

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

## Holy Trinity Church of England Primary School

### Vision

‘A church school community aspiring for all to live life to the full’

### Strengths

- Highly effective, skilled leadership of worship means it is, inclusive, invitational and inspiring. The ‘take away’ enhances the message of worship encouraging pupils to live the message and develop spiritually.
- Religious education (RE) is well planned, sequenced and monitored by all leaders. As a result, pupils are enthusiastic about RE and what they learn.
- There are good links with the local parish church and as a result, relationships between school and the community are strong.
- Through the shared vision, pupils and adults feel mutually respected and self-development is a real strength.
- Staff are valued. Recent work on the vision is intrinsic to the culture of their developing well-being.

### Development Points

- Develop opportunities for pupils to become effective courageous advocates for change and justice. This is to empower them to recognise global and local challenges and act or speak out.
- Continue to develop a shared understanding of spirituality, which will enable spiritual flourishing to be recognised and articulated.



## Inspection Findings

As you walk through the doors of Holy Trinity Church of England Primary School, it is a warm and caring environment. This is a nurturing school where pupils and adults feel safe and happy. Parents are right to talk about 'the genuine care that extends beyond the walls of the school'. This is evident. A recently constructed mural reflects the vision, values and Christian distinctiveness of the school. Creating this mural has developed a greater understanding of the vision. The pupils and community have taken ownership of it and God's love is celebrated. The school has selected three Christian values. These are love, courage, and wisdom. Biblical texts deepen the understanding of the school's values and these are woven into its everyday life. Pupils and staff talk confidently about them and this understanding contributes to their experiences in school. This is an inclusive school, where pupils receive the support and challenge they need to flourish. The vision and values have been carefully crafted using widgets, an innovative way to make it accessible for all pupils. These symbols (pictures) are recognised adaptations for pupils with special educational needs and disability (SEND) and as a result, pupils are able to interpret and understand their vision.

The robustly reviewed curriculum is firmly rooted in the school's Christian vision and values. An inset day earlier in the year, with leaders, church representatives and staff enabled them to explore spirituality and the Christian vision. As a result, this enabled staff to explore biblical links and create a better understanding of the vision and values. In order to increase the opportunities for spiritual flourishing, leaders have begun looking into ways to enrich the curriculum. This project is still in its early stages, so not all staff and pupils share the same understanding. This means that the impact is not as full as it could be. Pupils have access to the prayer space, where they are able to spend a quiet moment and contemplate prayer. This is, well used. Leaders have carefully considered how their curriculum allows pupils to read a range of diverse texts that reflect a full life in Britain. As a result, the creation of the new library has enhanced the reading opportunities for pupils. Many pupils' needs are, carefully matched with adjusted teaching that is planned, and well crafted. This includes those with SEND, providing opportunities for all children to thrive. The school encompasses many areas of Cheltenham and as such, serves families from across a range of backgrounds. The school has used the wide and powerful message of the vision to embrace the changes to the school community. Teams of highly trained specialists support and mindfully nurture the pupils. Personal development is a key strength of the school and as such, pupils have fulfilled experiences. Pastoral support for all pupils is exemplary, staff are confident that any concerns raised are 'scooped' up, no matter how small the concerns are. The impact of this is that pupils and their families have the support they need swiftly.

Collective worship provides clear, reflective opportunities for developing personal spirituality. The planning of collective worship across the year is exceptional. It weaves the vision, for all to live life to the full, into the range of inspiring themes and stories. During worship, leaders imaginatively explore the school values of love, courage, and wisdom. Skilled, well-trained leaders use their expertise to ensure collective worship is thought provoking. Each pupil has a 'take away' from their worship, which encourages them to reflect on and take the message to the wider community. This allows pupils to think spiritually, and they use their spiritual journals to record their thoughts and embed their learning. Pupils greatly enjoy singing and the way it makes them feel, particularly enjoying the guitar's accompaniment. The strong links with Trinity Cheltenham allow parents to support special celebrations such as Harvest, Christmas, and Easter. Parents attend these events. Pupils are proud to celebrate in the church so their parents can share in such joyous occasions. One hundred volunteers from Trinity Cheltenham gave time



over the school holidays to 'spruce up' the school. Members are dedicated to ensuring all pupils in school have a Bible, which supports them to flourish in their school worship and RE.

Through the Christian vision of living life to the full, pupils, parents and staff are well treated. They talk about the love of one another in school and support that enables them to live life to the full. There is a strong focus on well-being, which prepares pupils and staff to be resilient, face challenge, grow, and develop. Extra-curricular activities are available to pupils, and vulnerable children are encouraged and supported to participate in them. The orchestra is a highly valued activity. Members play during special occasions and this is an enrichment opportunity for pupils to use their performance skills. Many of the staff are completing professional qualifications and are embracing those opportunities. Staff have a voice. One member of staff said, 'we have a voice, we are listened to and as a result our workload is balanced and well thought out'. Pupils talk about their behavior expectations and their 'motto' 'Kind, Safe, Best' and say, 'it helps us in school but also outside school'. School Council members talk about changes they have helped to bring about such as pupils eating together at lunchtimes, so they are able to eat with their friends. Their voice has contributed to the much-loved creative play at social times.

The vision of a community 'living life to the full' enables pupils to think about the needs of others. Leaders are developing a pattern of teaching activities, which help pupils to think about issues. The school council members play an active role in school. Pupils support many established charities. However, they have not yet developed an understanding of courageous advocacy and acting of agents of change for justice. They understand fairness with behaviour and listening to others' points of view, understanding what is right and wrong. However, opportunities for pupils to discuss a global understanding of justice and being agents of change are not yet explicitly in the curriculum.

A passionate leader, supported by others, drives RE to enable the delivery of high-quality lessons. Pupils are enthusiastic about RE and recall prior knowledge of the major world religions they have learned. RE is well resourced, and as a result, makes an important contribution to the Christian character of the school. Leaders and governors expertly monitor RE; results are shared with all governors, and they are familiar with the next steps in learning. The leader provides high quality training for all staff and therefore, the staff feel very confident teaching the subject. The leader is a member of the RE Hub and serves on local networks so is well prepared for supporting training. RE is well planned and well sequenced and as a result, progression through the subject is secure.

## Information

Address	Jersey Street, Cheltenham, Gloucestershire. GL52 2JP		
Date	Tuesday 12th November 2024	URN	115666
Type of school	VC	No. of pupils	202
Diocese/District	Gloucester		
MAT/Federation	N/A		
Headteacher	David Le Templier		
Chair of Governors	Helen Morris		
Inspector	Jayne Neveu 2410		