

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity CofE Primary School, Eight Ash Green and Aldham	
Address	Fiddlers Folley, Fordham Heath, Colchester, CO3 9UE
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

School's vision
<p>A Christian Ethos. A nurturing community. A place to thrive. "Three things will last for ever-faith, hope and love, and the greatest of these is love" (1 Corinthians: chapter 13; verse 13)</p> <p>This is our Christian foundation which enables us to encourage and inspire one another so that we may all thrive in a safe and nurturing environment.</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision is lived out in Holy Trinity driving the actions of the school's leadership. This creates a nurturing environment that meets the needs of the community members academically, socially and emotionally. • The vision is successfully embedded within the curriculum in an enquiry- based approach with provision for spiritual reflection. • Vision-inspired, the staff and pupils see beyond their own boundaries to consider and support the needs of others in the global society. • Collective worship is valued and shared across the school community, however there is limited opportunity for individual-led prayer. • Pupils experience a balanced religious education (RE) curriculum, which furthers their understanding of Christianity, other world faiths and worldviews. Pupils have limited opportunities to study at greater depth.
Areas for development
<ul style="list-style-type: none"> • Enrich the prayer life of the community beyond reflective areas in the classrooms. This is to provide greater opportunities for individual and collective spiritual development. • Embed the newly established RE curriculum so that pupils have a deeper understanding of the range of faith and worldviews.

Inspection findings

The long-established Christian vision of Holy Trinity is central to the life of the school. Adults and pupils know and understand it. They articulate how they love and care for each other. Nurturing relationships are modelled by staff to the pupils and between the pupils. As a result, pupils feel safe and thrive. Senior leaders' actions are driven by the vision and they are proud of its impact on the community. Faith and hope are embodied in the Governors' shared aspirations for the school and their commitment to its work. They plan strategically for the sustainability of the school and its role in the community it serves.

Parents appreciate the nurturing community expressed in the love, individual attention and quality of provision their children receive. Inspired by the vision to encourage one another, pupils have confidence and self-belief. All pupils know and respect each other. A "guardian angel" approach fosters the caring nature of relationships between older and younger pupils. Pupils are secure in their own abilities and they have high expectations of themselves and others. They relish meeting their contemporaries from other schools in the consortium at shared events, such as sporting activities. They express generosity in their celebration of each other's success. Staff state their pleasure in being part of a nurturing community based on Gospel values. This is reflected in their collaborative working practice which demonstrates their mutual support and respect for each other. They draw on each other's strengths to choose, shape, plan and deliver curriculum opportunities. Professional development working alongside colleagues from the consortium allows staff to share their expertise, thus enabling all to flourish.

The curriculum successfully supports the development of resilience through discussion and independent thought. The sequence through the year starts with discovery and asks big questions. This excites pupils to deepen their learning and challenges them to look at the world from different perspectives. Pupils enjoy debates and discussions within their lessons. They listen to each other and can disagree well. In both the "explore" and "create" stages of the curriculum, the enquiry approach offers deeper thinking opportunities. Pupils identify moments of reflection in their learning related to their own strengths. This inclusion of spirituality within the curriculum enables pupils to deepen their understanding of who they are and their place in the world. They respond creatively to determine how they can show love and provide hope for others, both locally and globally.

Specific areas in the school and grounds provide nurture spaces. For example, pupils identify the comfort of the library café. They see this as a safe place for those who attend breakfast club at the start of the day. Provision for well-being and good mental health is met through programmes such as "Draw and Talk", assisting pupils' readiness to learn. Outdoor classrooms and sheltered areas provide havens for all ages and needs to gather and share interests. This enables pupils to be calm and feel secure. Pupils demonstrate their love of each other by playing together with care and respect.

Collective worship is recognized as a special time when the whole school comes together as a family. It is carefully planned to use a variety of styles within the Anglican tradition across the week. Faith, hope and love are at the heart of worship and are revisited in worship daily. This unifies the school around its Christian ethos. Songs, well-matched to the worship theme, inspire a joyous response from the pupils. Pupil worship leader roles are highly valued. They take an active role in worship encouraging pupil participation. Pupils are keen to offer their reflections and thoughts, both within worship and to worship areas in classrooms. This extends the depth of their understanding and brings the gospel value into focus in their daily lives in the classroom. Pupils are regularly involved in evaluating worship which enables them to be fully engaged in its development. Parents participate in this

collective experience through the information within the newsletter or by attending the end of the day act of worship. This shares the love of the vision to the wider community.

The school's strong relationship with the church supports the nurture of pupils and staff, encouraging all to thrive. Pupils learn more of the love of God from the interactive and thought-provoking worship led by the church worker. They are inspired to pray, to take action to raise funds and to send support to people in need. This extends to an engagement with global issues with their diocesan link school in Kenya.

Prayer is part of the life and ethos of the school. Invitational in nature, pupils make a shared communal response. The school prayers, or those prepared in class books, are used at set times during the day. For example, grace is said daily before lunch. However, times for personal reflection and prayer are limited, thus opportunities for pupils to develop their own spirituality are missed.

The new RE curriculum has been well-implemented by the school leadership and supported by the diocese. It provides a secure coverage of Christianity, other world faiths and worldviews. Learning is assessed and monitored effectively to inform accurate progress in learning. Clear curriculum planning enables pupils to use higher order thinking skills of application and evaluation to develop their own understanding. Within this safe and nurturing environment, pupils are confident to discuss big questions and engage in a range of activities. This fosters their knowledge and application of world views. As a result, pupils can distinguish between the beliefs of each faith and compare and contrast some similarities and differences. They recognize the importance of faith to themselves and understand the need to respect the views of others. Their carefully produced outcomes demonstrate how pupils are thriving, reflecting the strength of the school vision. Currently, opportunities for pupils to deepen their understanding of Christianity and world views are more limited.

The vision and values of Holy Trinity are lived out in all aspects of school life. This loving and supportive community encourages and inspires all to thrive in a safe and nurturing community.

Information			
School	Holy Trinity CofE Primary School, Eight Ash Green and Aldham	Inspection date	27 June 2023
URN	115075	VC/VA/Academy	Voluntary controlled
Diocese/District	Chelmsford	Pupils on roll	87
Head Teacher	Ceri Daniels		
Chair of Governors	Paul Presland		
Inspector	Linda Wiskin	No.	2211