

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England Voluntary Controlled Primary School

Vicarage Road, Henley on Thames RG9 1SE

Current SIAMS inspection grade

Outstanding

Diocese

Oxford

Previous SIAMS inspection grade

Outstanding

Local authority

Oxfordshire

Date of inspection

2 February 2017

Date of last inspection

February 2012

Type of school and unique reference number

VC Primary 123173

Headteacher

Helen Jones

Inspector's name and number

Lizzie McWhirter 244

School context

Currently there are 283 pupils on roll. The proportion of pupils who have special educational needs or for whom English is not their first language is lower than the national average. The headteacher has been in post since September 2013 and is currently the religious education [RE] subject leader. The school was judged to be outstanding at their recent Ofsted inspection in November 2016. There are close links with Holy Trinity Church whose vicar also chairs the governing body.

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

- The mutual and substantial partnership between church and school, notably through its vicar, is a mark of the school's excellent Christian character. This enriches the spiritual journeys of pupils and adults.
- Strong leadership and exemplary relationships at all levels ensures pupils and staff thrive in a Christian environment which is firmly grounded in care, courage and respect. This ensures that collective worship, RE and Christian values are embedded within Trinity's Christian character.
- Trinity School celebrates diversity and difference, with a constant focus on the achievement of individuals, as an integral part of its Christian vision.
- Governors are passionate in their commitment to their role in this church school. Consequently, RE and worship are integral to the school's robust monitoring cycle.

Areas to improve

- Deepen the use of liturgy and symbolism relating to God as Father, Son and Holy Spirit as part of the integral experience of worship in a church school.
- Enrich pupils' experience of collective worship in different contexts by building on the developing creative approach to prayer and reflection, including spaces to reflect in the school grounds to nurture their spiritual development.

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

Trinity's strong Christian foundation is lived out through its own trinity of Christian values; that of care, respect and courage. These are engrained in its core purpose and vision, 'to excel, to value and to enjoy together', which makes a significant contribution to the school's Christian character. Care, respect and courage each have a termly focus and are boldly displayed and celebrated at every opportunity. Relationships are exemplary and behaviour is excellent in this church school. Consequently, the whole school community can clearly express what these values mean to them, both personally and collectively. For example, pupils explain care as, 'looking after someone, not just when they're sick, but all the time, to help them through life's struggles'. Their approach and attitude to work is influenced by courage, which quality some pupils explain as, 'when you are determined to do it and not afraid'. Phase leaders provide staff pastoral care which enables staff to support each other and share good practice. In addition, teaching assistants equally have a desire to support pupils. This includes more able pupils as well as bespoke work for pupils who have special educational needs. The service of a school counsellor who visits every week is available for any child who may need to talk. All this takes place within a caring Christian environment and a spirit of restorative justice. As a result, pupil progress and attainment is very good for all year groups, with pupils achieving higher than the national average in both English and mathematics. Pupils thrive in this culture where the focus is very much on the development of the child as an individual where everyone is respected. Music and sport are both strengths of this school which celebrates a range of achievement, supporting pupils' personal, spiritual, moral, social and cultural development. One of Trinity's hallmarks is their celebration of diversity and difference. As pupils comment, 'it's the inside that matters' and 'we are all united, we are one'. Parents confirm this, saying their children are 'allowed to be diverse and differences encouraged and celebrated'. A world map shows the many countries represented amongst the families at Trinity. This supports pupils' understanding and respect for diverse communities and cultures, enshrined within the school's Christian character. In addition, worship and RE as well as the global citizenship programme make a very good contribution to pupils' global awareness. These aspects of the curriculum effectively support pupils' spiritual, moral, social and cultural development. Moreover, RE makes a very good contribution to the school's Christian character. Pupils enjoy RE and use enquiry questions, such as, 'Is anything ever eternal?' or put another way, 'Can everything last for ever?' Pupils ably make links between the school's chosen values and biblical teaching. For example, they can quote chapter and verse about 'loving your neighbour'. They can relate the Christmas and Easter narratives very well. For example, pupils describe the gift of The Holy Spirit at Pentecost so the 'disciples would not be distraught as The Holy Spirit would always be there, but not in human form.' Whilst the school does have a good programme of visits and visitors, pupils say they would welcome more visitors to their RE lessons.

