

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

### TRINITY CHURCH SCHOOL

Woodborough Lane, Radstock, Bath BA3 3DF

**Current SIAMS inspection grade**

**Satisfactory**

**Diocese District**

**Bath and Wells**

Previous SIAMS inspection grade

Outstanding

Local authority / Date of academy conversion

Academy of Trinity 2011  
Dove Family Trust September 2015

Name of multi-academy trust

Midsomer Norton Schools Partnership  
since 1 June 2016

Date/s of inspection

5 July 2017

Date of last inspection

13 November 2014

Type of school and unique reference number

Academy 136804

Headteacher

Michelle Parsons

Inspector's name and number

Tracey Khodabandehloo 879

#### School context

Trinity Church School, Radstock caters for pupils from Nursery to Year 6. There are 169 pupils on roll (195 including Nursery). The majority of pupils are of White British origin. The percentage of pupils with a first language other than English is very low. Pupils for whom the school receives the pupil premium grant are more than the national average at 29%. Pupils with identified special educational needs are higher than the national average at 33.1%. The school has been through a period of unrest following the departure of the senior management team in December 2015. The school was deemed inadequate by Ofsted in April 2016. The school formally became part of the Midsomer Norton Schools Partnership in June 2016. The current head was appointed in September 2016.

#### The distinctiveness and effectiveness of Trinity Church School as a Church of England school are **satisfactory**

- A highly effective, committed school leadership team and governing body have enabled the school to make swift progress in developing and promoting distinctively Christian values following a difficult period for the school community. Their work has had a direct impact on the Christian character of the school and the achievement of pupils.
- There are positive relationships at the school and these are based on well-articulated Christian values.
- The pupils understand, articulate and embrace the Christian values of the school and this has an impact on their ability to learn and enjoy lessons.
- The RE coordinator is skilled and effective and because of this standards in religious education (RE) are improving.

#### Areas to improve

- Communicate and embed the recently formed Christian vision for the school so that all members of the school community understand and articulate it.
- Implement the strategy for improving the curriculum and assessment processes in RE in order to further raise pupils' attainment in the subject.
- Further develop opportunities in the curriculum for learners to explore and cultivate personal spirituality.
- Broaden learning about Christianity so pupils develop an understanding of its worldwide multi-cultural nature

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

At the start of this year, the school adopted six values. These values are clearly expressed in a Christian context and consist of: courage respect, friendship, creativity, trust and compassion. They are known and articulated by all in the school community. Each value is linked to a Bible passage and their importance is emphasised through a collection of highly visible and well thought through displays and reflection areas around the school. The drive from staff and governors to embed these values across all aspects of school life is commendable and because of this, the values clearly contribute to the lives of pupils and their personal well-being. The visibility and prominence of these values in the school community has also helped create an encouraging learning environment for all pupils and the impact on all learners is positive. Significant work has been carried out by governors in securing and articulating a Christian vision for the school. This vision will soon be shared with the school community so that it is understood and can become embedded into the life of the school. There are positive relationships in the school and the pupils express these relationships in the context of Christian values. Children for example, talk of relationships in the school being based on respect and compassion. Self-esteem amongst the pupils is good and they are able to talk about the positive behaviour and encouragement they experience in the school community. This is often explained by pupils in the context of respect, trust and compassion. The work on values has taken place alongside several interventions designed to raise attainment for all children. This is especially so for children with special educational needs. The values have been carefully linked with learning to emphasise that good learning and a positive school environment are intertwined. Evidence provided by the school indicates that this approach has been effective with a rise this year in pupil attainment in English and maths so that the majority of children are now reaching expected standards. Parents say that they appreciate the learning environment and values promoted by the school. Parents and children also talk of the school as being inclusive and embracing those of all faith backgrounds and those with no faith background. The Christian character of the school has a positive impact on the moral and social development of learners. There is some understanding of spiritual development and this aspect of the provision is in the early stages of development. The same is true of the awareness of Christianity as a multi-cultural world faith. The outdoor space has seen several recent improvements. The Early Years outdoor space is a delightful area with much for the children to enjoy and explore and, if they wish, to reflect. Older pupils speak with excitement about the newly revamped wooden dove structure which has been made into an area providing opportunities for prayer and reflection. Religious education is beginning to become an important contributor to the Christian character of the school. In a lesson entitled 'What in the world is wonderful?' reception pupils were able to listen to ideas and express their appreciation of the world they live in. In Year 6, pupils were able to come up with challenging and reflective questions on faith and world issues. Younger children speak knowledgeably of Bible stories and describe the school as 'fun, sensible and calm'. Work in RE art and geography is enabling the children to learn about diverse communities and they are beginning to understand and reflect on these. The newly formed ethos committee has begun to look for ways of improving aspects of school life and has written a school prayer based on the core Christian values. They also helped transform the dove into a welcoming area for all pupils. Parents are confident in the direction of the school and observe the school as a place of nurturing and wellbeing. They report that their children enjoy coming to school. Older children describe the school as accepting, exciting, welcoming, free from bullying, and one that exercises compassion.

