



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Holy Trinity Church of England Primary Academy

Great Cheverell

Devizes

SN10 5TL

**Previous SIAMS grade: Outstanding**

**Diocese: Salisbury**

Local authority: N/A

Dates of inspection: 26 February 2015

Date of last inspection: 01 April 2008

School's unique reference number: 137411

Headteacher: Mercedes Henning

Inspector's name and number: Linda Windsor (747)

#### School context

Holy Trinity CE Primary Academy is a smaller than average primary school. It serves several villages although there are a number of pupils from out of area. The school serves a mostly white British catchment and there are some children from service families. Fewer than average pupils take up free school meals. There are also fewer than average pupils at school action plus or with a statement of educational need. Attainment and attendance are both excellent.

#### The distinctiveness and effectiveness of Holy Trinity CE Primary Academy as a Church of England school are outstanding

- There is an unswerving drive by the headteacher, supported by staff and governors, to take forward the impact of the school's Christian ethos with the clear understanding that this is central to the continued success of the school.
- The school provides a wide range of quality experiences that enable pupils to develop a personal spirituality, gives them opportunities for deep philosophical thinking and fosters a growing understanding of the world around.
- The pupils are confident, articulate and outward thinking. They speak highly of the school as a place where they can grow and develop as unique individuals, secure in an atmosphere of love and trust, and where the school's clearly espoused Christian values really do make a difference.

#### Areas to improve

- Devise and implement an assessment system for religious education that is accurate and that informs future planning and developments within the subject.

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

The clearly defined Christian vision and values are firmly rooted in this school, influencing every aspect of school life and leading to academic standards that are well above the national average. They also result in outstanding relationships across the whole school community. Both parents and pupils can describe the impact of the school's values. One pupil talked of having to be courageous when approaching new or difficult work, to "keep going even when it's easier to give up or get help." A parent described her child, usually quite reserved, as quietly aspirational and attributes this to the school's values being lived daily by the excellent staff. The values of courage, compassion, joy and aspiration are deeply entrenched in all the academy does and are instrumental in the successes, both academic and personal, of its pupils. Vulnerable pupils are nurtured in a loving Christian atmosphere and, as a result, make good progress. Pupils are enthusiastic about their school and its values, saying, "this is a warm, welcoming, wonderful school." Behaviour is exemplary and pupils can directly relate this to the Christian ethos of the school, describing how their moral judgements are informed by Biblical teachings and linked to their school values. The spiritual development of the pupils, too, is outstanding. Some powerful writing in the Diaries of Reflection demonstrate deep, mature thinking and understanding of Christianity and of other world faiths along with a developing awareness of their own place in the world. As a result of the quality experiences provided by the school, pupils are able to talk about their personal spirituality and what it means to them. They also talk about what it means to have a faith. One pupil talked of being agnostic but of being able to share the school's Christian values, recognising the positive impact they make on the whole school community. Older pupils have a clear understanding that being a spiritual person does not necessarily mean that they are Christian or, indeed, of any faith but that they are being given experiences and insights that enable them to form their own opinions and make their own choices. Diversity is valued at Holy Trinity and pupils are given many opportunities to develop an understanding and interest in other faiths and cultures. As a result, pupils are questioning, outward looking and keen to pursue their knowledge and understanding still further.

