

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School, Sunningdale

Church Road Sunningdale Ascot Berkshire SL5 0NJ

Current SIAMS inspection grade	Outstanding
Diocese	Oxford
Previous SIAMS inspection grade	Satisfactory
Local authority	Royal Borough of Windsor and Maidenhead
Date of inspection	31 January 2018
Date of last inspection	18 June 2014
Type of school and unique reference number	Voluntary Aided Primary School 110018
Headteacher	Pamela O'Brien
Inspector's name and number	Toby Long 896

Holy Trinity Church of England Primary School is an average sized primary school with 232 pupils on roll. The school serves an affluent area with some small areas of deprivation. The proportion of special educational needs pupils is broadly in line with the national average. The proportion of pupils eligible for the pupil premium is below the national average. Since the last inspection a new headteacher has been appointed and there have been significant changes to the staff and governing body in this time. There are well established links with the local church and a new vicar was appointed to the parish in 2017. Since the last inspection, building works have improved the school site and developed learning and administration spaces.

The distinctiveness and effectiveness of Holy Trinity Church of England Primary School, Sunningdale as a Church of England school are outstanding

- A highly developed Christian vision and values gives purpose and meaning to the school community and enriches the experiences of the pupils.
- Pupils' behaviour is of the highest standard and is influenced by the school's distinctively Christian values and mantras which run throughout the school like a golden thread.
- Pupils are excited and well challenged in religious education (RE) lessons.
- Courageous and inspirational leadership of senior staff has enabled Holy Trinity to flourish and develop rapidly as a distinctly Anglican school.
- The school's approach to pastoral care, nurtures and develops each pupil as an individual valued by God, enabling pupils to meet their potential and thrive in the environment created.

Areas to improve

- To further develop pupils' knowledge of Christianity as multi-cultural world faith.
- To develop an agreed definition of spirituality, so the whole school community has a shared understanding of personal spirituality.

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

Through the school's embedded mantras of 'Believe Achieve Inspire', core Christian values of forgiveness, perseverance and respect are lived out by the school community. Values run through the school like a golden thread. Christian values are, as one stakeholder explained, 'the warp and weft that bind our school community together'. School leaders have a well-articulated vision which is deeply rooted in Christian values. At Holy Trinity pupils are enabled to, 'examine Biblical text and to develop their faith, underpinned by values they find'. The Christian character of Holy Trinity has a very high profile from the moment you enter the school environment. Psalm 121:8 is printed in large letters above the school entrance to welcome you to the school. As a result pupils' attendance is very high as they evidently love attending a school in which pupils feel safe, nurtured and cared for as children of God. Pupil achievement is high compared to other schools nationally and this is clearly linked to the school's Christian character.

The spiritual, moral, social and cultural development of pupils is a high priority for leaders. Parents warmly comment on the commitment staff have in ensuring that moral and cultural opportunities have an impact on pupils' ways of thinking. For example, a planned series of educational visits to a variety of places of worship that reflect the ethnic and religious composition of the school. A recent religious education (RE) day centred on the theme of Diwali. Such examples of rich opportunities to work in partnership with parents and the wider community have a deep impact on pupil's development. Opportunities are taken to develop spirituality across the school community. Pupils of all ages are beginning to describe their personal spirituality and respond well to the rich opportunities the school offers them. Exciting plans to further develop an outside garden area for reflection and spiritual growth are well underway. The school does not yet have a developed or agreed definition of spirituality to share with the school community.

Pastoral care and pupil well-being within the school are outstanding. The Pastoral Hub is created to support the most vulnerable pupils and builds on the values shared by the school community. This nurturing support has enabled pupils with low self-confidence to feel that they are fully part of school events and demonstrates the school's core Christian values in action. Parents, governors and staff see the impact of this work and it has enabled pupils to be better prepared to face challenges. Pupils' well-being is paramount to leaders. The behaviour of pupils is of the highest standard. Pupils explain that, 'conflicts are quickly ended and teachers help us to show forgiveness which is part of our values'. Parents confirm that, 'the Christian ethos flows between home and school. Our children remind us of the values they uphold at school and we share these at home'. The school enables all pupils to have a deep sense of respect for different faiths. This is evidenced in the recent educational visits to places of worship reflected within the school community. The school identifies the need to further develop pupils' understanding of Christianity as a global faith and plans to work with the parish church on future mission projects. Pupils are excited by the learning that takes place in their RE lessons. Pupils' enthusiastically share learning that has taken place in RE. The pupils explain, 'we learn from other faiths and get to know more information about our friends and then we can celebrate festivals with them'. The contribution that RE makes to pupils' spiritual, moral, social and cultural develop is outstanding. One pupil said of RE, 'it makes me feel more confident because I am learning about others and understand them by showing them respect'. RE plays a major role in determining the Christian character of the school.

