

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Voluntary Controlled Primary School

Benner Lane
West End
Woking
Surrey
GU24 9JG

Current SIAMS inspection grade	Outstanding
Diocese	Guildford
Previous SIAS inspection grade	Outstanding
Local authority	Surrey
Date of inspection	19 January 2017
Date of last inspection	19 January 2012
Type of school and unique reference number	Primary 125139
Headteacher	Jon Hills
Inspector's name and number	Andrew Rickett 201

School context

Holy Trinity is larger than the average size primary school with 420 children in roll. The majority of children are of White British heritage and the number from other backgrounds is above national averages. Children come from mixed socio-economic backgrounds. The number with special learning needs and/or disabilities is below the national average as is the number entitled to receive the pupil premium. Attendance is consistently above the national average.

The distinctiveness and effectiveness of Holy Trinity as a Church of England school are outstanding

- Children have a very clear understanding of how the school's values are underpinned by Christian teaching and have relevance to their own lives.
- Inspirational acts of worship enable children to appreciate Christian teaching and develop a personal understanding of the nature of faith and belief.
- Excellent leadership ensures that the school is continually developing as a church school by challenging perceptions of what it means to the daily lives of children.

Areas to improve

Ensure that the school's interpretation of spirituality provides all members of the school community with the ability to develop a personal wellbeing by:

- Refining the definition of spirituality and wellbeing so that close links can be made with the core Christian values to enable members of the school community to better articulate the impact on their lives.
- Develop high quality opportunities to explore and develop skills to support the ability to reflect and to become resilient in learning and personal development.
- Create a strategy to support children to build a 'personal toolkit' to support their wellbeing.

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

The impact of the Christian character is outstanding because children and adults understand how explicit Christian values make a significant difference to the lives of all members of the school community. Children are very articulate in describing how the school's core values help them to make friendships and build relationships with others. They speak with confidence and insight about courage and forgiveness and how these values help them in their school work and at home. Children understand that as a church school, these values have roots in biblical teaching and give examples of Bible stories that teach them about these values. Similarly, adults in school know that the school's ethos is founded on a Christian interpretation of the core values. Moreover, both children and adults use a common language to articulate what these values mean and understand them as concepts at an abstract level. For example, children readily use metaphors when explaining what the values mean to them and do so almost without knowing they are doing it. This is because the values are an integral part of the language of the school and in how they are lived out through the way that children and adults think and approach their learning and personal development. Children are very clear that although these values have a Christian meaning, they are also universal and apply to everyone regardless of their background and whether they have a faith or not. They speak with passion about God loving everyone equally and taking care of all. The nine core values make a significant contribution to the exemplary behaviour and creation of an environment in which children are keen to learn and have positive attitudes towards their work. They do well in their academic progress and achieve outcomes that, for the majority of children, exceed national expectations by the time they leave the school at the end of Year 6. There are many opportunities for children to reflect in the school day with quiet places they use both in the outside environment and in each classroom. They develop their spirituality through opportunities in the classroom to reflect on questions that encourage them to apply their learning so that it has relevance in their own lives. The extent to which the school has an understanding of spirituality which links with its values and supports the children's wellbeing as they move through the school, has not yet been fully explored. However, when children are given opportunities to explore and describe their views and opinions on life's 'big questions', they do so with enthusiasm and confidence. Children have a high regard for the need to treat everyone equally and a concern for justice around the world. They are developing their appreciation of Christianity and other major religions both as part of modern British society and their place in the world. Religious education (RE) makes a significant contribution to the children's social and moral development as well as supporting their appreciation of the school's values and how they are lived out. Religious education has a high profile within the curriculum and is excellently led and managed. Children respond positively in RE and apply their secure knowledge to help them understand what they learn at a deeper level.

