

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Infant School

Address	Westgate, Southwell, Nottinghamshire, NG25 0LD		
Date of inspection	14 March 2019	Status of school	Voluntary controlled
Diocese / Methodist District	Southwell and Nottingham	URN	122768

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent

School context

Holy Trinity is an infant school with 53 full time and 2 part time pupils on roll. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. There is currently a formal collaboration between the school and Dean Hole Church School in Caunton, with the Executive Head splitting her time equally between the two schools.

The school's Christian vision

'I can, you can, together we can grow to be the best that God created us to be. Love one another as God loves us (John 13:34)'. The shorter original version was amended in the summer term of 2018. There is also a visual which supports this.

Key findings

- The clear Christian vision infuses every aspect and dimension of the school, allowing all involved to flourish, develop and grow in the knowledge that they are living 'life in all its fullness'.
- The school is a centre of excellence, disseminating excellent practice in Church school distinctiveness locally.
- Pastoral care is outstanding for both pupils and staff, resulting in everyone being valued as an individual in order to 'be the best that God created us to be'.
- The creative curriculum, with an emphasis on awe and wonder to enhance the spiritual dimension, is tailored to meet the needs of all children.
- Reflective and creative collective worship is not only inclusive but is the heartbeat of the school.

Areas for development

- Embed the use of recent developments in religious education (RE) so that pupils benefit more fully from the concept driven elements of the subject.
- Develop the extra-curricular initiatives to ensure that pupils deepen their understanding of and engagement with global issues.

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

The distinctively Christian vision of the school is the driving force behind everything it does. The ethos is firmly grounding in theology, which is shared in both adult and child-friendly terminology. This results in an inclusive and transformative establishment. Pupils speak in terms of 'God is always with us' and 'he is in our hearts', which is a reflection of the way that they work together and enjoy being part of the school family. Everyone flourishes because they feel highly valued as individuals and are treated with the greatest of dignity and respect. Leadership is exceptionally strong. This has been evidenced in the previous headteacher recently becoming executive headteacher of this and another local church school. The school further shows that it is a centre for excellence in Christian distinctiveness as a member of staff has been appointed by the Minster Teaching Alliance to encourage and develop outstanding practice in the area. She also works closely with the diocese on a range of initiatives stemming from the excellent practice within the school. There are effective systems in place to ensure that school leaders and governors have a very clear understanding of the impact of the Christian vision and distinctiveness of the school. As a result, leaders make informed judgements on future developments. Religious education (RE) plays a central part in the life of the school. The subject is extremely well led and managed. There has been the bold decision to teach pupils in year groups, unlike their normal mixed age groupings. This makes for smaller groups, enabling pupils to develop their knowledge and understanding of Christianity and other world faiths. The practice within the school is regularly shared with other schools. The positive impact of the Understanding Christianity materials is beginning to have an effect but it is not yet fully embedded. Awe and wonder are the focus for the spiritual development within the school. Curiosity and questioning are actively encouraged by staff, who confidently engage with pupils, utilising their knowledge of Philosophy for Children. Pupils are able to ask questions, give their opinions and speak openly in a safe and supportive Christian environment, whilst respecting the feelings of others.

Pupils are actively encouraged to reach their full potential as children of God. There are effective personalised interventions as the staff have an intimate knowledge of the needs of every child. Pupils are very proud to be part of the school and church family. Pupils speak with confidence about the Christians their groups are named after and show an age-appropriate understanding of courageous advocacy. A pupil commented, 'those Christian people had a difficult time when they tried to make the world a better place. They didn't give up so we shouldn't give up'. Vulnerable pupils are extremely well supported, enabling them to participate in the life of the school. Pupils and staff demonstrate high levels of mutual respect for all aspects of individuality within the school. The Rainbow Rules, which are underpinned by the school virtues, which are, in turn, underpinned by the Christian vision, are very accessible in child friendly language. Pupils demonstrate an understanding of these and enjoy being rewarded for 'being kind' and 'trying hard'. This is resulting in pupils who behave very well and enjoy coming to school. The wellbeing of staff and pupils is important and the relationships observed within the school are outstanding. Pupils benefit from a very good range of extra-curricular activities for the size of the school which is encouraging them to 'live life in its fullness'. Responsibilities are taken very seriously by pupils who greatly value the chance to be the 'special helper' when it is their turn. Parents say that there is a 'real sense of belonging' to the school and that the school is 'an extension of our family'. They say that the school regularly 'goes the extra mile' when dealing with them and their children.

Collective worship is the heartbeat of the school with the Christian vision and distinctiveness being enhanced and embedded there. Pupils agree that it is 'always different and interesting' and that they 'would really miss it' if it was no longer there. The school extends its excellent work beyond its boundaries. Pupils are having a significant impact in the Signpost initiative, to encourage local people to come together. The pupils say that they thoroughly enjoy going and having worship together every term. Along with regular visits to the toddler group, pupils are developing a deep and genuine concern for others. To support the global awareness of pupils they support 'The Mustard Seed Project', building a school in Mombasa. Links with the building of a school in Uganda are at the early stages. Worship is led by a variety of people, including staff and a range of visitors, who inspire and engage everyone involved. Elements of liturgy are used to great effect and pupils and staff are developing and growing through the worship experience. Biblical stories and Christian teachings are used appropriately for the younger age range. Pupils speak with clarity about the Trinity and their ideas about it. There has been considerable input and creativity in presenting such a complex concept to young children. Prayer plays a very important part in school life. Pupils are not only encouraged to write their own carefully thought-out prayers but to pray spontaneously in worship when asked. There are exceptional links with Holy Trinity Church which manifest in both formal and informal communication. For example, the school visits the church regularly and local clergy are

on hand for support and guidance. Parents agreed that these links are enhancing the Christian distinctiveness of the school. Parents regularly attend school worship in the church. There are also very strong links with the family of schools and The Minster School, all of which grow from the vision being lived out on a daily basis. A parent accurately reflected that, 'every minute of everything is underpinned by the vision of the school'.

Executive headteacher	Marie Thompson
Inspector's name and number	Louise Patterson (310)