

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Rosehill Church of England VA Primary School	
Upsall Grove, Fairfield, Stockton-on-Tees, TS19 7QU	
Current SIAMS inspection grade	Outstanding
Diocese	Durham
Previous SIAMS inspection grade	Good
Local authority	Stockton-On-Tees
Date of inspection	2 February 2018
Date of last inspection	11 March 2013
Type of school and unique reference number	131251
Headteacher	Andrea Swift
Inspector's name and number	David Tait 887

School context

Holy Trinity is a larger than average sized voluntary aided primary school serving a large residential area to the north of central Stockton-on-Tees. There are 453 pupils on roll. The school occupies two sites on opposite sides of a main road. The proportion of disadvantaged pupils supported through pupil premium funding is below average. The proportion of pupils with disabilities or special educational needs is below average. Since the previous inspection, two headteachers have been appointed. The current headteacher took up the post in January 2018.

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

- Distinctively Christian values drive every aspect of the school's work and are pivotal in supporting pupils' lives and achievements.
- Behaviour and relationships at every level are of a high standard. This is a direct result of the Christian character of the school. This results in an extremely positive and supportive environment for learning.
- Collective worship is inspirational. It offers the whole community rich opportunities for spiritual reflection and contributes to children's deep understanding of the person of Jesus.
- The high aspirations held by leaders for their school are rooted in a deeply Christian vision for the unique worth of each member of the community.
- Exceptionally strong relationships with the school and church community result in sustained benefits for each group.

Areas to improve

- Increase the amount of outstanding teaching and learning in religious education (RE) and use assessment information to plan precise learning sequences that lead to rapid progress.
- Develop governors as leaders of a church school in order that they can drive forward improvements as a church school through thoroughly evaluating the impact of the school's Christian distinctiveness.
- Use leaders from different Christian traditions to lead worship in school so that pupils experience a greater variety of Christian traditions.

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

The Christian ethos at Holy Trinity is tangible and it permeates every aspect and facet of the life of the school. As a result, it has a significant impact on all those involved in the school's life. All members of the school community live and breathe the mission statement to 'love God, love learning and love each other'. This is lived out daily through the strong and supportive relationships that exist at every level of the school's life and the treatment of every child as unique. The bespoke individual class values which include justice, forgiveness and friendship results in pupils who are well rounded, confident and spiritually aware. Pupils are consistently encouraged to reach their full potential. The children are able to relate values confidently to behaviour and readily attribute their concern for one another to Jesus, who 'helped the broken and cared for the ill.' The teaching of RE makes a significant difference to the Christian character of the school because pupils learn how to relate Jesus' teachings to their own lives.

The school has very high expectations for behaviour and both staff and pupils act as excellent role models. This is a result of the Christian values of the school and its management of behaviour based on reconciliation and forgiveness. The emphasis in this affirming school is on the personal, spiritual and academic achievement of every child in order to enable them to reach their full potential through both challenge and nurture. A range of opportunities for reflection and prayer, both outdoors and within the thoughtfully crafted prayer spaces in classrooms and communal areas around school, are provided. These have a positive, deep and lasting impact on pupils, enabling them to be reflective and ponder questions of meaning and purpose. The impact of this is seen in the quality of relationships between all members of the school community.

Pupils, in a language appropriate for their age, are able to articulate with pride the uniqueness of their church school. They assert that, 'we grow closer to God through caring for each other and being inspired'. Pupil outcomes at key stage two were much improved in 2017 progress results are now above average. The school attributes this to its Christian character whereby effective support and nurture is given to all pupils. All school staff are clearly committed to the school as a place of learning and personal development rooted and grounded in Christian values. As a result, pupils are developing into well-educated, articulate individuals who are developing spiritually, morally, socially and culturally. A carefully planned international dimension to the curriculum ensures that pupils gain a deep understanding of a range of cultural backgrounds. As a consequence of RE teaching pupils understand the multicultural nature of Christianity. The children value diversity and difference. Pupils are extremely well-behaved with a very positive attitude towards school: they are proud of their school and are eager to attend.

The impact of collective worship on the school community is outstanding

Collective worship is at the centre of school life and is instrumental in promoting Christian action in pupils' lives. The school makes full use of the shared site it occupies with the parish church. School worship, together with weekly services in church, enable the school community to reflect local Anglican traditions and practice. Collective worship is seen as a wellspring of strength for the community; a joyful time of community and celebration. As a result, hospitality and generosity, demonstrated in charitable actions for others flow naturally from the values and teaching in worship. Pupils and staff are enthused by worship: typical comments from children include, 'It's fantastic to be able to talk to God.'

The planning for collective worship is a thoughtful shared activity and gives due prominence to the Bible and teachings of Jesus Christ. Seasons of the church's year and major festivals, together with the school and individual class Christian values, form the basis of worship material. In addition, themes relevant to current affairs and the children's interests are also selected and woven into the worship programme.

Prayer is important to the children: it is a regular feature of the school day and contributes very positively to spiritual development. Spaces for individual reflection, at both structured and unstructured times of the school day, are well developed within the school.

