



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| | |
|---|--|
| Holy Trinity Church of England Voluntary Controlled Primary School | School Lane, Cookham, Maidenhead, Berkshire, SL6 9QJ |
| Current SIAMS inspection grade | Outstanding |
| Diocese | Oxford |
| Previous SIAMS inspection grade | Satisfactory |
| Local authority | The Royal Borough of Windsor and Maidenhead |
| School in collaboration partnership with | Lowbrook Academy |
| Dates of inspection | 4 October 2016 |
| Date of last inspection | 19 October 2011 |
| School's unique reference number | 109961 |
| Executive Principal/ Head of School | Dave Rooney-executive headteacher Anna Smith-head of school |
| Inspector's name and number | Jenny Earp 288 |

School context

Holy Trinity is a broadly average sized primary school with 211 pupils on roll, serving the village of Cookham and the outskirts of Maidenhead. The number of children with special educational needs and the percentage of pupils eligible for pupil premium grant are well below the national average. The school has undergone extensive staff changes since the last inspection including a new management structure, an arrangement that continues as a collaborative partnership. An executive head from a non-church school was appointed to oversee the development of Holy Trinity three years ago, as well as a new head of school. Since this time, the school has been transformed from requiring improvement to an outstanding school.

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

- The school's values and motto, 'Love to live, live to learn, learn to grow' are evident at every turn and this vision has a positive impact on the Christian distinctiveness at the school.
- The head of school and the excellent leadership team proclaim distinctive and clear Christian values that guide every aspect of life in the school.
- The outstanding dedication and commitment of the governors have consolidated the highly distinctive and effective Christian character at Holy Trinity.
- The importance given to religious education (RE) and collective worship has a significant impact on the spiritual, moral, social and cultural development of all pupils.

Areas to improve

- Refine assessment procedures in religious education in order to provide a more robust system of assessing pupil progress and plan next steps in teaching RE
- To continue to provide further opportunities for pupils to plan and lead collective worship in order to develop their spiritual awareness.

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

Holy Trinity has an outstanding Christian and inclusive ethos of family and fellowship, enabling pupils to flourish in a climate of trust and interdependence. As a result of outstandingly effective leadership and management, the quality of teaching and learning has been re-energised, enabling rapid improvement in pupils' attainment and progress, within an inclusive and caring Christian environment. The values at the school are broadly stated and ensure that every child is valued to the full and enabled to fulfil their potential. In this nurturing environment, overall achievement and progress are significantly above national expectations and the Christian character contributes well to the personal development and well-being of all learners. The collaboration with Lowbrook Academy is benefiting pupils both academically and in their social development. Staff work together at both schools to share good practice and this also has a positive impact on the educational provision at the school. The Christian character and religious education at the school have a significant impact and support the spiritual, moral, social and cultural development of all pupils exceptionally well. This can be seen in the many varied and exciting events organised at the school, with teachers highlighting opportunities for this aspect in every lesson plan. Visitors are regularly invited to school to share their expertise on a range of topics, while numerous trips and visits to places of worship, such as the Gurdwara, enhance pupils' knowledge and understanding of other faiths and religions. Observations verify that the quality of teaching of religious education is outstanding and all lessons are well planned, with awe and wonder particularly emphasised. This could be seen on the day of the inspection, when a Year 2 class acted out the story of Zacchaeus, the tax collector, with great enthusiasm. Another Key Stage 2 class were learning about Sikh practices and through quality questioning by the teacher, showed a very good understanding of and a high interest in the subject. The lesson facilitated lively discussions, reasoned arguments and mature responses to the questions posed. Imaginative use of resources, combined with IT and focused teaching, promote effective learning. The school has identified the need to review assessment procedures in religious education in line with current changes in assessment systems nationally. This will enable the school to assess progress and better inform future planning of religious education. Parents and pupils are encouraged to speak at school about their religious beliefs and cultural backgrounds, showing that the school promotes an understanding of and respect for diverse communities. Respect is shown by everyone, demonstrating that the Christian character of the school shapes the relationships between all members of the school community. The pupils are polite and kind, illustrated by one pupil who said; 'We all respect and help each other as much as we can'. Pupil voice is a strong feature at the school and children are confident and sensitive towards others when expressing their opinions. Circle times are used to encourage pupils to reflect on their actions in the context of Christian values. Older children are very caring and nurturing to younger members of the school and say they enjoy undertaking this role because they can 'show responsibility and love for one another'. Pupils have a deep understanding of spiritual awareness, with one child writing succinctly, 'Help us to pause each day and remember how lucky we are'. Spiritual development is deepened by religious symbols and the many excellent art displays visible around the school, many of which invite an interactive response, thus generating further interest for the children.

