of pupils within the school has significantly increased to its present number of 195 with children joining the school across all age groups. Teaching is organised into seven single aged classes.

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

- The school's Christian values are deeply embedded into all aspects of school life and they are known and followed by all members of the school community.
- The inspirational and caring leadership of the head of school and executive headteacher enable children to achieve well within a highly effective Christian environment.
- The teaching about Christianity in collective worship and religious education (RE) makes a significant impact on the school's Christian character.

Areas to improve

- Ensure that the revised systems for monitoring and evaluating the school's Christian distinctiveness are robust and identify strengths and areas for future improvement..
- Increase the number of opportunities for children to have first-hand experiences in order to enable them to further their knowledge of different faiths, including their similarities to and differences from Christianity.

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

The Trinity is an outstanding church school because of its carefully chosen core Christian values of: forgiveness, honesty, self-discipline, love, friendship, trust and respect, which strongly underpin all aspects of its work. These seven values are explicit, well established and thoroughly understood by children and other stakeholders. They were chosen through a wide consultation process and constantly re-enforced and referred to throughout the school day. These core values are taught to children from the very beginning of their time at The Trinity, successfully raising their feelings of self-worth and desire to be the best they can be. The school's vision statement is, 'With faith we live, learn and grow together,' and this distinctively Christian ethos is clearly evident in the school's approach to the education of its children. The 'Vision Vessel' hot air balloon, is explained by the children as a way to show how Christian faith can support us on our journey through life. Children are not fearful of challenge, and this has resulted in rapidly increasing academic standards across the school. These are at least in line with national age expectations with children making significant progress from their individual starting points. The values' influence on the school's approach to learning and school attendance is recognised by parents and they appreciate the extra support given to children when needed. Each child is seen as unique in the eyes of God and, when necessary, highly individualised support is given to support their learning and behaviour. This impacts positively on the school's children and families, allowing them to become valued members of the school's community. This relentless support has also been a major contributor to some children's successful transition to senior school education. Children's behaviour throughout the school is exemplary, with politeness and respect clearly evident, both inside and outside of the classrooms. The school's Christian ethos prioritises supportive relationships between adults and children and this is giving children the necessary skills to nurture and maintain their own positive relationships. For example, they understand that showing forgiveness when maintaining friendships is not always easy. Spiritual development and opportunities for reflection are evident, successfully supporting children's awareness of themselves, others and the world around them. A shared spiritual understanding successfully allows teachers to not only plan spiritual curriculum encounters but also to recognise spiritual moments that occur throughout the school day. Time is given for reflection within lessons as well as worship, giving children the space to think about what they are doing and what it means to them. Children have an understanding of other cultures and faiths, and are able to explain the importance of each faith to those that follow them. They say it is important to treat everybody with respect, regardless of difference. Religious education (RE) is a popular subject that has been significant in shaping the school's Christian ethos. The passionate and skilled RE leaders ensure standards are at least in line with other core subjects and this is evident in the high quality of children's work. Christian service is important to the children and they are able to explain why we should help other people in the world through charity.

The impact of collective worship on the school community is outstanding

Collective worship is central within the school's daily life, clearly reflecting The Trinity's Christian character. Each Christian value has a termly focus and this successfully supports children's understanding of how values relate to daily behaviour. Classes present each value, in the shape of a puzzle, to the day's worship leader, thus emphasising further the place Christian values have within worship. Biblical stories and references, linked to these values, allow children to define them as Christian. For example, children can clearly explain, 'The value of trust is shown in the story of Jonah and the Whale as well as the fact that God never gives up on you'. Children describe worship as a special time in the day when everybody meets together to learn how to be better people. Careful planning and a range of worship leaders make worship an engaging and enjoyable experience. The vicar regularly leads worship and church members organise 'Open the Book' visits. Feedback from the children reflects their enjoyment of these worship times. Church members also organise a popular lunchtime Bible Explorers group and holiday club activities. Older children have learnt about communion with the vicar, including attendance at communion services, thus furthering their knowledge of Christian practice. Worship is inclusive with adults making attendance possible for children whose behaviour could make it a difficult part of the school day. The school uses the church building for a range of activities, including curriculum learning activities and special festival services. Parents say they enjoy attendance at these very popular services. Anglican traditions are used in worship and children are able to explain their significance, for example, lighting three candles to show the presence of God as the Father, Son and Holy Spirit. Prayer and reflection form an important part of worship with children keen to share their own personal prayers to the rest of the school. There are many opportunities for children to create their own personal prayers, and this is clearly showing the importance of prayer their lives. Children say they like the way their prayers are shared with others, however, they explain that their privacy is respected if they want to keep their prayers to themselves. Children enjoy the opportunities they have to plan and lead worship and the role of children's 'Worship Leader' is an established and highly popular position of responsibility. Their role includes gathering the worship views of others as well as involving themselves in the delivery of worship. There are effective systems in place for

planning, monitoring and evaluating worship and this includes external monitoring by Diocesan advisers.

