



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Junior School, Marlow	
Address	Wethered Road, Marlow, SL7 3AG
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
<p>'A loving family where we encourage each other to flourish'</p> <p>At Holy Trinity we treat everyone within our community with love, encouraging pupils, staff, and visitors to flourish academically, emotionally, socially and spiritually. Our vision is underpinned by Jesus' mustard seed parable – from the smallest seeds grow the greatest shrubs (Matthew 13:31-32).</p>
Key findings
<ul style="list-style-type: none"> • Holy Trinity is a welcoming, inclusive family where all are valued as individuals as a result of a deeply embedded Christian vision. • An extraordinary sense of love ensures that wellbeing, support and provision for pupils, families and staff are tailored and effective, and support all to flourish. • Opportunities for prayer and reflection, and answering 'big questions' are well-embedded, but there is no common, secure understanding of the school's approach to spirituality. • Collective worship is valued by pupils and staff as a special time for the school to join together as a family. Liturgical elements offer spiritual growth. Although pupils are involved, they do not often plan, lead and evaluate acts of collective worship. • Religious education (RE) is an important part of the school's curriculum. Pupils engage enthusiastically and reflect on 'big questions' but they do not always use or understand core theological concepts.
Areas for development
<ul style="list-style-type: none"> • Ensure a common understanding of spirituality in order to deepen approaches and to support the monitoring of the spiritual development of pupils and adults. • Increase pupils' roles in planning, leading and evaluating acts of collective worship in order to strengthen current practice. • Evaluate the teaching and use of core theological concepts in order to deepen pupils' religious understanding.

Inspection findings

Holy Trinity's strong Christian vision is effective in ensuring that pupils and staff flourish as members of this welcoming, loving family. School leaders, including governors, are resolute about the ways in which their vision is used to inform their strategic planning and decision making. Staff and pupils, too, cite examples of how the vision enables them to flourish in their day-to-day work. Leaders monitor and evaluate the impact of their actions, linking this back to the vision. Ongoing reflection on the effectiveness of the school as a Church school is important to leaders and is driving the development of Holy Trinity. The school is inextricably linked to the life of the parish. School leaders engage with support and training from the diocese, of which valuable use is made to enhance provision and the flourishing of the school.

The school's curriculum is designed from its vision to enable all to flourish. It meets the learning needs of all pupils, including those with special educational needs, and equips them with the knowledge and skills to succeed in life. Leaders ensure these children are flourishing emotionally and socially by ensuring deep relationships, and effective wellbeing and pastoral support. The school's impressive nurture provision is an example of where the school's vision is at the forefront of its decision making. Pupils and adults talk passionately about how this provision is timely and worthwhile. Opportunities for curiosity and exploring issues are intrinsically woven into the curriculum. Discussions, recorded in class discussion books, and a weekly 'big question' are deep-rooted features of the school's curriculum. These are enjoyed by pupils. In these ways, spirituality is undoubtedly prioritised, but there is no common, secure understanding of the school's approach to the spiritual development of all.

Pupils enjoy religious education. They acknowledge the importance of the subject ensuring that they are informed and respectful of others' beliefs and opinions. The subject leader has integrated 'Understanding Christianity' material with the locally agreed syllabus in order to create robust curriculum plans. This helps pupils understand Christianity as a living world faith. They do not always, however, use or understand core theological concepts. School leaders decided, to reflect their vision of being a loving community, that RE would be taught by class teachers. This has utilised the strong relationships that exist to ensure that RE is a safe space for pupils to share their views. Support and training for the RE leader, including from the diocese, has been productive in monitoring and developing provision. Staff development, too, has been led by the RE leader.

The school's vision ensures that pupils' character development is highly effective. Pupils say that adults in school make them 'want to try new things and encourage everyone else.' They appreciate how the school is preparing them for life as an adult, for example personal budgeting and keeping themselves safe on the internet. The school's support for charities reflects its vision of love. Pupils nominate charities, which are then discussed and decided at school council. Pupils have chosen to support both local and national charities, which often have a personal link to the life of their school. Care for the environment and natural resources is also prioritised through the school's eco-warrior group. Pupils know they may make their own small difference to a big problem, for example an environmental issue. They know that collectively their actions can make a big difference to the world. Individuals who have proactively acted in their own time to make a difference are celebrated through the school's Courageous Advocacy Awards.

There is an exceptional sense of community at Holy Trinity. Pupils behave well. Adults and pupils attribute this to the quality of relationships and the strength of family, which stems from the school's vision. Difference is accepted. Pupils say 'we treat others how we would like to be treated.' Pupils acknowledge that sometimes there may be disagreements but are confident




that adults will support them to restore the relationship. Forgiveness and reconciliation are put into practice. The school's 'jar of stones' is a tangible representation of being a family, but each member being unique. Every new pupil and adult places their own stone into the jar as they join the school and takes a stone from the jar when they leave. This reminds them that they will always be part of the Holy Trinity family. Similarly, to exemplify the parable of the mustard seed flourishing, each class is given some mustard seeds at the start of the year. They see these grow and flourish as, too, do they. Pupils and adults value these powerful, visual representations of the school's vision.

Prioritising the mental health and wellbeing of all pupils and adults is remarkable. In addition to aspects of the PSHE curriculum for all pupils, there is a range of provision for those with more specific needs. This includes emotional literacy support, counselling, and groups for nurture, children with young carer responsibilities and those experiencing bereavement. Staff value the focus on their wellbeing and appreciate the steps taken to investigate and respond. From 'Advent angels' doing good deeds for a colleague to investment in training, staff describe themselves as 'one big family.' They are supportive of one another, and view coming to work is a 'fulfilling experience.'

Collective worship is inclusive and offers a time for the whole school family to join together daily. Parents, staff and pupils talk about the joy of assembling as a family. Collective worship is a time for all to be invited to experience stillness, reflection and prayer. Pupils willingly contribute to acts of collective worship and may lead aspects. The leader for collective worship has accurately identified the need to embed pupils' evaluation of collective worship and increase their role in planning and leading. Pupils are aware of elements of liturgy appropriate to the church's year. They appreciate the modern relevance of sharing in the teachings of Jesus today as 'he did things that no one else would do' and 'sacrificed himself for everyone today.' Partnerships with the local churches are thriving. Clergy and youth workers are regularly in the school to lead collective worship, offer pastoral support, or run clubs. This partnership is not only reciprocal but a joint mission to the local community.

Pupils and adults are loved at Holy Trinity, whose vision ensures that from the smallest seeds pupils and adults flourish, like mustard seeds, into the greatest shrubs.

	The effectiveness of RE is		Good	
	<p>RE has a high, valued profile. Planning and assessment are effective and ensure pupils make progress through the school's enquiry-based curriculum. Monitoring from the subject leader and link governor identify the strengths in provision and priorities for development. This leads to accurate plans for development. Pupils are knowledgeable about a range of religions and worldviews. Their understanding of core theological concepts, though, lacks depth.</p>			
Information				
School	Holy Trinity Church of England Junior School, Marlow	Inspection date	12 December 2022	
URN	110471	VC/VA/Academy	Voluntary aided	
Diocese/District	Oxford	Pupils on roll	354	
Federation Headteacher	Julie Field			
Chair of Governors	Catriona Slack			
Inspector	Rob Halls	No.	2106	