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

Collective worship is considered an important part of the school day and a place where Christian values are promoted and discussed. Children engage well in in collective worship. They sing songs with confidence and enthusiasm on entering and leaving the hall, These songs are chosen to reflect the value of the term. Collective worship is regularly linked to the Christian values of the school with a termly focus on each value. Collective worship has a positive impact on the moral development of pupils. They answer questions with thoughtfulness showing respect for each other. In a series on the topic of compassion, children and adults spoke in a supportive session about their own experiences. They contributed with authenticity and honesty when talking about them. Pupils were also able contribute their ideas about the theme suggesting that compassion is 'picking up others when they are down' and 'a feeling you get inside and it makes you think about others'. Worship is distinctively Christian and opens with the lighting of a three wick candle and saying of the words, 'we light this candle to show God as Father Son and Holy Spirit'. Large permanent wall hangings surrounding the hall, where collective worship takes place act as a reminder of the school values supported with quotes from the Bible. These also appear on the website. The school prayer, written by members of the school ethos committee also acts as a reminder of the Christian values. Spiritual development is more limited and increased opportunities for individual and private reflection so that children may develop their personal spirituality are under development. The outside area is in the process of being developed to provide more opportunities for reflection. The recently formed ethos team consisting

of pupils from across the age range has helped to set up prayer and reflection areas around the school. Early years children find time to explore and reflect in the lovingly created outdoor space. There are positive links with the church community. The school title of Trinity Church School has offered the opportunity for children to explore the Christian understanding of Father, Son and Holy Spirit. The children's understanding of the Trinity has been supported by visits from the clergy and this is much enjoyed by the children. They refer animatedly to the collective worship and lessons taken by the local rector and the rural dean. The themes within collective worship inform behaviour and children naturally talk about 'our Christian values' when discussing all aspects of behaviour. Year 2 children are able to happily talk about Bible stories they have heard in collective worship and in RE lessons. They speak knowledgeably about their enjoyment of The Good Samaritan, Daniel and the Lion's Den and Noah and the Ark. Plans implemented following professional development in collective worship undertaken by the coordinator are beginning to have an impact on the quality of collective worship and experiences of pupils. The coordinator has a clear strategic vision in relation to enhancing collective worship experiences for pupils including the continued involvement of the ethos committee in the planning and evaluation of collective worship.

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

The staff and governing body have, since September 2016, focused on establishing and articulating distinctively Christian values for the school. These values have been successfully integrated into the life of the school community. The children know the values and can discuss them and they permeate all aspects of school life. For example on sports day, stickers denoting the values were presented to children who had demonstrated a particular trait alongside those presented for being placed in races. Parents are supportive of the school's promotion of these values and report that children regularly come home quoting them and applying them to life outside of school. Much of the work to bring about a school ethos based on Christian values has happened since September. This has been due to the transformational nature of the leadership team and new governing body who have a strong commitment to the children, families and staff. The impact and progress made in the area of developing distinctively Christian values by the new management has been inspirational and the children have greatly benefitted. The impact on behaviour and learning is evident and the children themselves can make the link between values, attitudes and learning. There is a very clear and supportive understanding of the school community by the governing body. Parents speak of their appreciation that the governing body send out invitations for them to come into school and contribute their thoughts and ideas. Significant progress has also been made by the governing body in developing a Christian vision for the school and this was in the process of being shaped and articulated during the inspection. This work is due to be shared with staff and the school community. Because this work is in progress, it has not yet been sufficiently embedded to have a significant impact on the Christian character of the school. Additional strategies to be embedded include implementing systems for the monitoring and self-evaluation of church school distinctiveness. Nonetheless, the steps taken thus far have had a significantly effective impact on the Christian character of the school and the warm and caring ethos. The professionalism, vision and skill set of the school leadership and governors has been instrumental in this. Wellbeing amongst all members of the school is a priority and staff and pupils speak favourably of the way in which the school cares for the children. Children speak of warmth from staff and feel able to approach them if they have worries or concerns. Children speak very favourably about the higher level teaching assistants (HLTAs) and the impact they have on wellbeing. Several HLTAs are also highly skilled in the planning and delivery of RE and play a central role in the promoting of the school values. Professional development for staff and governors has been extensive. This has, for example, included training in values, governance, the RE curriculum, and developing vision. This training has been thorough and well thought out and because of this has proved highly effective and resulted in a significant improvement in provision for pupils. The coordinator for RE and collective worship took up the post in September and since then has implemented systems and curriculum changes to improve RE and collective worship. Because of this, standards in RE and the experiences of collective worship are improving for the pupils. Leaders provide good support for the RE coordinator who is passionate, thorough and effective in her role. Her strategies for improving the curriculum and assessment processes in RE are well documented and apt. Arrangements for RE and collective worship meet statutory requirements.

SIAMS report July 2017 Trinity Church School Radstock BA3 3DF