

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Holy Trinity Church of England VA Secondary School

Address Buckswood Drive, Crawley, West Sussex, United Kingdom, RH11 8JE

How effective is the school’s distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School’s vision

‘God created humankind in his image, in the image of God he created them; male and female he created them’. (Genesis 1: 27) This scripture tells us all humans are created in God’s image, and as such every human being is unique, special, precious and valued. It is this belief that is at the heart of our drive to ensure that all members of our community flourish and fulfil their God-given potential.

Key findings

- Holy Trinity School has a clear and distinctive Christian vision which is evident in the highest quality pastoral care and ensures the flourishing of pupils and adults. However, some daily actions are not always automatically linked by pupils with the vision.
- Religious education (RE) is particularly strong and effective. This means that pupils speak readily and confidently about religious and theological matters.
- Collective worship reflects the vision, and is well-organised and planned. However, there is limited pupil involvement in planning and leading which diminishes its relevance.
- Spirituality is evident in the prayer life of the school and is seen in pupils following different faiths. Opportunities for spiritual development in all curriculum subjects are not clearly identified.
- There is a particularly strong sense of community in the school driven by the vision. This has a highly visible impact on the wellbeing of staff, pupils and their families.

Areas for development

- Develop greater pupil involvement in planning and leading collective worship to strengthen their engagement with this activity and the impact of Christian distinctiveness.
- Promote a deeper understanding of the link between the vision and action pupils take as agents of change.
- Identify opportunities for promoting spiritual development in all subject areas to maximise the impact of teaching and learning.

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

The highly committed leadership team at Holy Trinity promotes a clear Christian vision rooted in biblical teaching. This is understood by pupils and has a positive impact on all of their relationships. They know that, as this is derived from the teaching of Jesus, it is a possible guide for living. The school is in an area significantly affected by the pandemic, but a particularly strong sense of community exists. Displays around the school remind pupils of the centrality of the vision. The values of dignity, wisdom, community, and hope, derived from the vision, are truly evident in the way the school lives. An impressive number of highly committed foundation governors monitor the school vision and are active in partnership with the senior leadership team. The school also has a close relationship with the diocese. As a result, there is a clear strategic direction as a church school.

The Christian vision is lived in educating and supporting all pupils. Parents and carers strongly appreciate the pastoral care from the school, especially during the pandemic. This very high level of care leads to a sense that every pupil is deeply valued, with needs appropriately met. A well-developed system for assisting disadvantaged pupils aids learning, and staff strive conscientiously to raise aspirations. There is a broad curriculum with an emphasis on sport and creativity. This is enhanced by the school's 'Cultural Capital' programme, bringing insights from subjects together and extending learning beyond the school. This allows many opportunities for spiritual development and there is a deep sense of spirituality in the school community. However, opportunities for spiritual reflection in all curriculum subjects are not fully exploited. The vision ensures the mental health and wellbeing of the whole school community is a high priority. The mental health lead has a good range of strategies in place to ensure everyone flourishes. In addition, the positive impact of the part-time chaplain has resulted in the aim to make the role full-time.


Pupils steadily realise their potential in various ways and a wide range of opportunities assists this. They react positively to reflective moments in lessons, and informally in personal interaction. There is good reflection on their hopes and aspirations, and staff broaden horizons. In particular, the careers lead enthusiastically shows pupils a wider world. They understand that biblical teaching promotes human flourishing. They realise lives lived by faith may help them and others achieve the same. Pupils are inspired by the example of sixth form leadership in areas such as diversity, charitable work, the library, and ecological awareness. They are aware of the Christian ideal of stewardship of the world evident in their interviewing of the recently appointed school caterers. The school has a considerable mix of faiths, cultures, and languages, with staff and pupils consciously seeking to understand one another's diverse perspectives. Inter-faith dialogue and understanding between Christians and Muslims is particularly impressive. This arises from the vision where dignity and respect are key values. They are reflected in the behaviour of the majority of pupils. A strongly inclusive approach is evident in the whole community led by an impressively articulate sixth form pupil leader. The driving Christian motivation of justice for all God's people is evident, but not always understood by the pupils as arising from the vision.

The school council provides various opportunities for student leadership. As a result, pupils are aware of the ways in which different views can be explored and resolved. In line with the vision, they seek to build up the very strong school community. Pupils understand Christian values of respect and friendship underpin the way they should behave towards each other. They know that as founders of faith cared for all, so they should do the same. Staff actions around misdemeanours show the Christian ideal of love and forgiveness taking every possible step to avoid permanent exclusion. Staff are adamant they do not give up on difficult pupils. The impact of this is seen in that the school has the lowest permanent exclusion rate in the area.

The vision is strongly linked with every act of worship. As a result, pupils readily speak about the vision and values placing great emphasis on community. Collective worship is delivered daily in tutor groups and a weekly year group meeting. It is clearly invitational and inclusive, and pupils respond well to moments of reflection. Some also point to occasions where they have been inspired to action by collective worship. There is a strong sense of prayer amongst the pupils which is evident in the different faiths represented in the school community. Tutor group prayers written by pupils are kept in a folder and often revisited during acts of worship. Friday prayers for Muslims are led by a member of the sixth form, and there is a creative dialogue

about prayer in the school. A Christian chapel and a prayer space for Muslims are both available. Pupils are familiar with some formal prayers and traditions of Christian worship. They understand that God may be approached in a variety of ways. Bible verses and stories are considered in every act of collective worship. There are some links with the local church limited by the continuing effect of the pandemic. Pupils are familiar with the church year cycle. There are very limited opportunities for student involvement in planning and leading collective worship. Senior pupils are keen to involve themselves in greater ownership of the activity. They feel that this would increase the relevance of collective worship and its overall impact.

RE is very well planned and delivered by a highly committed team of specialist staff. Pupils express considerable enjoyment in their lessons. They strongly feel that RE lessons help make sense of their lives and assist them in understanding one another today. Inter-faith dialogue amongst pupils is a particularly good feature of lessons. A wide range of assessment ideas help pupils to see their progress. They flourish well in the subject in line with the vision and have a good depth of knowledge and skill. Sixth form A level pupils have strong theological understanding. Some non-examined RE for sixth formers is available through the school's 'Cultural Capital' programme. Further expansion of this is under development. Pupils have a thoughtful understanding of living faiths and speak confidently about their effect on society. RE is studied by all pupils to GCSE and examined at this level. Impressive classroom displays provide a stimulating environment, promoting learning.

	The effectiveness of RE is	Good
	<p>Very good RE is powerfully evident throughout the department. Effective and thorough tracking shows high levels of pupil progress in both skills and knowledge. Other strong features include the ability of pupils to give confident age-appropriate accounts of Christianity and other religions. Their depth of knowledge enhances their spiritual and moral understanding of the world. Good quality RE is also reflected in the way pupils enjoy the inspiring and confident subject teaching.</p>	

Contextual information about the school

Date of inspection	13 June 2022	URN	126098
Date of previous inspection	9 November 2015		
School status	VA	NOR	1306
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	Chichester		
Headteacher	Chrissie Millwood		
Proportion of pupils deemed to be disadvantaged	Above National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	The school is in an area of significant deprivation.		
Inspector's name	Jeremy Hellier	No.	0899