

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Holy Trinity Church of England (Aided) Primary School | | | |
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| Address | Crawford Street, Seaton Carew, Hartlepool, TS25 1BZ | | |
| Date of inspection | 12 November 2019 | Status of school | Academy inspected as VA. Durham Diocesan Multi Academy Trust (MAT) |
| Diocese | Durham | URN | 144901 |

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| 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 | Good |
| Additional Judgements | The impact of collective worship | Grade | Excellent |
| | The effectiveness of religious education (RE) | Grade | Excellent |

School context

Holy Trinity is a primary school with 208 pupils on roll and a 26 place nursery. The majority of pupils are of White British heritage. Very few 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. The school is one of the founding members of the Durham Diocesan Multi Academy Trust (DDMAT) and provides support for other schools for instance in its role as a teaching school.

The school's Christian vision

Our long-standing mission is to provide 'Excellent education in a Christian Environment'.

The ethos of Holy Trinity School is built upon love, 'Love your neighbour as yourself.' Matthew 22:39.

Our vision is for all pupils to achieve their fullest potential in all aspects of their lives. We encourage the principles of love, compassion, self-reliance, responsibility, trust and respect. Our shared Christian values reverberate through all aspects of school life.

Key findings

- Impassioned leaders and staff model the ambitious vision of the school which is aspirational for each pupil and enables all to flourish within a loving school where all are deeply valued as uniquely created individuals.
- Exceptionally positive relationships, underpinned by the Christian values of love, respect and compassion and biblical teaching ensures that behaviour is exemplary throughout the school.
- Collective worship, including regular Eucharistic worship, provides profound opportunities for the deep spiritual growth of pupils and adults and is central to the very heart beat of the school.
- Exceptional subject leadership and inspiring teaching, enhanced through professional development, enables high quality questioning which results in excellent outcomes in RE.
- Ambitious leaders and governors take bold and ethical decisions to 'love your neighbour' in strategic decisions including their support for other schools, enhancing their provision beyond the school itself.

Areas for development

- Enhance the clarity in which all stakeholders can clearly articulate the distinctively Christian vision and how the ethos, mission and vision seamlessly interlink to holistically shape the strategic direction of the school.
- Through close collaboration, further enhance the mutually beneficial partnership between the local church, the school and the communities they both serve.
- Ensure that the new relationships and sex education (RSE) policy reflects the guidance in the document 'Valuing All God's Children'.

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

This is a highly inclusive and nurturing school where loving relationships, based on the Christian teaching of 'love your neighbour as yourself' are explicitly lived out in the actions and words of adults and pupils. Through the depth of this love, pupils and adults feel valued as unique individuals. Leaders passionately embody the ethos of care for all in their real sense of service to the local community and the pupils, staff and families. As a direct result of this, pupils are known, and cared for, as precious individuals and empowered to achieve their fullest potential. The school's vision, ethos, mission and values drive the strategic and organisational decisions that are taken. Pupils and adults clearly and concisely articulate the biblical foundation for the importance that the school places on its ethos of being a good neighbour and its Christian values. The biblical foundations of elements of the vision are less confidently articulated.

As a founder member of Durham diocesan MAT, ambitious leaders and governors work collaboratively with others within the MAT to enhance the opportunities for all to thrive. Leaders articulate that strategic decisions to provide additional support to some local schools are intrinsically linked to the school's desire to be a good neighbour in the local community. Governors and school leaders actively embrace opportunities to support other schools through their role as a teaching school. This is valued by the local Diocese and the receiving schools. Such support is of mutual benefit, providing professional support for the receiving school and enhanced leadership development for staff from Holy Trinity. The school's outward looking ethos helps to support staff and pupils to flourish.

Pupils are enthusiastic in their desire to care for one another and are highly ambitious for the wider community. They clearly link their support of the local foodbank with the teachings of Jesus, for instance in the parable of the good Samaritan. Pupils look for opportunities to be good neighbours. They actively seek opportunities to live out this element of the vision as courageous advocates for change, globally and within the local community. This is evident in pupils' desire to engage in personal acts of good stewardship in their spare time. These include clearing plastics from the local beach and supporting environmental projects to safeguard God's creation.

