

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Academy	
Address	Queensway, Rothwell, Leeds LS26 0NB
School vision	
<p>Love. Believe. Achieve</p> <p>At Holy Trinity love is at the heart of all we do and through love we believe in ourselves, and achieve our goals.</p> <p>1 John 4:19</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The Christian vision, rooted in the Bible's teaching on love, is lived out within the school's clear set of values and principles. Pupils and adults are nurtured in a loving community that supports adults and pupils to thrive.</li> <li>• The wellbeing of all is of paramount importance to leaders. Caring support and a culture of understanding supports the mental health and social and emotional needs of pupils and adults.</li> <li>• The vision guides leaders to make bold decisions to meet the diverse needs of pupils. This ensures they have access to dedicated spaces and support so they can flourish. Working with other agencies, staff go the 'extra mile' to provide valued support for parents and carers.</li> <li>• Collective worship is carefully planned and thoughtfully presented with all being welcome to contribute. Opportunities for pupils and adults to reflect on the teachings of the Bible provide meaningful moments of spiritual development.</li> <li>• Religious Education (RE) is well-led. Planned experiences and resources are varied, relevant and help pupils learn effectively. It enables them to ponder 'big questions', develop curiosity and respectfully express personal ideas and beliefs with confidence.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Extend opportunities for pupil engagement in collective worship. This is to improve the worship life of the school, enriching spiritual development for all.</li> <li>• Further enhance the school's RE curriculum. This is to strengthen pupils' understanding of world religions as diverse and living global faiths.</li> <li>• Build upon opportunities for pupils to engage in social action. This is so they are equipped to tackle injustice and advocate for others.</li> </ul>	
Inspection findings	
<p>Pupils and adults have a clear understanding of the school's distinctively Christian vision of 'love, achieve and believe'. Effective guidance is provided about the way the twelve associated Christian values explicitly relate to it. Leaders, including governors, together with the clergy, diocese and trust, carefully considered the needs of the community when it was recently reviewed. As a result, the vision accurately reflects the context of the school. Rooted in Jesus' parable about the Good Samaritan, it drives decisions and actions. Illustrating how kindness helps everyone to look after each other, one pupil explained 'there are no outsiders here'. The impact of the Christian vision at Holy Trinity means the school community flourishes.</p>	



Lives are changed through bold decisions made by leaders, including governors. These are directly linked to the distinctive Christian vision. It drives all that the school does. It is so embedded that its impact is transformative on members of the school community. Life for some pupils can be complex. The school is a haven of valued support for pupils and families, providing a sense of security and structure. Nurturing support from staff, enhanced through dedicated provision within school, create opportunities for pupils, including those considered vulnerable, to do well. A love of self is fostered in tandem with a love of learning. Pupils and their families feel a sense of being known and loved by members of staff. This promotes positive relationships with pupils expressing how they feel safe and happy in school. As a result, they are keen and ready to learn.

Leaders and staff are aspirational for their pupils. The breadth of training and development opportunities for staff ensures they feel highly valued as individuals and as a team. The vision drives a culture of listening. Leaders openly and actively involve staff in decision making, reflecting their determination to learn together. This is demonstrated through staff engaging in opportunities to improve their practice. Partnerships between the school, the trust and the wider network of local schools enable opportunities for sharing good practice. Equally, partnerships with the diocese and local church are effective and supportive in developing Holy Trinity as a Church school. The links between the school and its families are strong, nurturing and affirming.

As a result of the vision, Holy Trinity is a highly inclusive school. The decision to appoint an additional pastoral member of staff supports this. Bespoke provision for pupils who have special education needs and/or disabilities (SEND) reflects the emphasis school places on the uniqueness of each individual. This is rooted in the understanding of love which is at the core of the vision. Parents appreciate the school's welcoming and listening approach, focusing on resolving concerns and supporting diverse needs with respect. They feel the school supports their children well such as adapting timetables. Tailored support for pupils, including those deemed vulnerable, positively supports their mental and emotional wellbeing.

The curriculum is designed with the vision at its centre. Opportunities for spiritual development are encapsulated within it through using 'big questions'. In addition, spontaneous moments such as watching falling snow provide opportune moments to consider 'awe and wonder'. Pupils' examples of artwork inspired by their spiritual reflections, highlight their spiritual development and how it is encouraged. The curriculum is continually adapted and improved to meet the varying needs of pupils, enabling them to thrive. Time spent adapting subjects such as history, highlights the way they incorporate diverse examples of people who have made brave decisions. However, opportunities for pupils to challenge injustice and inequality as agents of change themselves are limited.

Pupils behave well both within and outside classrooms. When disputes arise, restorative practice supports reconciliation. Pupils report that the vision and the values inspire them to be kind and forgiving. They talk about the importance of their golden rule to 'treat others the way you want to be treated'. This is underpinned by biblical explanations of forgiveness and acceptance which are reflected in the school's behaviour policy. Pupils are provided with planned opportunities to discuss and disagree well, enhancing their confidence and use of an increased vocabulary. They articulate a culture of caring about each other and respecting differing views. Members of the school community are accepted and appreciated. Parents, pupils and staff who are new to school report that they quickly feel part of the community.

Collective worship creates an atmosphere which is inviting, inclusive and inspiring. This provides opportunities for spiritual growth for those of a range of faiths and views. It is central to daily life uniting the whole school in line with their vision. Worship themes root the school's Christian values in biblical stories and the Christian calendar. The theme of 'no outsiders' runs through collective worship. This enables pupils to encounter varied texts which enhance their understanding of the vision and its associated values. Collective worship allows pupils to reflect on, and to respond to national and international issues. Prayer and lighting candles provide moments for reflection and spiritual development. Staff and pupils say that worship enables them to calmly reflect on their own actions. The pupil 'worship crew' take part in leading worship. However, opportunities to enrich their spiritual development through their own input into worship is less developed. Links with the local church are very strong and members of Holy Trinity church actively support the work of the school, including leading worship. The school community actively embrace opportunities to worship together in church for key Christian festivals such as Christmas. The use of 'big questions' provide meaningful moments of reflection, supporting pupils' spiritual development. Class based reflective spaces and times of stillness and prayer further extend this.

Pupils enjoy RE and talk enthusiastically about learning about different worldviews and religions. It is well-led by senior leaders and follows the local and church school requirements. A review of curriculum planning informs progression in pupils' learning and skills. Subsequent work by leaders identifies and enriches specific vocabulary progression. RE provides pupils with opportunities to learn about and engage in discussions, extending their breadth of understanding. It provides a safe space for pupils to respectfully disagree. However, learning about diversity within faiths is at an early stage. An understanding of world religions, including Christianity, as global and living faiths is enriched by visits to places of worship including different Christian churches.

The inspection findings indicate that Holy Trinity Church of England Academy, Rothwell is living up to its foundation as a Church school.

Information			
School	Primary	Inspection date	08 February 2024
URN	140399	VC/VA/Academy	Academy
Diocese/District	Leeds	Pupils on roll	155
MAT/Federation	Abbey MAT		
Headteacher	Helen Owen		
Trust Board	Catherine Garrett		
Inspector	Joanna Dobbs	No.	2136