

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Academy Richmond	
Address	Frances Road, Richmond, DL10 4NF
School vision	
<p>“Though it is the smallest of all seeds, yet when it grows, it is the biggest of all plants and becomes a tree, so that the birds come and make their nests in its branches.” (Matthew 13 vs 31-32)</p> <p>In our school, adults work hard to cultivate the soil for growth: its nutrients become rich, and the mustard tree flourishes into life. Our children are like birds of all kinds who flock to nest in its branches to be nurtured, educated and inspired; they learn to welcome challenge and its endless possibilities. As they realise their full uniqueness, limitless spirit and ambition, they are filled with the faith to fly, and soar high in the sky.</p>	
School strengths	
<ul style="list-style-type: none"> • The reinvigorated vision is driving school improvement, ensuring that Trinity Academy Richmond is a community where staff are nourished and pupils are nurtured to become the person God created them to be. • This school is highly inclusive and meets the pupils’ needs, with tangible care and compassion. It is characterised by exceptionally strong support for pupils and their families. • Collective worship is inclusive and invitational. It is enriched by meaningful opportunities for pupil leadership. It positively influences the lives of both pupils and staff, enabling them to flourish spiritually. • The school’s commitment to wellbeing for adults and pupils comes directly from the vision and is enhanced by the trust, the diocese and the governing body. This ensures that school is a place of welcome, dignity and inclusion. • Trinity Academy Richmond instills a strong sense of responsibility within its pupils and empowers them to act for justice. 	
Areas for development	
<ul style="list-style-type: none"> • Strengthen planning in RE to secure consistent opportunities for reflection and deeper learning through interpretation and enquiry. Through this, empower the pupils to look beyond knowledge to explore their own and others’ beliefs and convictions. • Focus pupils’ concern to help others by developing opportunities for them to take a lead in social action. This is so that they may increasingly become outward looking agents of change. • Develop opportunities for spiritual development throughout the curriculum to enable pupils to explore and articulate their spirituality in depth. 	
Inspection findings	

Leaders have established a biblically rooted and distinctively Christian vision reflective of their context. It is clear that adults fulfil their ambition to be like the mustard tree, providing nurture, education and inspiration for their pupils. Like the birds nesting in the tree, pupils understand how they are unique and feel comfortable and safe. This is apparent from the strong supportive relationships visible throughout. Pupils describe their school as the soil and their teachers as the roots. They flourish and grow here. Parents appreciate how school fosters their children's individuality and gives them the wings to fly.

The parable of the mustard seed brings the whole community together in a shared sense of purpose. Leaders have ensured that the vision is at the heart of the school development plan, enabling adults and pupils to be the best that they can be. Collaboration and support between the trustees, the diocese and governors, provides sustenance and expertise to allow for continued growth. Regular consultation with parents enables them to be fully involved in the school's development.

The school has recently begun a journey to develop an ambitious curriculum, rooted in the core Christian values of respect, perseverance and trust. Leaders are committed to a consistently high quality curriculum, which enables pupils to thrive and become confident and resilient learners. Recent development of the Early Years environment and curriculum ensures a rich beginning for the smallest of seeds. Pupils enjoy their learning and are ambitious for themselves and others. There is an innate sense of care and support for pupils and adults within the school community, including the most vulnerable. The curriculum and provision is readily adapted to meet the needs of individual children. Areas within the school, such as the 'nest' and the 'hide' provide safe and appropriately resourced spaces for pupils to flourish beyond the classroom.

Opportunities for enrichment, including extra-curricular activities, are accessible to everyone. Leaders are intent on encouraging the spiritual development of pupils and adults within the school. Staff have received training to ensure a collective understanding of spirituality exists. As a result, time to pause and ponder is valued by the pupils. Leaders have not ensured there are planned opportunities for spiritual development across the curriculum. This means that pupils are not able to talk confidently about their own spiritual growth.

A deeply nurturing culture of acceptance feeds into highly inclusive collective worship, placed at the heart of the school. Diocesan support has enabled leaders to evaluate and revise their planning and structure for collective worship. This ensures themes are relevant to the unique context of the school. This community prays together with a sense of purpose and this enables spiritual flourishing. Worship is valued by adults and pupils as a time for calm reflection and joyous singing. A school hymn created collaboratively by staff and pupils provides a visual representation of the school's vision. Pupil worship leaders speak with pride about their role and have a clear understanding of the need to be invitational. There is a palpable sense of engagement from pupils within worship. They actively listen to stories and their responses to big questions are reflective. One pupil, in a response typical of many, articulated how worship gives him time to relax and think about how he can change the world in different ways. Weekly support from local clergy further enriches the prayer life of the school. The rich variety of opportunities and experiences lead to spiritual flourishing.

Central to the vision is a culture of care and compassion. This means that the community lives well and flourishes together. Mental health and wellbeing is a priority for all. Governors check in regularly with staff and ensure that wellbeing is a regular feature at meetings. Commitment to pastoral care is evident through the appointment of a parent and pupil support advisor. Parents value passionately the support offered by the school as well as the clear sense of welcome for all. This can be seen from the warm greeting extended each day to families by leaders at the school gate. A safe space has been developed for pupils who need peace and quiet at lunchtime. Leaders' intention to ensure that the needs of this community are met with dignity and kindness is fulfilled. This vision-driven focus on individual needs ensures that all feel cherished and valued.

Pupils have a strong sense of justice and understand why it is important within a caring community. This is strengthened by the school's behaviour policy, which follows a restorative approach. This

helps pupils to understand how individual rights are inextricably linked to responsibility. There are numerous opportunities for pupils to serve and have an impact within school and the wider community. For example, the school council have coordinated a vote on which charities the school will support. Performing at a local care centre for patients with dementia enables pupils to make a difference to others. However, there are not consistent opportunities to empower pupils to actively engage in social action and become agents of change.

The RE curriculum is well structured and challenging. Pupils enjoy RE and are confident and enthusiastic about their learning. High quality training delivered by the diocese ensures that staff are well supported to deliver engaging and purposeful lessons. The diocesan syllabus and a range of high quality resources provide well sequenced and progressive planning. Leaders are in the process of reviewing the curriculum for RE. Opportunities for pupils to reflect and question, in order to deepen their understanding, are not routinely planned for across the school.

The inspection findings indicate that Trinity Academy Richmond is living up to its foundation as a Church school.

Information			
Inspection date	24 January 2024	URN	144647
VC/VA/Academy	Academy	Pupils on roll	135
Diocese	Leeds		
MAT/Federation	Dales Academies Trust		
Headteacher	Simon Robson		
Chair	Jean Lang		
Inspector	Helen Tait	No.	2247