### **The impact of collective worship on the school community is outstanding**

At Holy Trinity, worship is placed the heart of the school, positively influencing behaviour, relationships, attitudes and learning. Worship is always Christian in context, drawing on Biblical teachings and adopting aspects of Anglican tradition and practice. Worship is often linked to the school's Christian values. It is exceptionally well planned and inclusive, giving a range of experiences that engage and interest all pupils, whether of faith or not. Pupils are given opportunities to plan and lead worship and it is evident that staff and pupils alike value these acts of worship. In discussion, pupils described how, in pupil led worship, things are often explained more clearly as "other children know the best way to make things simple and understandable." Worship delivers clear Christian messages that impact directly on the daily life of the school. One child, for example, described how learning about Bible stories helps her in making good behaviour choices. As a result, all relationships in school are based on mutual care and respect, making the school a safe but stimulating place to be. Local clergy work effectively with the headteacher to plan and deliver an excellent range of worship opportunities. All staff and pupils attend, reflecting the paramount value placed on these special times. The spiritual and moral development of pupils is exceptional. Pupils are given time and encouraged to reflect on issues that affect them in school. They understand that their responses directly affect others and, as a result, are thoughtful and caring, applying the school's Christian values in a manner that ensures respect and harmony. Increasingly, they apply this approach in their lives out of school too. Pupils talk naturally about prayer and its place in their lives. Many write their own prayers, others say they "talk to God" when they feel troubled or unsure which, they say, helps and reassures them. Rigorous monitoring of worship to assess the impact across the school, coupled with feedback from all stakeholders, has led to improvements such as more meditation worship, increased involvement of pupils and wider

involvement of clergy from other Christian denominations. Statutory requirements for collective worship are met.

### **The effectiveness of the religious education is outstanding**

Religious education, known as Philosophy and Theology (P & T) at Holy Trinity, has a high priority placed upon it and is well planned and delivered across the school. Quality provision gives the pupils many experiences to develop a range of skills and attributes such as empathy, reasoning, philosophical thought and the chance to develop their own opinions. Pupils enthused about this subject saying, " All our opinions matter." A scrutiny of pupils' work confirm high standards, in line with literacy across the school and, generally, above the national average. Marking of books is thorough and recognises both the literacy content and the ability to think and reflect. Teaching observed was good or outstanding, supporting the excellent learning and personal development of all pupils. The subject leader has an outstanding level of expertise in this subject and supports all staff extremely ably, modeling sessions to ensure that staff can deliver the theological teaching clearly and accurately and that staff have at least the necessary level of skill to guide pupils in philosophical debate. Where gaps in staff knowledge and understanding are identified, support is given leading to a pattern of continual improvement. P & T is featured in the school improvement plan and given a budget for resources as needs are identified. P & T is a regular item at governors' meeting with effectiveness being evaluated through data, headteacher's reports, subject leader input and participation in RE moderation. As a result, the leadership and management of religious education is thoroughly embedded. Whilst P & T provision is excellent, well planned to interest and engage pupils, the school is clear that the standard assessment tool used is less than perfect although they work hard to ensure the greatest accuracy possible. Statutory requirements for RE are met.

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

The staff and governors share a clear commitment to the Christian ethos of the school, lead by the inspirational headteacher, herself a committed Christian with a steadfast view of the school as a channel of the Holy Spirit. As a result, the deeply embedded Christian vision and values are seen daily, both in actions and relationships across the school. All staff and governors have an excellent understanding of how the Christian ethos has a direct impact on the learning and personal development of their pupils. There is also a further impact as the governing body, when making any decisions, carefully consider the implications taking account of their Christian values, balancing decisions not only for the school but for the wider community. Similarly, new initiatives are carefully considered and, if adopted, are skillfully tailored to enhance the ethos. Links with local churches and clergy are well established and beneficial although all parties continued work together to improve links. There are strong diocesan links with the headteacher acting as an advisor to improve outcomes for church schools in the area. Robust recruitment procedures ensure any new staff and governors are in complete sympathy with the Christian ethos of the school. Teachers are encouraged to build their leadership skills and to consider leadership of a church school as a possible career path. Governors support the school exceptionally well and have a real knowledge and understanding of the school as a high performing and distinctively Christian church school. Their monitoring and evaluation is focused and rigorous, leading to improvements and high aspirations. Parents praised the school unreservedly, likening it to a family where everyone is loved and forgiven, giving pupils the confidence to make mistakes, to learn and to aspire. All previous SIAS action points have been addressed.