The impact of collective worship on the school community is outstanding

Collective worship, firmly rooted in the Bible, which involves and engages pupils and adults alike, is integral to the pattern of daily life at Trinity. This is because of the well-established and strong links between Holy Trinity Church and Trinity School, namely through its vicar as chair of governors. He is both a regular and welcome visitor to school. Parents and pupils speak highly of the worship he leads in school and in church. One parent said he felt 'ten foot tall and ready to celebrate the meaning of Christmas' with his family after experiencing the welcoming Christmas service in church. Pupils and adults are learning about aspects of Anglican worship through the celebration of key festivals in church to mark the church year, such as Christingle. Pupils say they like church worship and learn more about the world when their vicar leads worship and talks to them. One of the ways in which worship has developed at Trinity is the establishment of a collective worship team. Consequently, pupils enjoy this role of planning and leading worship which can involve them as often as three times a week. Pupils who are members of the collective worship team say, 'we plan and show the school about collective worship and why we are a church school.' In addition, their views and comments are used to inform future development alongside evaluation carried out by governors. For example, pupils say they would welcome some worship outdoors. The school has already identified the need to rejuvenate the school grounds with its quiet areas for reflection. Creative ways to

encourage pupil prayer and reflection to nurture their spiritual journeys are now a well-established and well used aspect of school life. Pupils enjoy writing and reading their own prayers as well as commending others who show good examples of the school's values of care, respect and courage in their lives. The school prayer focuses on being a caring, inspiring, responsible and thoughtful community. However, whilst pupils say they do not pray The Lord's Prayer every day; they have been learning more about its meaning and importance in Christian worship. Another aspect of worship which has developed into an integral part of the worshipping life at Trinity is class worship. This also has a strong focus on the Bible and the school's values and enables pupils to reflect and apply what they learn to their own lives. For example, they consider the 'miracles only God can do' and the thankfulness expressed by one of the ten lepers healed by Jesus. Pupils are able to explain the Christian understanding of God as Father, Son and Holy Spirit in their own words. They speak of the three members of The Holy Trinity as, 'they all make up God, one hundred percent, but they are all a percent of each other'. They go on to comment on the Holy Spirit as the breath of God, who can be everywhere at the same time'. However, the school recognises, and the pupils welcome, deepening their understanding of the Trinity by including its symbolism more frequently as an integral part of their daily worshipping experience. Whilst this is very much part of services which take place in church, the Trinity is not always referred to in class worship.

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

Strong leadership at all levels ensures and enables pupils and staff to thrive in this Christian environment which is firmly grounded in its values of care, courage and respect. The headteacher works closely with her deputy headteacher and assistant headteachers. All staff model the school's Christian vision and values. Consequently, some pupils speak of the courage their teachers give them, 'keeping us on our toes'. Pupils do excel in their achievement, with the core values and biblical teaching intrinsic to RE and worship. As a result, they see God at work in each other. Above all, the focus is very much on the wellbeing of the individual. Governors are very committed and passionate about the school, with the vicar the link governor for worship and RE. Consequently, the monitoring of RE and worship is integral to the monitoring cycle. Governors are frequently in school and actively involved in formal termly monitoring as part of the robust and systematic school development plan. The impact of their monitoring is reflected upon, shared informally and reported at committee level and at full governing body meetings. RE is led by the headteacher and has become a priority, with lesson observations, learning walks and book scrutinies informing current practice and future action. Thus, RE and worship are well led, managed and resourced and meet statutory requirements. All areas have been addressed from the previous inspection, with future priorities identified for action already happening and being implemented. The school has benefitted from, and greatly values, diocesan support and training. This includes support for staff new to teaching as well as those in position of leadership and responsibility. Staff comment that this school is special, open and supportive for them. Parents value the way their children's needs and abilities are well met and they see the school imbuing the culture and values they too prize. They praise the headteacher in 'the way she speaks to the children and fills them with confidence, bringing new ideas such as the house system. As a result, pupils become independent as part of their learning journey and staff comment that pupils reflect on living the values. Community links are strong. This is especially seen in the partnership between church and school. This is celebrated with news about school events and pupils' work displayed permanently in church. In addition, the school takes part in local events, such as the Henley Youth Festival. In all these ways, Trinity excels, values and enjoys its place as a church school in the heart of Henley's community.

SIAMS report February 2017 Trinity CE VC Primary School, Henley on Thames RG9 1SE