Adults and children appreciate the breadth and variety of reflective and worship opportunities offered to them. Staff also describe their appreciation of the way worship is organised and their ability to explore their classes chosen values within the overall worship framework. Staff, parents and members of the parish community articulate readily the impact worship has on them and attendance at worship is always high. All members of the community talk positively about having time to reflect, be still and share at different times. Pupils' understanding of The Holy Trinity is very well developed and children are able to talk about this with an impressive degree of understanding, linking the persons of the Trinity to God's love.

A variety of leaders within school, including the leadership team and teaching staff ensure that children remain excited, engaged and challenged by worship. Worship is skilfully supported and enriched by the parish priest and members of the local church. Pupil leadership of worship is well developed and pupils relish the opportunities they have to lead worship for their peers and the wider community. Leaders from other Christian traditions do not, at present, lead worship within school which limits pupils' understanding of variety of styles of worship.

The leaders of worship gather the views about worship from a wide range of members of the school community including pupils, parents, staff, governors and visitors. These responses are then analysed and the findings used to prompt changes, such as facilitating greater parental involvement. This leads to a further strengthening in the quality of worship in school and the impact that this then has.

The effectiveness of the religious education is good

Attainment levels at the end of each key stage and within each year group are typically in line with national expectations and, on occasion, above average. This is because, consistently and over time, children are motivated by the content of the RE curriculum and are fully engaged during lessons. As a result of both good teaching and a range of different learning opportunities, pupils are developing a variety of skills in RE. They are able to apply the skills of analysis and enquiry as they interpret and reflect upon Christianity and other world religions. Pupils make good progress from their individual starting points.

Teaching is good overall. Established teachers are enthusiastically developing their skills and subject expertise as a result of the opportunities for development facilitated by the RE subject leader. Similarly, teachers who are new to the school rapidly develop their skills as a consequence of an attentive and well-targeted induction programme with fine-tuned individual support from leaders.

RE is regarded as an important subject in the school, being the foundation for all other learning. The dedicated and enthusiastic subject leader is a driver for improvement. She is well-trained and has introduced a new assessment system to help monitor pupils' progress. This is raising standards but is not yet being used with sufficient accuracy to ensure that all teaching is closely linked to children's starting points in order to enable them to make more rapid progress. The RE subject leader ensures that teachers, the wider leadership team and governors are aware of current developments in the subject and how to raise standards. She ensures that Christianity and key biblical concepts are taught effectively and has accessed training and professional development to support this. The RE subject lead effectively undertakes a range of monitoring and evaluation activities including discussions with pupils, lesson observations and scrutiny of pupils' work. As a result, senior leaders are aware of strengths in the teaching of RE and areas for further development. Clearly defined and well articulated action plans then drive forward the identified improvements.

Imaginative and collaborative curriculum planning ensures that there is a good balance of learning activities. These make a significant contribution to pupils' understanding of Christian values and to their spiritual, moral, social and cultural development. As a result of the good and improving provision, pupils can talk confidently about religious concepts and ask questions and debate issues with their teachers and peers. Pupils enjoy their RE lessons and the opportunities they are given to explore the big questions of meaning and purpose.

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

The recently appointed headteacher, together with her senior leadership team, ensures that the whole school community shares a clear Christian vision for Holy Trinity rooted in Christian values. This, in turn, is communicated passionately and effectively in the ways in which the school works with its community. School leaders are resolute in linking their distinctive vision to the whole life of the school and in building effective partnerships with the parish, diocese and local community. Staff at all levels are themselves leaders and are developed to fulfil their potential both in school and in a wide range of cluster working opportunities. Mutually beneficial partnerships with other church schools and engagement with support and training opportunities facilitated by the diocese contribute to the school's consistent commitment to strengthen its effectiveness. Strong insightful leadership from senior leaders, despite recent periods of turbulence in headship, has ensured that areas for development are swiftly identified through effective, precise self-evaluation. Subsequently, tightly focussed interventions are then put in place in order to secure continued improvements. The progress made by the school since a dip in performance in 2016 is an example of this and demonstrates the on-going commitment of the school to strive for excellence.

Governors are highly committed to the school. As yet, however, they do not have a fully developed understanding of the effectiveness of the school as a church school and so are unable to fully hold leaders to account in regard to church school distinctiveness.

The RE subject leader works closely with the headteacher to ensure that monitoring of RE and collective worship leads directly to effective strategies for improvement. These strategies maintain a strong focus on meeting the needs of all pupils. As a result of collaborative working, all areas of development from the previous inspection have been addressed. For example, evaluations of collective worship inform subsequent worship opportunities and worship areas in classrooms provide an excellent resource for pupils' reflections. Indeed in both these previous areas for development, the school's current approach represents best practice.

Substantial levels of support from the parish priest, foundation governors, and the church youth worker together with other members of the church deftly support the school's Christian character. The links between school and church are of the highest quality, with strong relationships leading to a flourishing partnership. The school ensures that the statutory requirements for RE and collective worship are met.

SIAMS report February 2018 Holy Trinity Rosehill CE VA Primary School Stockton-on-Tees, TS19 7QU