The impact of collective worship on the school community is outstanding

The impact on the school community of the worship that takes place within the school is outstanding. Across the school community people enthuse about worship. It makes a significant contribution to the Christian character of the school. Pupils are keen to describe the impact worship has on their lives. Biblical material is linked with the themes and values to provide a rich range of foci for collective worship. Pupils explained that in collective worship, 'we hear from each other about respect, you will do well because you show it, "what you sow is what you reap!"' The school works hard to support charitable causes locally, nationally and internationally. Pupils have a deep understanding of mission and articulate their strong desire to help those less privileged. Pupils confidently plan and lead acts of worship for the whole school. Worship leaders welcome the school family as it gathers to worship God. Their greeting acknowledges, 'God is love', and pupils, governors and staff respond confidently, 'All the time, God is Love'. Worshipful songs are sung with great enthusiasm by the school community. Worship is mainly held in the school hall which is rich with thought provoking displays that cement the Christian character of the school. Pupils are aware of the church calendar and celebrate key Christian festivals with the parish church. A liturgical wheel display supports this. As a result pupils can identify clearly the distinctive features of Christian traditions. During worship those present are asked to consider their shared values in reflection to the Bible story. For example when looking at King Solomon's dream, 'if God came to you in a dream, what would you ask for?' Pupils enthusiastically discuss Jesus and His help in understanding their own choices to be wise and courageous in their lives. As a Year 4 pupil said, 'if you follow Jesus's example you will be a better person'. Older pupils articulate the difference between wisdom and knowledge in a Christian context, demonstrating deep levels of theological understanding. Pupils are called to pray and reflect at different times of the day. The classroom reflection areas, crosses and RE displays evidence this. A prayer group is well attended and prays for the school and for particular causes that are identified by staff and pupils.

Pupils' knowledge and level of understanding of the Trinitarian nature of Christianity is very high. A candle with three wicks is lit in worship daily to support this. A range of leaders provide a rich variety of worship experiences for the pupils. Monitoring and evaluation of worship is robust. As a result changes have been well embedded and collective worship is now a central part of school life. During acts of worship staff say that, 'we listen to pupil's responses and take things from them – you come out lifted and ready for the day ahead'.

The effectiveness of the religious education is outstanding

A significant number of pupils across each year group attain highly in RE, which is in line with other curriculum subjects. Highly effective assessment shows that pupils make rapid and sustained progress in RE. Pupils' understanding of Christianity and a broad range of religious beliefs are well embedded at Holy Trinity. Pupils are motivated to learn about Christianity and the other religions of peers. Pupils say that they, 'change their views on others and learn not to judge each other because we look at different faiths and beliefs in classes'. Pupils see the positive links that RE lessons enable them to make on their learning journeys. One pupil said, 'learning about Islam is important for us because it helps to understand each other and be better communicators'. Pupils feel enriched and inspired by their RE lessons. One example pupils shared is by making comparisons between the teachings of Jesus and Guru Nanak. Pupils understood that values are woven into all religions. Deep questioning is integral to the RE curriculum at Holy Trinity. Pupils are observed to ask deep questions and have time to reflect on answers, 'no one will judge your opinion badly'. RE has a high profile across the school. The curriculum is richly enhanced by regular RE days which parents and pupils clearly enjoy. Diwali was celebrated by all classes and fully engaged pupils and parents alike. Philosophy for children (P4C) lessons work alongside RE to support questioning skills. Pupils are rightly proud of their work in RE which takes many varied and exciting forms. Pupils' verbal comments are recorded as well as written and pictorial work is of a high standard.

Pupils at Holy Trinity have impressive attitudes to learning in RE. They engage in creative and stimulating learning activities to develop their skills and knowledge. Visits to the parish church are frequent and used as a learning resource as well as a place of worship and prayer for pupils. In an RE lesson observed pupils were asked, 'how does Jesus show friendship?' Pupils were observed to speak with partners and then answer the question by linking it back to Biblical texts about Zacchaeus and Martha and Mary. Pupils demonstrate a deep knowledge of Christian teaching. A Year 1 pupil said, 'Jesus tells us how to love everyone,' which is just one example of the excellent, age appropriate level of pupils' knowledge and understanding in RE. The quality of teaching in RE is never less than consistently good and much is outstanding. Monitoring of RE teaching is completed by the headteacher. The RE leader has a robust understanding of her subject and completes effective monitoring and evaluation activities throughout the year which support the high achievement in RE. Training opportunities have been used to cascade information to the benefit of all teachers.

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

Courageous and inspirational school leaders have ensured that since the last inspection rapid progress has been made across the school. All areas to develop from the last inspection have been successfully completed and built upon. The headteacher and her deputy live out the school's vision and values. They are a driving force for positive change which reflects the school's Christian values. The leadership team have created a sense of security amongst the staff, who know problems will be well addressed. Leaders' carefully articulate the impact of the school's Christian character on the lives of pupils. Regular monitoring and fresh ideas to make change have led to a harmonious school community. Leaders have a thorough understanding of the school's performance and self-evaluation is accurate. This demonstrates leader's desire to improve opportunities for their pupils to flourish in this deeply Christian environment. Initiatives, such as the Pastoral Hub, have been championed by leaders. The positive results of such interventions are most noticeable on the most vulnerable pupils within the school.

Parents unreservedly acknowledge the leadership's commitment to their children. Whether this be in charitable activities to support families or by resolving a particular issue, parents see the vision and values at work first hand in the actions of school leaders. Parents speak highly of the mutually beneficial link between the school and clergy. The parish church is not only used as a place of learning but a place pupils feel is a 'home from home'. Newly appointed clergy are impressed by pupils' deep levels of engagement in parish life. A church youth club for Year 6 pupils is very well attended and supported by staff and governors. The development of all staff and governors as leaders in a church school is strategically planned and continues to have a very beneficial impact on the outcomes for all pupils. Training with the diocese is undertaken and leaders at all levels have a clear understanding of their school. The leadership of RE and collective worship are high priorities for the school and quality continuing professional development has been engaged with and cascaded to all teachers to the benefit of all pupils. Governors are experienced, knowledgeable and clear about their roles and responsibilities in driving the vision and values. They monitor school provision and its impact through their links to school improvement priorities. The parish and school have plans to work in partnership on further opportunities to develop pupil's understanding of global communities. The school exceeds the statutory requirements for RE and collective worship.

