



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

<b>Holy Trinity Church of England Voluntary Controlled Infant School and Nursery</b>	Trinity Lane, Ripon, North Yorkshire HG4 2AL
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese/Methodist District</b>	<b>Leeds</b>
Previous SIAMS inspection grade:	Good
Local authority/date of academy conversion	Leeds
Name of multi-academy trust/ federation	<b>N/A</b>
Date/s of inspection	<b>22 June 2017</b>
Date of last inspection	13 March 2012
School's unique reference number	121598
Headteacher	Elizabeth Wheildon
Inspector's name and number	Pauline Hilling-Smith 641

### School context

There are currently 233 pupils on roll at this school.

Almost all pupils are White British. A minority of pupils speak English as an additional language.

A quarter of the pupils are from Service families. Pupil mobility is above the national average including in year transfer into the school.

The proportion of disabled pupils and those who have special educational needs is below average.

The new headteacher was appointed in September 2016. A senior teacher from within the school was appointed to replace the deputy at the same time. There have been considerable staff and governor changes this year. This includes a transition to stronger partnership with Holy Trinity Junior School to fulfil some leadership roles for the school and share systems and processes.

The local church is within five minutes walk from the school.

### **The distinctiveness and effectiveness of Holy Trinity Church of England Voluntary Controlled Infant and Nursery as a Church of England school are good**

- Christian values underpin the warm welcome extended to everyone when they come to the school. This is especially the case when the many new families and children come to the school.
- Achievement is now monitored in great detail and any areas of underachievement are swiftly rectified.
- Strong partnerships with parents, partners, the community and the local church have a significant impact on children's development.

### **Areas to improve**

- Ensure that learners further develop their understanding of Christianity as a multi-cultural world faith.
- Ensure that the worship committee have more frequent involvement in planning, delivering and evaluating collective worship.
- Ensure the continuation of opportunities for new staff and governor development of leadership in church schools.

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

The school's distinctive Christian character is clearly expressed through the excellent photographs displayed in the classrooms and in the hall. These photographs show that Christian values are evident in all aspects of school life. The photographs help children quickly and easily identify how these Christian values affect their daily life. The school has had a clear focus on accelerating progress last year and all groups of children are set to achieve above average standards overall in 2017. Achievement in phonics shows a particular strength this year as a result of the emphasis placed on reading. One parent said that her daughter had made a 'ridiculous amount' of progress this year in reading. All children make good progress in personal and social development especially in the making of new friends as well as how to remain friends when one moves to another place. They learn how to care for everyone and know how to extend the warm welcome to visitors and the many children and families new to the school from the local and wider world. Parents appreciate the impact that the teaching of the Christian values of friendship, fairness, thankfulness, helpfulness, peace and creation have upon the way the school works and the relationships they see in place in the school. The staff and children understand that the reason for the Christian values in the school is that they are rooted in the Bible. Children are eager to come to school and they much enjoy learning. This is shown in their above average attendance. They take pride in their work which is exemplified in the attractive religious education (RE) big books available in each classroom. These books show that teaching and learning in RE is of good quality. Children and families are highly motivated to help the disadvantaged in the wider and global community and are very clear about the value of food banks to ensure that all members of the community have food to eat. The well-organised RE curriculum makes a good contribution to the Christian character of the school whilst also developing children's understanding and knowledge in RE as an academic subject. Most children know and understand the Christian foundation of the school's values and their significance in maintaining this warm and friendly community. There is an embedded atmosphere of spiritual well-being of both staff and children. The staff know their children and families in depth and they use this knowledge in their work in the school to support the families very well. Children say they feel very secure and safe and consequently they are confident to express their views. Every individual is encouraged to consider issues that arise in their own learning or issues that arise in the local or wider community. Children raise these issues without reservation because they know that what they say will be valued. Learning about Christianity and other religions through visits to a range of places of worship equips children with a greater understanding of the diversity of the human race and teaches them to accept each other's differences. However, children's understanding of Christianity as a multi-cultural world faith is not currently as well developed.

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

Collective worship is recognised as a highly valued and important feature of the daily life of the school. All staff and children participate enthusiastically and joyfully in worship and know the value of coming together to listen to the stories Jesus told and to participate in singing. Children know that the time of worship is an opportunity to think about how they behave and relate to the example set by Jesus. In collective worship children have the opportunity to reflect on the part they play as individuals in bringing about the high quality of relationships in the school. Children are proud of the growing opportunities they have to be involved in planning and delivering collective worship both in school and in church. However, these opportunities need to be more frequent. The worship team talk about what is good about collective worship, what they enjoy and why, and what could be done to make it even better. The foundation governors, led by the vicar, evaluate worship carefully. Children understand the importance of prayer in a believer's life, and willingly participate in the on-going opportunity to write prayers and place them in the prayer boxes in each classroom. Children know that there are two versions of the Lord's Prayer and read these versions as they pass the worship table in the hall. Effective reflective areas in school occupy an important place in each classroom and contain regularly updated attractive resources which invite children to

make an active response such as hanging an item on a tree. Understanding of God as Father, Son and Holy Spirit is developing well and this concept is reflected in the school song. The children have a sound understanding that many of the principles or values that are taught through worship find their origin in the Bible. The children experience a range of Anglican traditions through acts of worship held in the school and in the local church alongside Holy Trinity Junior School. Worship is planned around the church calendar. Children regularly consider big and global questions, for example, what does God think of the world now? The thinking tree in the centre of the meadow provides a place where these issues can be reflected upon and children say that they can just sit and lean on the tree and think.

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

The new headteacher has made a considerable impact on the development of the school as a church school in a very short time. All groups of children have made accelerated progress this year. The governing body is a strength of the school and its work, and the decisions it has made this year as a result of staff and governor turbulence have been very effective. This is because decisions are now based on robust self-evaluation strategies and long-term planning. For example, securing use of the 'meadow', which is the only green space for the children to use in school, is highly appreciated by all. This space offers further opportunity within the curriculum for the development of good behaviour and attitudes as well as social, moral and spiritual development. The smooth transition between headteachers was identified as a priority by governors. Parents recognise and acknowledge this process as having been a success. Similarly the transition from the former RE leader in September to a newly appointed leader has been smooth and effective. She was appointed from within the staff and has been given good support to fulfil her role and to maintain and develop previous good practice. The senior teacher, also appointed from within the staff in September 2016, has been given opportunities to develop as a leader, but as yet specific plans for development for leadership of staff and new governors in church schools are not currently prioritised. The membership of the governing body is also undergoing some changes and this is being steered effectively by the chair of governors and vicar who are long standing members of the governing body. The governors have cemented the link between this school, the church and the junior school and this contributes to very robust transition plans for children between establishments. Governors ensure that the school meets the statutory requirements for collective worship and that RE and other aspects of the curriculum are informed by the school's Christian vision and values. Governors also ensure that partnerships with the local and wider community contribute significantly to school and family life, notably the development of the free breakfast in the club that has been established in the church. This has impacted very positively on family wellbeing, the children's punctuality to school and consequently on achievement. There are clear benefits from the link with the church for children in developing understanding of the needs and contributions of diverse communities as the school joins with the church to raise funds for a variety of charities both near and far.

SIAMS report June 2017 Trinity Lane, Ripon, North Yorkshire HG4 2AL