The impact of collective worship on the school community is outstanding

Collective worship is given a high priority in the school day and plays a key role in enabling pupils to make connections between Bible stories and the school's values. The centrality of worship and prayer is a strength at the school and clearly reflects its Christian character. The well-planned programme of worship reflects the liturgical calendar and the seasons of the church are displayed prominently, ensuring the school community has a good understanding of the church year. As a result, collective worship is distinctively Christian, setting out the values of the school in their Christian context. Pupils say they enjoy taking an active part in worship, especially when dramatising stories from the Bible. Therefore, pupils' knowledge of Bible stories is good and worship is engaging and relevant. The worship observed on the day of the inspection enabled children to make links between the wonder of creation and explore the values of kindness and care for animals on World Animal Day. This theme inspired a high level of spiritual and moral reflection, challenging pupils to take responsibility for their own conduct, expressed in Christian terms. The worship also effectively demonstrated the children's willingness to engage in both quiet reflection and beautiful singing. Pupils know about the main events in Jesus' life and have an impressive degree of understanding of God the Father, Son and Holy Spirit. They talk confidently about the Trinity and appreciate the three forms God takes, represented by a beautiful statue situated near the front entrance of the school. Pupils occasionally lead class assemblies, but older pupils say they would like to have more opportunities to lead whole school worship. Links with Holy Trinity Church have strengthened considerably since the last inspection and this has been mutually beneficial with the growth of community links. For instance, special Christian-themed events for

the local and wider community are planned by the clergy and take place at the school. The clergy are well known and respected in the school community and make a significant contribution to the school's Christian ethos. They lead worship at the school weekly, which children say is 'fun and makes us think'. In addition, visitors such as 'Christian Connections in School' deliver workshops, guiding pupils through Christian teaching to make appropriate decisions and choices, especially in times of transition. This ensures that pupils experience and appreciate a wide variety of styles of worship. The school community also visits the church on several occasions throughout the year and as a consequence, pupils have an excellent understanding of major Christian festivals and develop an understanding of the nature of worship, including Anglican liturgy. Prayer has an important place at the school and the prayer spaces found in each classroom are particularly well received and shared by pupils. Prayers are said throughout the day and at special times, for instance, when a class gerbil died recently and before events such as sports day. Every day ends with a reflective moment, which often involves the sharing of a prayer. The impact of collective worship is evaluated through pupil interviews and questionnaires, with a worship group gathering evidence from their peers. This helps to enhance and inform future planning, raising the profile of collective worship and ensuring that monitoring and evaluation of collective worship is based on secure evidence of its impact. This results in continuing improvements that strengthen the Christian character of the school. Parents say they appreciate the opportunities they have to come into school or the church to take part in worship and always feel very welcome. Pupils and staff join in special local events, such as the annual Remembrance Day service held at the local war memorial in Cookham, a poignant occasion valued by both the school and the wider village community.

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

The head of school, supported by governors and an enthusiastic staff team, have a clear vision for the school based on Christian values. They provide the best education possible for the children in a safe, nurturing environment built on Christian principles. The overall family ethos and the worship and prayer life of the school are outstanding. Despite significant changes in staff, the leadership and management have effectively sustained and developed the distinctively Christian character of Holy Trinity. Governors have a strong presence in the school community. They take the Christian foundation seriously and provide highly effective monitoring, whilst at the same time challenging and supporting the school. They have a good understanding of where improvement is required and actively contribute towards the Christian distinctiveness because the development of the school's Christian ethos is an integral focus of each governors' meeting. Governors also have a good knowledge of pupils' progress and attainment, as well as the Christian vision outlined clearly in the school's extensive development plan. As a consequence, leaders are able to articulate an explicit Christian vision that has an impact on standards of achievement and well-being of the whole school community. The Christian ethos is apparent and the head of school is an excellent role model in demonstrating this vision in her everyday work. She has high expectations and a clear understanding of the future direction of the school, focussing not just on raising standards for all pupils, but also on the wellbeing and motivation of the whole school community. This is appreciated by all members of the school community, including parents, who speak effusively about the extent to which the values are lived out by the head of school and say she is always available to listen to their concerns and queries. They describe how they feel involved, informed and encouraged to contribute to school life with one parent commenting, 'Communication is excellent at the school and our children are well nurtured'. They are particularly appreciative of the personal development provided for the children, which they feel prepares them exceptionally well for life beyond the primary school. Links with Holy Trinity Church are well regarded by the whole school community and parents speak in the highest terms of the value that they and their children place on the clergy's pastoral support. External relationships with the wider community, other schools and the diocese are excellent and sustained. Pupils exhibit high levels of discipline and positive behaviour because children and staff share the same principles of forgiveness and restorative justice. The school's Christian values and church connections stimulate pupils' interest and compassion in others. This encourages a strong, outward looking ethos of charitable action, for example by fundraising for families in Ethiopia and regularly supporting a number of local and national charities, such as Children in Need and Tear Fund. The school works hard to develop future leaders of church schools and staff feel supported in their professional development. All staff are encouraged to take on leadership roles, for instance through leading collective worship. The leadership team has benefited from training and support from the diocese since the last inspection and this has played an important part in the school's rapid improvement and its Christian distinctiveness. Issues from the previous SIAMS inspection in 2011 have all been addressed. The arrangements for religious education and collective worship meet statutory requirements.