

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

Trinity Church of England VC First School			
<b>Address</b>	Nunney Road, Frome, Somerset. BA11 4LB		
<b>Date of inspection</b>	28 February 2019	<b>Status of school</b>	Voluntary Controlled First
<b>Diocese</b>	Bath and Wells	<b>URN</b>	123758

Overall Judgement	Grade	Good
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>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Trinity First School has 293 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 slightly above the national average. The proportion of pupils who have special educational needs and/or disabilities is below the national average. A new deputy headteacher and special educational needs co-ordinator (SENCO) have taken up post this academic year.

### The school's Christian vision

'Flourishing Together'

- Living together in a caring community
- Learning together to gain knowledge and grow in wisdom
- Being together with dignity
- Believing in each other to inspire hope

The school uses the story of 'The Feeding of the Five Thousand' (Mark 6:31-44) to exemplify its vision for the pupils and staff.

### Key findings

- The Christian leadership of the school is strong and has a clear understanding of the school's forward journey. However, governors are less rigorous in monitoring the Christian distinctiveness of the school.
- The Christian vision and values are in action across the school. This vision is yet to be fully embedded in all school policies.
- Relationships are strong reflecting the school's belief in God's love for all his children.
- The vision promotes a very strong sense of partnership with the parish church, which is beneficial to school, church and local community, and continues to develop.
- Religious education (RE) and collective worship are both given a high priority. Their impact on the spiritual, moral, social and cultural development of pupils is evident.

### Areas for development

- Strengthen the monitoring of the school by the governors in order that they can further challenge and support the school leadership in developing its church school distinctiveness.
- Embed the school's vision more deeply in its school's policies so that it is clear how it influences the work of the school.
- Develop the use of prayer and reflection in collective worship to deepen pupils' understanding of the nature of prayer.

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 school is led by a passionate and determined headteacher and leadership team. A strong Christian vision is underpinned by the parable of the feeding of the five thousand. The biblical understanding of this parable has led to the adoption of its four core values of dignity, hope, community and wisdom. These underpin the daily life of the school. High-quality displays around the school remind pupils of the vision and help them to remember to make the right choices and behave well. The principles behind the vision are well understood in the school and by parents but it is not yet fully embedded in all policies. A parent said that their child talks about the Christian values at home and they are important to him.

The school enjoys a very strong partnership with the local church whose vicar is on the governing body and who also provides a chaplain. He successfully supports the development of the school's Christian ethos, answering questions and making the gospel message accessible and relevant for individuals and groups. Recently he responded to a request from a pupil to meet with him and talk about dinosaurs and God creating the world. The school and parents, visit the church to celebrate Christian festivals. The school also has a close relationship with the diocese and makes the most of all continuous professional development (CPD) opportunities offered. The school leadership is well supported in its vision and in religious education by the diocese.

In line with their vision, the school provides a broad and balanced curriculum in order that all pupils are enabled to achieve their God-given potential. Their belief that every child is created in the image of God drives their provision of personalised interventions. As a result, progress and attainment is generally at or above the national average except in phonics where a new programme has been swiftly introduced to address the issue. The school is inclusive and parents recognise that staff are living out the school values every day. Parents of a child who recently moved to the school say that the welcome has exceeded their expectations. The learning environment is calm and ordered. Behaviour is good and pupils speak readily of celebrating success and being forgiven like the prodigal son.

Parents appreciate the caring support that is offered to all pupils, whatever their needs. An emotional literacy support assistant (ELSA), directed by the SENCO, runs an impressive programme of interventions supporting pupils and successfully works on individualised plans. Relationships and Sex education is delivered sensitively and supports pupils to cherish themselves and to form healthy relationships. Parents feel involved in school life.

There is a broad and balanced curriculum with a good range of extra-curricular activities supporting the holistic development of pupils in line with the vision. Daily reflection time is valued and built into the timetable. A Year 1 girl said, "You can look back at good things that you have done and think about making different choices next time if things haven't gone so well." Reflection areas in each classroom provide a variety of ways in which pupils thank God, ask questions, or confide their concerns in him. They write prayers and consider the world around them. Increasingly, teachers are using the school's outdoor learning areas amongst the trees so pupils experience a sense of awe and wonder at the beauty of God's creation. A teacher said, "We all need and enjoy the sense of peace. The pupils love it." One pupil agreed. 'Being peaceful shows God that you love him.'

Pupils respond enthusiastically to invitational and inspiring collective worship. There is a varied programme of topics and leaders, providing pupils with a range of religious experience. Pupils talk about how the different creative presentations inspire them. Collective worship and RE lessons regularly include biblical passages and the teaching of Jesus. Pupils articulate how collective worship and RE link together and say they regularly model their good behaviour on the teachings of Jesus. Inspired by the parable of the good Samaritan, they help each other in the playground when they fall over and have learned that it is important to look after others. A child reflected, "Jesus teaches Christians to think of others rather than themselves." In line with the school's vision, pupils clearly have hope and aspirations to be the best that they can be. They are aware of the world around them and respond to issues in a number of different ways. Year 4 pupils deliver presentations to the whole school as part of collective worship, for example, on pollution. One said, "If you believe in something, speak up!"

Pupils are keen to make a difference not just in school but also in wider social action projects. The school council

agreed that “every child matters and we want to keep pupils at school safe.” In anti-bullying week, Year 4 took part with other schools in an anti-bullying march and carried placards. One pupil wrote that when he went on the march he felt happy to be part of a really important moment. As well as supporting several national charities such as Red Nose Day, pupils additionally chose to raise money to support the local foodbank and homeless charities. Staff also replaced their Secret Santa with a collection for the charity, Refresh.

RE is enjoyed by the pupils and is the favourite subject of many. Through a well-planned scheme of work pupils experience different religions and see Christianity as a living faith. The school displays a thought for the day which has a significant impact on pupils’ spiritual development. Pupils have a good understanding of other world faiths. They have delivered this through RE and through being given the words of influential figures such as Mahatma Ghandi to consider. One classroom has a window of symbols representing different world religions. The main display in the hall is of Jesus laughing and loving, and illustrates the school’s vision of flourishing together. RE lessons and classrooms provide safe spaces for pupils to ask big questions such as, “Why did God make the world?” and to openly discuss the answers.

Headteacher	Amanda Seager
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