

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church School, Yeovil			
Address	Lime Tree Avenue, Yeovil, Somerset. BA20 2PW		
Date of inspection	5 March 2020	Status of school	Academy inspected as Voluntary Aided. Bath and Wells Multi-Academy Trust
Diocese	Bath and Wells	URN	143621

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
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Holy Trinity Church School, Yeovil is a primary school with 420 pupils on roll. The majority of pupils are of White British heritage. A 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. Important changes since the last inspection include entry into membership of the Bath and Wells multi-academy trust, a change of headteacher, and redevelopment of the senior leadership structure.

The school's Christian vision

'The Lord is faithful to his promises and everything he does is good'. (Psalm 145 verse 13)

'Learning, achieving and flourishing together in God's promises, goodness and love'.

Holy Trinity aspires for everyone, whatever faith, culture or background to learn, achieve and flourish together. Our rainbow vision symbol represents God's promise to us, and our values represent our promise to God

Key findings

- The Christian vision and associated values are fully embedded, and they drive and inspire academic and personal development in the whole school community.
- Collective worship based on the vision is inspirational and inclusive with a strong impact on spiritual development. Spirituality is also strongly supported by the curriculum although not mapped in all subjects.
- A range of innovative practices inspired by the vision benefits the involvement of all stakeholders with excellent impact on pupil development, the church and the town.
- Leadership is strong and effective with further innovative approaches to mental health and wellbeing also inspired by the vision. These ensure the happiness of the school community at all levels.
- Religious education leadership is very strong and given the highest priority to promote continuous development of the subject. This is seen in excellent pupil progress in the subject.

Areas for development

- Explore possible ways in which junior governor pupils could engage directly with the governors' ethos committee to further develop the impact of vision and values.
- Further develop pupils' understanding of Christianity as a multi-cultural world faith so that they deepen their knowledge of the Christian faith in today's world.

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's Christian vision is deeply embedded and lived out in an exemplary manner. Pupils readily understand the source of their vision and their 'rainbow values'. They see these as God's promise to them and their promise to God. They instantly connect them with relevant biblical material. An outstanding sense of shared purpose unites the school, parents and the church. The clergy and headteacher give the deeply held Christian vision the highest priority. The school hall has worship resources that remind pupils of this. The multi-academy trust supports the vision and holds the school in high regard using its excellent practice to encourage its other schools. Local governors have a strong ethos committee, and with the headteacher they have a range of innovative approaches to ensuring the impact of the vision. Grandparent days are just one example of this, with significant impact on understanding the vision in pupils' families. Leaders encourage adults to flourish through a wide range of professional development courses. Particular emphasis is placed on mental health for all supported by the vision and delivered through the employment of a social and emotional expert. Evidence of excellent practice in implementing the vision is seen in beliefs, hopes and aspirations discussed and shared by pupils and adults alike.

The Christian vision is explicitly realised in educating all pupils. Progress pupils make is above national averages. Parents strongly appreciate the approachability of staff and feel every pupil is highly valued. An innovative and individually tailored system for using funding for disadvantaged pupils ensures good progress and results are carefully tracked. Further innovation is seen in reporting to parents and all reports include an emotional health and personality assessment. The impact of this on holistic care of all pupils is excellent and is clearly promoted by the vision. There is a broad curriculum and an approach to spirituality within it although this is not specifically mapped for each individual subject. Pupils' reflect well on their learning and this is strongly evident in creative writing and prayers. Innovative drop-down days focus on particular aspects of spirituality and this promotes a spiritual maturity that is deeply embedded. Many opportunities are provided for pupil leadership such as junior governors, sports captains and buddies. This allows them to apply their learning and helps understand the practical application of the vision. This results in an intuitive understanding that the Christian vision applies to all areas of life both academic and personal. The ethos committee monitors the impact of the vision although this does not currently include a contribution from pupils.

Pupils are encouraged to explore their potential in various ways. They readily explain how reflection areas in classrooms are used. They maturely express their understanding of God as seen in Jesus' life and reflect readily about hopes and aspirations. They understand that as God's promises helped Jesus, so the Christian vision helps them achieve their potential. As a result, they recognise the importance of the Christian concern for justice for all. This is demonstrated through topics studied such as the life of a child in Burundi which arose from a spirituality day on God's love. Although the pupils understand that Christianity spreads across the globe they have limited understanding of what it might look like in different cultural contexts.

The Christian vision holistically infuses the life of the school and is evident in every possible way from the quality of relationships to the school's ethical business practice. The Christian imperative of valuing everyone underpins the way pupils and adults behave towards each other. They show in exemplary conduct that as Jesus worked with his followers to care for everyone, so they do the same. The behaviour policy particularly reflects the vision and values, and restorative justice underlies actions taken. Perseverance with Christian ideals of love and forgiveness in difficult times is deeply understood by pupils, and they readily link this with Jesus' example.

Pupils respond enthusiastically to highly inspirational, invitational and inclusive worship. They deeply appreciate moments of stillness and reflection and the impact of this on the quality of their lives. Collective worship shows all the hallmarks of excellent planning. Year groups take it in turns to plan and execute the worship for spirituality days. The sharing of an agape meal at the end of worship on all spirituality days naturally leads into wider thinking and an understanding of the Eucharist. Weekly worship takes place in the parish church and the main festivals which is well attended by parents and others. This ensures a strong relationship between church and school and has an impact on the wider community. The elements of gathering, engaging, responding and

sending out with a practical action are inspirational and uplifting. Pupils respond readily sharing the impact of spiritual thoughts on their lives. Worship demonstrates the vision showing that all are valued by God. Christian teaching about God as Father, Son and Holy Spirit is understood and pupils readily explain how they envisage this using various illustrations. Prayer is clearly the heartbeat of the school seen in the use of formal and informal prayers. The prayer tree and its bag of prayers bear testimony to this. Whole school worship centres around an altar which uses the seasonal colours of the church year and pupils understand the significance of these. As a result, pupils have an excellent knowledge of Anglican practice. Excellent systems monitor and evaluate worship ensuring pupils make progress in prayer and spirituality.

Religious education is a separate subject and is exceptionally well planned and confidently taught by staff. The RE leader promotes development of staff through innovative subject training. She also has a wider role in RE in the Bath and Wells multi-academy trust. As a voluntary aided school, the governors and staff have exercised their right to construct and approve their own RE syllabus. Strong links with the diocesan advisers are appreciated in supporting this. Resources in use include 'Understanding Christianity' and 'Discovery RE.' The selected material has significant impact in helping pupils' understanding. The foundation governors regularly monitor the impact of the syllabus. This can be seen in high quality work demonstrating a thoughtful appreciation of the influence of Christianity and other religions on society. The curriculum has an excellent balance between religious and other views. Older pupils have an impressive range of ideas that show the highest quality teaching and learning. They also recognise the importance of studying world religions in promoting global understanding. A clear and readily understood system of assessment is evident in RE books to help pupils gauge progress and attainment.



The effectiveness of RE is Excellent

Excellent practice is strongly evident in teaching religious education. The quality and effectiveness of teaching and learning is regularly monitored, and thorough records kept. The majority of lessons are clearly better than good. Effective tracking of pupil progress ensures the quality of teaching and learning is maintained. Excellent features include the ability of pupils to confidently give age appropriate accounts of Christianity and other religions. The subject inspires them to explore a range of religious and spiritual ideas.

Headteacher	Adam Beauford
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