

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

The Holy Trinity Church of England Academy			
Address	Townsend, Great Cheverell, Devizes, Wiltshire, SN10 5TL		
Date of inspection	5 December 2019	Status of school	Academy inspected as VA Stand-alone academy
Diocese	Salisbury	URN	137411

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

Holy Trinity is a primary school with 151 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Holy Trinity is a stand-alone academy. Governors have formed a formal collaboration, the Emmanuel collaboration, with four other church schools in the area.

### The school's Christian vision

At Holy Trinity Church of England Primary Academy, inspired by and rooted in Christian values and teaching, we nurture each other to become aspirational courageous, compassionate and joyful people.

### Key findings

- The dedicated headteacher has a passion for church schools and her personal commitment to leadership is an inspirational role model for others.
- Eloquent pupils show great maturity of thought and are great little philosophers and theologians. Religious education (RE) is exceptionally well led by the headteacher. Pupils gain a rich religious literacy due to excellent practice, which is also shared with other schools.
- Collective worship is the lifeblood of Holy Trinity. The strong partnership between church and school ensures creativity in worship which includes an annual pilgrimage day, a summer Eucharist and deeply embedded prayer and reflection, valued by pupils and adults.
- Christian values are integral to the school's vision and deeply entrenched in biblical teaching and the life of this school. It shines like a city on a hill and is a jewel in the crown, nurturing the spiritual journeys of all.
- The exemplary Christian ethos of inclusion ensures that all groups of pupils achieve and succeed academically and personally.

### Areas for development

- Refine the formal and accurate assessment of RE to robustly inform and shape ongoing development.
- Enable pupils to encounter people of diverse faith and belief more frequently to nurture their spiritual and cultural development.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

Holy Trinity's passionate and dedicated headteacher is its driving force, inspiring others by her personal commitment to Christian leadership of Church schools. This school's vision, where Christian values are integral and deeply embedded, is rooted in a range of utterly appropriate teaching found in the Bible. The foundational vision is at the forefront of every policy and decision made. Pupils express the core values of courage, compassion, aspiration and joy, readily and eloquently quoting where examples can be found in the Bible. Pupils and adults describe their vision vessel of a boat as a guardian of values, with all sailors playing their part and weathering the elements together. All are equal partners in joyful learning, within a spirit of holy worship, which is illuminated by shared experiences in this caring and supportive community. The headteacher attributes this to God being ultimately full of joy, with the option to choose joy as an important part of mental health and wellbeing. There is a good connection between what pupils learn and the expression of faith in the school, church and community. The headteacher served as a trustee on the Board of Education. The excellent relationship with the diocese remains constantly strong, through training, support and challenge from people of faith. There is great solidarity as the school is on a journey to truly serve God and others.

This school demonstrates consistently excellent progress and attainment. This is because caring teachers are of the highest calibre and have high aspirations for all pupils, with the courage to believe they can achieve. They show love for every child, inclusive of those who need extra support and challenging the most able pupils. For example, there is extra support for those finding transition difficult. Data shows even the most disadvantaged can make good progress, with awards for showing compassion and being a peacemaker. Pupils cite worship helps them with life as it provides a window to be quiet. They relish speaking about how they are inspired to be courageous like Daniel or to be kind as Jesus who, as the Son of God, washed his disciples' feet. They recall the 13 ingredients of a Christmas pudding are symbolic of Jesus' 13 disciples. Some dyslexic pupils are great thinkers and profound philosophers, always demonstrating greater depth. This is because spiritual and ethical issues are immersed in the school's Christian ethos.

Holy Trinity's pupils are exceedingly active in their charity work, ever mindful of those in need, including those on their doorstep. How life is lived is what matters, inspired by the simplicity of the gospel. Pupils are outraged by disadvantage in the world and love to challenge prejudice. They raise a considerable amount of money for their close partnership with the Mathieson Music School in India, creatively crocheting dishcloths for auction. One pupil is inspired to want to play the cello like the headteacher of this partner school. Pupils pitch for a table at the annual charity afternoon. This focuses on the stewardship of God's creation and helps raise much needed funds for charities, such as Help For Heroes, supporting their military families. Pupils and staff were inspired by a visit from an Afghan refugee. All have a charitable heart and are outward looking. Staff clearly love teaching and learn much from one another, with a focus that is wider than just the academic.

Reflective and profoundly moving collective worship is one of the hallmarks of Holy Trinity. Worship is anchored in the Christian tradition and focuses on the bedrock of the core of stories and parables of Jesus. Hallowed and contemplative meditation worship is a fortnightly feature. Even the youngest pupils speak of how they enjoy meditative collective worship and are motivated to be kind to others. Older pupils tell how worship brings joy and convinces them to care for the world. Lights are dimmed and pupils and adults are invited to be still at the very core of their being. Pupils lead worship confidently, bringing themes together such as the star of Bethlehem and good mental health, celebrating positive messages about guidance. The school council informs improvement in worship and all pupils have a voice in this. Younger pupils are trained by Year 6 to lead worship after Easter every year. Pupils and adults sing reverently and rejoice in being a city on a hill, bringing light in darkness. This is because the light of God shines brightly here and everyone fervently believes that Jesus living in them means they can change the world. Parents leave worship in church more uplifted. Such worship evokes a spiritual and emotional response as pupils love to be in church, which is a safe place. A highlight in Holy Trinity's year is the summer Eucharist when Year 6 pupils create a liturgical dance. Pupils join together with other schools in a local Eisteddfod. The annual pilgrimage day, key Christian festivals and creative ways to pray and reflect nurture everyone's spiritual journeys.

Pupils' knowledge and understanding of lasting values is impressive, unpredicted and unexpected. For example,

one pupil was inspired by Joseph's journey who kept on going and didn't question God. Pupils have an amazing view of the mystery of the Holy Trinity. They explain this in their own words as, 'God the Father is outside time and space. God the Son is within time and space. God the Holy Spirit connects all together.'

Pupils' religious literacy is rich, with pupils working freely in RE, whether they believe in God or not. This is because RE is the only subject where diversity is absolutely addressed and pupils are given the vocabulary to express their opinions. Pupils enjoy RE as 'you get to create something out of your mind'. One pupil spoke of Jesus 'breaking open the gates of heaven'. RE forms a moral compass for pupils' lives. RE books reflect an enquiry-based approach. Pupils create philosophy for themselves, creatively engaging the right side of the brain and thinking effectively. For example, they reflect on art work such as Dali's Madonna of Port Lligat. They dwell on fulfilment and prophecy when they contemplate the story of the Transfiguration in great detail. They focus on the symbolism of the Last Supper and the role of Judas. Staff plan and assess with greater confidence. Refining the formal assessment of RE is ongoing. Whilst pupils visit the mosque in Swindon, encountering people of diverse faith and belief is limited.

Within a very supportive and nurturing environment, compassion, joy, aspiration and courage reign so all flourish. Holy Trinity truly is a jewel in the crown.



**The effectiveness of RE is Excellent**

The quality of teaching and learning in Philosophy and Theology at Holy Trinity is consistently good and often excellent. Robust and regular monitoring and moderation by the dedicated and committed RE subject leader is accurate. RE absolutely embeds and enshrines the school's values, within a shared understanding of spirituality, with excellent practice shared amongst schools in the Emmanuel collaboration and wider. Progress for all groups of pupils is excellent. All pupils flourish academically in RE.

Headteacher	Mercedes Henning
Inspector's name and number	Lizzie McWhirter 244