

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Travis St Lawrence CofE Primary School, Hatfield	
Address	Cuckoo Lane, Hatfield, DN7 6QE
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
Together we belong, believe, learn, achieve, reflecting the interdependence at the core of Christian understandings of God and life, having faith to grow us through challenge, becoming learners who reflect the way Jesus taught and developing a vision of achievement that is rooted in our flourishing as God's creation.
Key findings
<ul style="list-style-type: none"> • The deeply embedded Christian vision is built upon a shared understanding of the community the school serves. It is the driving force that enables pupils and adults to understand how they can 'belong, believe, learn and achieve'. • Staff and pupils - 'Team Travis' - work in partnership in this distinctive Christian community. Staff are well supported in their leadership roles but this does not yet include specific training as church school leaders. • Travis St Lawrence is a place of hope and aspiration because all are hopeful for their own futures. They know they can bring change in their own community but as yet do not have sufficient opportunity to consider how they can be advocates for change globally. • Collective worship makes a significant contribution to spiritual development providing moments for reflection and prayer, individually and collectively. This results in everyone being inspired to understand how they can live out those teachings in their own lives. • Pupils flourish and make good progress in religious education (RE) because the curriculum is well planned and developed and teaching is creative and stimulating. There is not yet sufficient focus on asking big questions to encourage pupils' deeper thinking.



Areas for development

- Harness the skills and expertise of staff to support their development as Church school leaders in order that the good practice at Travis St Lawrence can be shared more widely.
- Develop opportunities for pupils to think more globally. This is so that they can respond to situations they encounter and feel empowered to bring about change.
- Increase opportunities to explore big questions in RE to further support greater depth of thinking on a range of issues encountered.



Inspection findings

Travis St Lawrence is a Church school with a Christian vision at its heart. Carefully and collaboratively developed it ensures that adults and pupils know that together they 'belong, believe, learn and achieve'. This leads to their flourishing. 'We are reaching into people's hearts to help them achieve and believe in themselves' is how one governor put it. This vision, which uses the Parable of the Sower as its inspiration, encourages growth amongst the school community. Pupils and staff grow in their understanding of what it means to be part of 'Team Travis'. The 'Travis Virtues' including teamwork, resilience and valuing others are qualities all members of the school community are encouraged to develop. Carefully chosen Christian values such as justice and compassion enable the development of those virtues. Adults and pupils are therefore empowered to live out the vision. Those who lead do so with compassion, courage and kindness. Leaders and governors, who carry out monitoring of the school's effectiveness as a Church school, ensure the development and wellbeing of all. Through the support they are given, pupils and adults know that challenges are to be embraced. They speak of faith as being something that will help them grow through challenges 'like the good seed'. Staff are supportive of one another and professional development is a priority. This is highly valued and leads to their flourishing. There is however little opportunity for staff to grow into future Church school leaders. This is an area the headteacher has identified which she is keen to develop further.

Deeply respectful and affirming relationships are the bedrock of this school community. These relationships inspire pupils to behave well. Parents speak highly of the staff team. This is because they see adults embodying the virtues and values of the school. Staff are therefore outstanding role models for pupils who understand that forgiveness and reconciliation are key to living well together. Kindness and compassion are shown towards pupils and their families, especially those most vulnerable. The school is therefore a place of belonging where all can grow and flourish in their relationships.

The school's Christian vision inspires the taught and wider curriculum. It is designed to enable adults and pupils to be both teachers and learners, reflecting the example of Jesus as teacher. The most vulnerable are supported and the more able challenged. As one pupil said 'we want to be like good soil so that we can learn and grow and do good things'. The curriculum provides opportunities for reflection. This is sometimes in the 'Peaceful Place' created in each classroom. These times and places are appreciated by everyone. They provide occasions to reflect on the questions around which learning is structured.

The strong focus on each pupil being treated as a unique individual is seen throughout school life. Character development is core to this. It makes pupils hopeful for their own future and what they can achieve. A carefully thought out personal, health, social and relationships education (PHSRE) curriculum provides them with an understanding of their rights and responsibilities. The pupil parliament is well established and pupils are proud to serve on this. They say that it helps everyone 'to have their say'. Pupils grow in confidence through their involvement. They are active in leading projects around their community. Writing letters to the local council and organising a litter pick were two actions resulting from a litter learning walk. Pupils know they can bring about change in their community. They currently do not have sufficient opportunity to explore how they can be change makers at a global level.


Staff provide opportunities for pupils to consider diversity and difference. Through carefully chosen texts they explore topics such as refugees and disability. Pupils learn about the impact of the lives of inspirational people from diverse backgrounds, including those in their locality. This, alongside material to support anti-racism and issues raised by the news, ensures pupils understand diversity of race, culture, opinions and beliefs. They say this is



important because everyone matters to God.

Collective worship is important in this prayerful and spiritual community. It is varied and provides a key moment in each day. It enables all to enjoy and reflect on Christian festivals and Christian teachings both in church and in school. The school is at the heart of the parish with which it enjoys strong links. A project worker from the parish church provides spiritual and emotional support. Her work is highly regarded as contributing significantly to the spiritual flourishing of pupils and staff. 'Peaceful Places' and worship are important to both the individual and collective relationship with God. Everyone is offered opportunity to engage with worship. An 'Open the Book' team, the church project worker and other visitors ensure a range of contributors. Pupils are well grounded in biblical stories and can apply the messages to their own lives enabling them to grow in faith. 'We learn Bible stories to help us understand how we can live the very best way' typifies comments made. Worship is well planned. Leaders monitor worship to ensure impact. Developments in worship are made in the light of this monitoring. As a response to pupils wanting to be more involved in worship a pupil led worship council was formed. They currently plan and lead worship in church. Their role in contributing to daily collective worship is still developing. Worship therefore meets the changing needs of pupils and adults.

Creative planning, alongside thoughtful and challenging teaching results in enjoyment in learning in RE. Using an enquiry based approach pupils explore a range of religions and worldviews. They show a depth in knowledge and understanding of Christianity appropriate to their age. The sensitive approach to teaching a range of religions and worldviews enhances pupils' appreciation of difference and diversity. Knowledge and understanding of belief and how beliefs are lived out is strong. There is scope for providing more opportunities to explore big questions in RE.

	The effectiveness of RE is		Good	
	The quality of teaching and learning in RE is at least good as evidenced by monitoring carried out by school leaders. This was verified during the inspection. Work is well matched to pupils' prior learning. As a result, pupils of all abilities thrive in RE and make at least good progress.			
Information				
School	Travis St Lawrence CofE Primary School, Hatfield	Inspection date	22 March 2023	
URN	106766	VC/VA/Academy	Voluntary aided	
Diocese/District	Sheffield	Pupils on roll	335	
Headteacher	Carolyn Buckley			
Chair of Governors	Lee Pitcher			
Inspector	Jane Lewis	No.	27	