The impact of collective worship on the school community is outstanding

The impact of collective worship has improved considerably since the previous inspection because children's views have been sought and they have been at the heart of developments to raise the quality of provision. By responding to children, acts of worship are outstanding in meeting their needs because they have greater relevance to them. An excellent example of this was the introduction of class based worship two years ago which has now become firmly embedded throughout the school. For some children, these times in the classroom have more impact than whole school collective worship because it gives them the opportunity to reflect in a more personal setting. Moreover, the worship areas in each classroom are used by children at any time of the school day to be still or pray. Class based worship has developed over this time so that it is now more closely linked to themes from whole school worship which are explored in greater depth in class at an age appropriate level. Teachers have modelled examples of good practice in ensuring that there is consistency in the quality of class worship. A further development arising from children's feedback, is the recent introduction of an exploration of the 'Fruit of the Spirit' which is intended to broaden an understanding of core values and give older children a fresh way of exploring them. Collective worship is outstanding because it is continually responding to the needs of children. The contribution of the 'we have a mission' team (WHAM) has been crucial to the success of these improvements. The WHAM team meet regularly to plan and lead acts of worship; they have instigated surveys and questionnaires and are becoming more involved in the evaluation of the impact of worship. Children in the team are very proud of their contribution to the life of the school. Acts of worship include elements that make them explicit times to worship God and learn about Jesus through Bible stories. They are special times in the school day and children have a good understanding that they are an important part of what it means to be as church school. Themes are well planned around the Bible with links to the school's values made clear. Children articulate how the Bible stories they hear have a relevance to their own lives both within school and beyond. They have a mature appreciation of the purpose of prayer and how it can support people in times of trouble or be used to give thanks. There are good opportunities for children to pray throughout the school day. Children, for example, use the prayer tree in the corridor during lunchtime to write and share their own prayers. They show an appropriate reverence when the school prays during worship and

understand that for those who might not want to pray, they still need to show respect for those who do. Children are beginning to develop their appreciation of the nature of the Holy Trinity and particularly how the Holy Spirit guides people through life. Some governors are involved in monitoring of acts of worship and have received support from school leaders in how to observe them in an evaluative way.

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

School leaders have ensured that the school's Christian ethos has made substantial progress since the previous inspection. The introduction of new initiatives has improved the quality of provision which has made a significant impact on the children's understanding and appreciation of what it means to be a church school. These improvements have been successful because of high quality monitoring and evaluation stemming from an excellent understanding by leaders of the purpose of being a church school, which has been used to accurately identify areas for development. These include the continual refinement of the Christian aims and values and the introduction of class based worship. The headteacher has an excellent grasp of how the distinctive Christian vision makes a difference to the children's learning and wellbeing and is fully supported by his deputy headteacher and other senior leaders and managers including the governing body. Together, they have a very good understanding of the school's strengths and how it can continue to grow and therefore have an excellent capacity to continue to develop as a church school. Self-evaluation is accurate because it is based on evidence which comes directly from listening to children and responding to their views. The role of the WHAM team is an outstanding example of one of the strategies the school leadership uses to monitor its effectiveness. The distinctive vision is clearly understood by parents who strongly feel that it gives their children opportunities to explore what faith means to them in an environment where they can do this with confidence that their views will be listened to and respected. Parents give many examples of how the core values have influenced behaviour outside of school. The values have also helped their children to better understand themselves and their relationships with others. An important contribution by parents is through the prayer group that has been meeting in school every week for many years, offering prayers for children and their families. Governors understand their school well and explain with insight and confidence how the Christian values contribute to the school's success. They are aware of the monitoring that takes place and ask challenging but supportive questions in meetings. The school has close links with the local parish church and its vicar, as well as further links with other church communities. Children refer to the parish church as 'their' church and consider it to be part of the school. The vicar is regularly in school and known to the school community. He is involved in contributing to RE lessons both in school and when children visit the church to learn about weddings and baptism. He also supports the school through prayer and in his pastoral role. Other church groups have a regular commitment to the school through the monthly contribution of the 'Open the Book' team to collective worship and running the weekly 'New Life' club which is open to all children. The school has a commitment to its Christian foundation and is passionate about ensuring that it is relevant to the needs of the children. The school meets the statutory requirements for RE and collective worship.

SIAMS report January 2017 Holy Trinity CE VC Primary School Woking GU24 9JG