

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England Voluntary Controlled Primary School

Main Street, Aldwinckle, Kettering, NN14 3EL

Current SIAMS inspection grade	Good
Diocese	Peterborough
Previous SIAMS inspection grade	Good
Local authority	Northamptonshire
Date of inspection	29 June 2017
Date of last inspection	June 2012
Type of school and unique reference number	Voluntary controlled primary 121958
Headteacher	Scott Dainty
Inspector's name and number	John Weaver 402

School context

The school is in its first full year as a primary school, due to a change from a 3-tier to a 2-tier system in the area. It is smaller than the average primary school, with a roll of 151. The percentage of pupils for whom the school receives pupil premium funding is well below the national average, as is the percentage with special educational needs. Pupil attainment is usually above the national average. Many of the pupils live in outlying villages and transport is provided for them. There have been significant changes in staff since the previous inspection. This includes all the senior leadership team and a number of governors.

The distinctiveness and effectiveness of Trinity Church of England Voluntary Controlled Primary School as a Church of England school are good

- The school's distinctive Christian values are embedded in the school community. They inspire the pupils to live them out daily, both in school and outside it.
- Due to the influence of the school's Christian values, the pupils have developed a strong moral compass, a knowledge of right and wrong, justice and injustice and a desire to make the world a better place.
- Despite living in a monocultural environment, the pupils have a clear understanding of, and respect for, diverse communities due to an effective programme of visits and visitors to the school.

Areas to improve

- Give pupils more regular involvement in planning and leading acts of worship, to promote further opportunities for their spiritual growth.
- Ensure that when monitoring and evaluation is carried out, development points are always noted and followed through.
- Develop an agreed school definition of spirituality on which to build the school's spiritual, moral, social and cultural (SMSC) teaching and learning.

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

Seven distinctive Christian values form the foundation of this school. The pupils know the Biblical links to the values, and therefore they set their actions and attitudes in a scriptural context. The influence of the values is such that they are at the heart of everything the pupils do. All staff act as excellent role models, emulating the values. This illustrates the comment of one parent, who said, 'Their faith influences everything they do'. The school makes personal wellbeing a high priority for all pupils because leaders believe that this is the key to the pupils' ability to live out the Christian values. This ensures that all, irrespective of their starting point, are encouraged and enabled to achieve their very best. This leads to a significantly greater number than the national average demonstrating the highest levels of attainment for their age. The pupils love coming to school and praise each other's achievements. Governors have agreed to fund a parent support adviser, whose expertise enables families experiencing difficulties to maintain pupil attendance. This, together with work in school with individuals and families, leads directly to the above-average attendance figures the school regularly achieves. There have been no exclusions.

The school's Christian character supports the pupils' SMSC development well. This has enabled the pupils to develop a strong moral compass. The pupils readily write their own prayers for use in worship and on other occasions. Reflection areas in the school, developed since the previous inspection, and in individual classrooms are well-used. The Key Stage 2 pupils use their individual reflection books honestly when something has gone wrong. This helps victims to forgive and perpetrators to repent. Behaviour and relationships are excellent because the distinctive Christian values teach the pupils to make good choices. All pupils look out for each other and give support where needed, in the same way that staff support them. Conflict is rare, and pupils are adept at either resolving the conflict or respecting the difference that led to it. There is very little bullying, and if it does occur it is swiftly dealt with. The population of the village and surrounding area is of largely White British heritage. Because of this, the school has ensured that the children make visits to non-Christian places of worship. There is also a programme of visitors to the school from representatives of different faiths and cultures. This has been successful and the pupils have a good understanding of and respect for diverse communities. A planned series of 'culture days', the first of which was held recently, has enthused the pupils through practical experience of life in other countries. They are beginning to learn about Christianity as a multi-cultural world faith, and Christianity in action across the world. Religious education (RE) makes a good contribution to the school's Christian character. Pupils enjoy their lessons. They are challenged to think about and discuss key points of their learning. This is an important component of their SMSC development. Displays of work in RE throughout the school emphasise the contribution of this subject to the school's Christian distinctiveness.