The school's curriculum is designed to ensure that pupils have meaningful opportunities for the development of their character as well as their knowledge and skills. A wide range of residential and extra-curricular experiences are provided by the school to further enhance pupils' learning. Pupils speak with passion about the breadth and impact of these such as recent visits to Robinwood and Edinburgh. Such enhanced learning is founded on the school's vision that pupils achieve their fullest potential. The school enables all pupils, including those who are vulnerable, to flourish academically and outcomes are above national expectations in all areas.

Worship provides adults and pupils with a richly valued opportunity to share profound moments together. This is enhanced through the creative provision of areas for personal reflection and prayer. Worship is thoughtfully planned and delivered by pupils, staff and clergy whose input weaves together seamlessly. The Eucharistic service, which takes place every fortnight, is hugely valued by all. Adults and pupils emphatically articulate the powerful impact that this has on their personal spiritual development. Staff and parents appreciate the powerful opportunities that worship brings in enabling times of stillness and the 'awe inspiring' impact of observing the depth of the pupils' responses. Pupils are empowered to take a prominent role within the service which enhances the spiritual impact of the service on adults and pupils. Pupils' confidence in leading prayers, singing the Gloria and their creative roles in the service significantly augments their spiritual growth and strong understanding of Anglican tradition in worship.

Clergy, parents, staff and pupils effusively echo one another in the powerful opportunities that worship provides for all to be unified in love, living out the vision of the school. There is an eagerness from clergy to further extend the excellent partnership with the school which will benefit both school and church.

The school gives great prominence to RE. Pupils are unreserved in their enthusiasm for RE and flourish in this subject. The impact of the leadership goes beyond the school, with the subject leader recognised as a specialist leader of education, providing valued support to local schools in RE. This, again, demonstrates the school's vision of loving your neighbour in the practical support offered to neighbouring schools.

All teaching staff have attended training on Understanding Christianity. Prioritising high quality professional development for staff highlights the importance that the school places on the teaching of RE. Pupils enthusiastically articulate their learning about world faiths and understanding of Christianity as a world religion. Pupils are adept in their interpretation of biblical text and can skilfully apply their understanding to issues in contemporary society. Through this excellent provision, children flourish in RE which directly links to the vision where all achieve their fullest potential.

The positive wellbeing of adults and pupils is central to the nurturing and caring values which permeate throughout the school. Staff, parents and pupils all articulate the school as being like a family where each member is known and loved as a unique individual, enabling all to thrive. Adults and pupils actively describe the positive impact of the school's Christian values such as love and compassion on enhancing their good mental health. Training on the social and emotional learning programme called Thrive is fully embraced by all and contributes to the positive wellbeing of pupils in school. Behaviour throughout the school is exemplary, enabling all to flourish and live well together. Pupils articulate the importance of forgiveness and valuing one another which contribute to the harmonious and loving atmosphere evident in all areas of the school. Leaders emphatically describe, and demonstrate, the importance that they place on the dignity of all pupils.

This is a school where love and care are not just words but are actions that are actively lived out in loving relationships, which embody the wider school vision and values. This outward and highly successful school fully embraces its vision of being a good neighbour, enabling all to flourish as valued and loved individuals.



The effectiveness of RE is Excellent

Inspirational teaching in RE is consistently challenging and engaging. This enables pupils to access significant opportunities to reflect on deeply theological and philosophical questioning. The dynamic and passionate leadership of RE, enhanced through rigorous monitoring, ensures the highest standard of provision. Teachers demonstrate the confidence to move beyond the planned to make the most of children's curiosity and questions which significantly enhances learning. As a result of this, all pupils, including vulnerable pupils, flourish academically in RE.

Headteacher

Amanda Baines

Inspector's name and number

Paul Rusby 938