



National Society Statutory Inspection of Anglican and Methodist Schools Report

Trinity Church of England First School

Nunney Road,
Frome,
Somerset
BA11 4LB

Diocese:	Bath and Wells
Local authority:	Somerset County
Dates of inspection:	22nd January 2014
Date of last inspection:	8th November 2008
School's unique reference number:	123758
Headteacher:	Mr Philip Burner
Inspector's name and number:	Mrs Carolyn Banfield - 610

School context

Trinity Church of England school is a larger than average First school where the majority of its pupils are of white British heritage. The proportion of pupils supported through school action is higher than the national average whilst the proportion of pupils supported at school action plus or with a statement of special educational needs is lower than the national average. The number of children for whom the school receives pupil premium funding is below the national average.

The distinctiveness and effectiveness of Trinity First School as a Church of England school are good

Trinity First School is a school where the children are provided with a very effective Christian foundation based on a set of golden rules which are understood by all. The distinctiveness of the school is captured in the inclusive ethos it provides and the quality of the relationships shared between school, church and the wider community.

Established Strengths

- The positive impact of the strong leadership provided by the headteacher and the support received from the Vicar and governing body
- Excellent relationships between staff and pupils provide a safe and nurturing environment ensuring effective learning takes place
- The quality of RE and the significant contribution it makes to the spiritual development and distinctiveness of the school

Areas to improve

- Establish robust procedures for planning, monitoring and evaluating the effectiveness of the school's work in maintaining and developing its Christian distinctiveness
- Devise strategies to effectively share the Christian vision of the school with all stakeholders

- Give parents more opportunity to share in the various acts of worship

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

The Christian character of the school is embodied in a core set of values known as the golden rules. These are implicit to the way in which the community is run, the vision it promotes and has a significant influence on how the aims of the school are fulfilled. The values identified are effectively reinforced through acts of worship and the children's social and moral development is supported extremely well through clear behaviour guidelines. As a result, a strong and successful ethos has been created where mutual respect abounds and children know that they are cared for and valued. The school has established a culture where children are comfortable to share their opinions and personal views, in the knowledge that they will be listened to. There is a clear recognition that the quality of the relationships shared has a positive impact on the spiritual dimension of the children's lives. Attitudes towards learning are very positive and children respond in an enthusiastic manner because of the creative and enriching curriculum presented. This is exemplified in RE which clearly is a major contributor to the distinctive Christian character of the school. Pupils enjoy the subject and appreciate the opportunities they have to explore religious phenomenon through learning about as well as learning from the different faith systems taught. It is evident from discussion and in looking at the work covered in books, that the subject is very effectively developing their skills of enquiry and analysis alongside interpretation and evaluation. Pupils are able to express an empathetic understanding of the dilemmas experienced by others because they are presented with real life contexts which allow them to think, consider alternatives, and suggest practical ways forward. For example, the recent local floods became a learning opportunity for EYFS children who after considering the plight of those involved, were able to apply their understanding to the story of Noah's Ark and the messages conveyed. Charitable giving is often stimulated through a curriculum focus or worship theme. Pupils articulate a clear appreciation of God as the creator of the world and the beauty we find within it. For example, a Year 1 lesson observed highlighted how moments of awe and wonder influence spiritual development and engender a desire to look after God's world. The school enjoys many outdoor areas which prompt opportunities for quiet reflection. Some children feel that occasions to use the quiet garden and to access Forest School activities could be extended. Individual needs are carefully catered for; vulnerable groups, including those who are eligible for Pupil Premium, are supported well through a range of targeted interventions successfully helping to break down barriers to learning. Vibrant displays in the hall reflect the Christian ethos but opportunities to proclaim the distinctively Christian character of the school through, for example, the website and school brochure, have not yet been fully exploited.

The impact of collective worship on the school community is good

Collective Worship in its various formats is central to the school day and is having a good impact on the children. They display a mature attitude towards worship and this is demonstrated through the calm, quiet way in which they enter the hall and the respect they show when listening to the presentation. Adults and children recognise that assembly is a 'special' time where the various elements employed bring them together to consider God and His teachings. The focus this brings is greatly appreciated. Bible stories are a key aspect of worship and many children are able to recall how some of the stories they have heard have influenced their attitudes or helped them to face conflict or difficult situations more positively. The golden rules are a prominent feature and children recognise that these are fundamental to the development of their overall behaviour, the responses they make, and the way in which they lead their lives. They know that these rules have a considerable influence on the ethos the school promotes and in which they happily share. This is particularly true in terms of their understanding of forgiveness and the way in which they consider each day as a new opportunity to start again. Worship themes are clearly planned and where possible follow the church year and pupils have a growing recognition of this. Worship within school and at

church gives experience of different forms and the children enjoy the variation that this brings. They are able to distinguish between the benefits brought about by the intimacy created through classroom worship in comparison to the 'joyful' expression demonstrated within, for example, worship through song. They speak highly of opportunities afforded through church services, the sessions led by the vicar at school, and particularly enjoy worship when leaders ask them to become involved. Prayer and time for reflection is a very important part of the proceedings and children are encouraged to write their own as well as read those provided by worship leaders. They see prayer as a time to talk to God and present the view that prayer can make a difference in ones' life. The school recognises the need to involve parents more in acts of worship and has made a start by adapting its provision for Harvest. This will need to be considered further through a process of evaluation in order to build on the successes already encountered. Pupils' understanding of the Trinity remains at a very basic level but the school is well placed to creatively explore and present this Christian concept using the development points suggested.

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

The headteacher has a clear vision of the purpose of being a church school and has successfully developed the Christian character through the golden rules so that it is inclusive and affirming. The values implicit to these rules are securely embedded and the school is now in a position to more explicitly present them in terms of Christian values. Governors have a clear understanding of the ethos which permeates the school and share the headteacher's vision and determination to sustain the values which are at the very heart of school life. There is a clear understanding that the Christian foundation of the school underpins relationships between all members of the community and that respect is pivotal to its success. There is a shared understanding that the role of the vicar in the life of the school is an important part of how the Christian character of the school is expressed. The strong leadership and subject knowledge of the RE coordinator has enhanced the status of the subject and has helped to ensure that standards in RE are on a par with the core subjects. Strategies to improve the quality and depth of children's responses in RE are in place and illustrated in the scrapbooks now implemented across the school, for example. The creative approach is very effective in encouraging an exploration of matters of faith and belief. The school realises that there is more work to be done for the pupils to gain a greater understanding of the cultures and faiths represented in a modern Britain and have taken steps to develop awareness through the topics studied. Parents speak very highly of the school staff and particularly appreciate the 'family' context it provides; they recognise the level of care for individuals and identify this as a prominent factor in their child's personal development and sense of well-being. Parents know that Trinity is a good school but they do not necessarily recognise the contribution that the Christian influence or status makes towards levels of academic achievement. Through a more obvious proclamation of its Christian values and the implications this has for the distinctive nature of the school, all stakeholders will more readily understand and appreciate the influence and impact this has on the overall quality of teaching and learning taking place.

SIAMS report January 2014 Trinity Church of England First School, BA11 4LB