The effectiveness of the religious education is outstanding

Careful planning has ensured that the religious education (RE) curriculum is exciting, engaging and challenging. A detailed assessment system shows standards to be at least as high as those in core subjects and this means RE significantly impacts on shaping the school's Christian character. The RE curriculum is planned using the Wiltshire agreed syllabus and the Understanding Christianity resource. These have been chosen after careful thought, with trials of the materials taking place before final decisions on their adoption being made. High quality professional development has supported staff in their RE subject knowledge and teaching. The work in books shows independent ideas, care and pride. Detailed portfolios illustrate the richness of the RE provision. They include learning statements from the children, which provide valuable assessment information, as not all evidence of learning will be found in children's individual workbooks. Religious education is developing children's deeper thinking and teachers are skilful in their searching questioning to encourage this. Children are able to discuss issues that have a wide variety of possible responses. Through this they are developing their skills in appreciating and articulating both sides of key questions. Children explain, 'I would say in discussion I respect your opinion but I don't agree.' For example, older children were asked to think about who was to blame for Jesus' death at Easter. Responses included the dilemma of the soldiers who had to obey orders. Teachers' refer to the school's Christian values, as they become apparent within learning activities, demonstrating their integral role in all aspects of the school's work. Religious education teaching is sometimes blocked into two day 'Immersion Days' and this is successful in maximising pupil interest, enthusiasm and impact. Children study other faiths and are able to discuss their key features as well as similarities and differences to Christianity. First hand opportunities for visits and visitors linked to different faiths and cultures to further children's understanding are not yet sufficiently developed. However, children have a clear understanding of the importance of each faith to those who believe in them and they explain why respect and celebration of difference is important. Regular monitoring and professional development ensure all members of staff acquire the necessary skills and confidence for delivering high quality RE teaching. Collaborative learning takes place with the RE leader's work across a number of other schools within the trust and involvement with the Diocese. Governors have a strong presence within the school and undertake their own regular monitoring of RE. This information informs the governors when challenging the school leadership regarding RE teaching and learning.

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

The vision, ethos and ambition of the The Trinity school are clearly rooted in its distinctive Christian values and this has been pivotal in the school's success and increased popularity. The school leaders' ambitious decision to become an academy school within the DSAT was clearly considered and viewed as a significant opportunity to strengthen the impact of the school's Christian vision within a highly effective Christian Multi Academy Trust. Supportive and challenging collaboration with the other trust schools, as well as rigorous monitoring by trust leaders has resulted in The Trinity's continued development as a highly effective church school where children thrive both academically and socially. The development points from the previous inspection have been fully addressed. The executive headteacher, supported by the head of school and governors, ensures that children and staff are central to all school decisions and policies and this has resulted in a vibrant, caring school where everybody is valued. The importance of The Trinity's Christian values is made explicit to every staff member and this forms an important part of recruitment processes. Curriculum information, including RE and worship themes, are communicated to parents and this is successful in encouraging further discussions at home. Efficient systems are in place for leaders to monitor the effectiveness of RE, worship and Christian distinctiveness. This information guides the school's further development as a Christian school. Recent organisational changes, with the headteacher becoming executive headteacher of an additional DSAT school and the establishment of a single governing body overseeing both schools, have meant the re-organisation of some systems. Governors are in the process of embedding their revised systems for monitoring and evaluating the school's Christian distinctiveness. The RE and worship leaders clearly articulate how they continue to develop RE and worship and also describe the impact of past actions. The school's leaders, governors, clergy and DSAT leaders meet regularly to evaluate and develop the effectiveness of the school. Monitoring visit reports illustrate the robustness of discussions and resulting actions for improvement. Trust leaders are impressed with the efficiency of the school's leaders in addressing these improvement actions. Strong working partnerships with the Diocese have supported the high quality professional development of leaders and this has been successfully used to develop other adults in the school. The head of school and executive headteacher have both been asked to lead professional development activities on behalf of the Diocese in supporting other church schools, thus recognising the quality of their knowledge and leadership. Parents praise the school for the way it nurtures their children in love and Christian values, making it a highly effective and distinctive church school. The statutory requirements for RE and collective worship are met.