The impact of collective worship on the school community is good

Collective worship has a strong impact on the pupils. One child said, 'It connects us to an almighty supreme being who loves us all.' Parents frequently join school worship, and they confirm its impact on them, including those who profess no faith. Pupils frequently talk at home about what they have learned in collective worship, demonstrating their enthusiasm. Staff members also agree that school worship 'can lift the spirit.' Pupils' recall of acts of worship they have experienced is good. They also have a clear understanding of the spiritual and moral messages of acts of worship. They enjoy occasions when they are involved, such as acting out Bible stories. Worship planning is based on the school's Christian values. This ensures that worship is strongly based on the New Testament and the life and teaching of Jesus. Therefore they know his teachings well and try hard to live by them at all times. Worship songs are well-chosen to support the individual theme for the day, enabling teaching to be supported through the sung words. Greetings and blessings from Anglican liturgy are regularly used. This leads to improved familiarity with the liturgy, as noted in the areas for development in the previous inspection. Frequent worship in St Peter's Church also increases familiarity with the liturgy. The celebration of major Christian festivals in the church contributes well to the pupils' understanding of them and their good recall of events. They understand the use of different liturgical colours for the various seasons of the church's year. The church community continues to support the school well in the current interregnum. 'Experience Easter', organised by members of the church, gave the pupils vivid and memorable learning. Worship contributes well to the development of the pupils' spirituality. They are encouraged to write their own prayers for different occasions. As a result they are gaining the confidence to share their own prayers with wider audiences. Most acts of worship include a period of reflection on the theme, and the pupils use the school's reflection areas to supplement this time.

The children have a good understanding of God as Father, Son and Holy Spirit. One parent, describing herself as 'not a Trinitarian', confirmed this by relating a debate she had with her child. Worship is planned by the senior leadership team and members of the church staff. A group of pupils, known as the 'church and community group' also plan occasional acts of worship, mainly around fund-raising for charitable causes. This fund-raising is very successful. The pupils therefore gain some experience of worship planning and delivery. However, it does not fully engage them with the spiritual aspect of worship. The pupils are ready for their worship planning and leadership

roles to be extended, and say they would value this. The monitoring and evaluation of collective worship is carried out regularly by adults and pupils. Records show an improvement in the quality of worship since the previous inspection. However, the evaluation forms are not always focused directly on the impact of worship. For these reasons collective worship is not outstanding.

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

There were three areas for improvement in the previous inspection. The first was to 'communicate more explicitly the Christian identity of its motivation in ongoing overview of school development'. This has been effectively addressed. The Christian foundation of the school is clearly shown throughout the building by the use of crosses, displays and the school's Christian values. This emphasises its primacy in the school. The school's Christian identity is now clearly evident in development planning and documentation. The second was to extend the children's knowledge of Anglican liturgy and its worldwide character through the use of diocesan training and overseas links. This has mostly been addressed, although the development of overseas links is work in progress, in the development plan for 2017-8. Finally, the school was asked to develop and build on the monitoring and evaluation work presently carried out by the 'church schools group' from the Oundle deanery. This has been successfully addressed. School leaders confidently articulate a vision rooted in distinctive Christian values. This is that 'our distinctive Christian values guide all our decision-making at all levels in the school'. Leaders ensure that all stakeholders understand and support this. Care for the individual, based on the Christian values of love and forgiveness, is at the forefront. This has a direct impact on the achievement and progress of all, whatever their baseline when they join the school. As a result, all pupils develop the self-confidence and resilience to always try their very best. They also develop very good personal and social skills. Because of this they are able to diffuse difficult situations if they arise. This contributes well to the high standard of behaviour in the school. Leaders' self-evaluation is accurate. It is evident that they know their school's strengths and areas to develop well. Governors play a full part in monitoring and evaluation, and in holding the leadership to account. Individual monitoring, however, does not always focus sufficiently on impact. The school pays for a parent support adviser. Financial help is provided for individual pupils when needed. These emphasise the governors' determination to fulfil the school's Christian mission.

Arrangements for RE and collective worship meet statutory requirements. Governors and the senior leadership team have given RE a high priority. This has resulted in effective practice throughout the school. Leaders are preparing well for the future leadership of church schools. Leadership roles are shared amongst various members of staff. The assistant head is at present acting head while the headteacher is on adoption leave. This, together with his acceptance to study for the National Professional Qualification for Headship next year should prepare him for future leadership of a church school. Effective partnerships with the church and the Oundle deanery promote the school's Christian foundation. The local diocesan reader is a governor. This strengthens the link with St Peter's Church, especially during the current interregnum. Through co-operative work with other church schools in the locality, staff work alongside one another to share best practice. The school subscribes to the highest level of support from the diocese, so governors and leaders are able to improve their practice through diocesan training. This has led directly to school improvement. Parents and carers know they are true partners with the school in the education of their children.

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