



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary Academy, Handsworth	
Address	Havelock Road, Birchfield, Birmingham, B20 3LP
School vision	
<p>At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Through our curriculum and care our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals, seeking ‘hope and a future’ for themselves and others.</p> <p>“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders demonstrate a clear understanding of how the context of their community roots the school’s Christian vision. Hope unites the entire community, who strive together for a positive future for all. • The inclusive vision of the school has underpinned curriculum development. As a result, all pupils are able to acquire a lifelong appetite for learning and become well-rounded individuals. • Collective worship spiritually enriches the life of the school. Inspiring and relevant values embed a culture of service, compassion and justice. This impacts deeply on the lives of pupils and adults, enabling all to grow spiritually together. • Relationships between all members of the community are rooted in care. Pupils and adults live well together in an inclusive and dignifying culture. • Pupils are engaged in a religious education (RE) curriculum that supports their character development. It fosters a deep respect for those of all faiths and of none. 	
Areas for development	
<ul style="list-style-type: none"> • Embed a shared understanding and approach for spiritual development across all areas of the curriculum. This is to enrich the spiritual flourishing of all. • Further enhance pupils' independent opportunities to make ethical choices and be agents of change as they respond to issues of injustice. • Widen the approaches used to assess pupils' learning within the RE curriculum. This is to accelerate the progress within all areas of learning in the subject. 	
Inspection findings	
<p>Holy Trinity Primary Academy welcomes and celebrates pupils and families from a rich range of cultures and religions. Dedicated leaders and governors have an acute knowledge of their community creating a vision that brings hope to all. The biblical roots of the Christian vision are comprehensively understood by the staff team, pupils and parents. The well-chosen Christian values are at the heart of this school and are lived out by all. Leaders and governors evaluate the impact of</p>	

the Christian vision with care and actively use this in their decision-making. All are able to readily articulate how they have been supported in times of personal challenge where hope was needed. The Christian vision of the school binds together the community in respect and compassion for all.

Since joining Birmingham Diocesan Multi-Academy Trust (BDMAT), academy and school leaders have worked in strong partnership. The biblical roots of the Christian vision of the Holy Trinity Academy are mirrored in BDMAT's vision. Academy trust leaders are guided by Christian scripture. The words of Jeremiah provide a unifying purpose in how BDMAT and Holy Trinity Academy serve the school community. This has led to ongoing school development so that pupils and adults flourish in their locality.

Inspired by the vision leaders have developed a curriculum relevant to the school community. This is enabling pupils to develop a life-long appetite for learning and ensures that pupils become well-rounded individuals. Each new topic begins with pupils considering what they know and want to know, generating their own big questions. In this way pupils shape their own learning and make learning meaningful. School and trust leaders have ensured that the school's Christian vision is realised in all areas of the curriculum. As a result, pupils talk with enthusiasm about their learning in a rich variety of subjects. They recognise how their unique gifts and talents are nurtured across the curriculum. This allows pupils to reflect deeply on their hopes for the future. This is expressed within touching thoughts and prayers on the school's hope tree. Pupils have a high regard for their learning and know how their studies are helping them to prepare for their future. As a result, pupils talk excitedly of their hopes of becoming musicians, fashion designers and authors. Spiritual development is fostered within some curriculum subjects. For example, through an awareness of awe and wonder. At present planned opportunities to explore spirituality across the whole curriculum are more limited. Families across the school are overwhelmingly positive about the support for individual learning provided by the staff at Holy Trinity. Actions are tailored to the needs of specific pupils so that those with additional needs and the most vulnerable can flourish.

Collective worship is a treasured part of the school day at Holy Trinity. Pupils and adults understand that it is a time for being together and for personal reflection. As such it contributes significantly to the spiritual flourishing of pupils and adults. Prayer, both in whole school and class worship, allows for times of stillness. Pupils know they grow spiritually through prayer. They articulate that it is prayer that connects us and allows us to grow as individuals and as a community. Overwhelming joy is tangible when the school sings together, uniting them as a school. Strong support from the diocese and church partnerships have developed the way leaders plan and deliver collective worship. This has ensured that pupils benefit from a variety of styles of worship that engage everyone. School values focus the Christian teachings in collective worship. Pupils and adults are thus inspired into action, treating each other with care and compassion. They appreciate how Christian teachings in collective worship lead to respect for all religions in this school. Parents are clear that these values make a difference in the lives of children well beyond the school day.

The vision of hope for a future impacts strongly on the ethos of this richly diverse school. Excellent relationships are cultivated through a culture of service that brings hope. This is seen in the exemplary support that pupils and families are given as they are welcomed from different countries. Pupils are therefore enabled to settle well in school. Surrounded by supportive relationships, pupils flourish in their learning. Compassionate school leaders know each staff member well and provide support in difficult seasons. Trust leaders listen carefully to the voices of school staff. This ensures that policies and actions taken enable all staff to feel nurtured and valued.

Pupils behave with kindness towards each other and to all who visit the school. Exemplary pastoral support is provided through bespoke provision for the most vulnerable pupils across the school. Working in small groups or with one-to-one support, pupils gain a deep understanding of how they

can show the school's values. As a result, pupils throughout the school are cared for and treated well.

The curriculum provides a range of relevant opportunities for pupils to understand issues of justice. They learn about a range of current role models who inspire pupils to use their voices to be agents of change. Pupils know that they have a responsibility towards others and are driven to make changes in their local community. For example, pupils and teachers have worked with local partners to establish a food bank. At present, there are limited opportunities for pupils to respond independently to aspects of injustice. This means that occasions to be agents of change, both locally and beyond, are not fully exploited. Working in partnership with the diocese, pupils are well-equipped to support each other as peer mediators within the school community. Pupils are trained to be peacemakers, ensuring that positive relationships are maintained during the school day.

RE makes a significant difference in the lives of pupils in this school. Pupils have a thirst to know more about the beliefs of others and how this shapes their own views. This supports pupils' understanding of their place in the world and how they live their own lives. A close partnership with the diocese has supported a review of the RE curriculum. This ensures that it is relevant to the school's individual context. Training with the diocese has secured professional development for staff so that they teach RE effectively. As a result, pupils talk with enthusiasm and knowledge about sacred texts, beliefs and religious practices. School leaders have established a regular pattern of monitoring, ensuring assessment informs teaching. However, these systems of assessment are not fully developed to allow teachers to see the progress made in all areas of RE. This means that some learning opportunities are missed.

Pupils have a passion for RE and the range of religions they study. As a result, pupils can discuss with confidence the similarities and differences between religions and worldviews. They consider and reflect deeply on how people with and without faith see the world. This fosters a deep respect for others.

The vision of seeking hope and a future makes a significant impact on the lives of adults and pupils. There is a profound appreciation, respect, and care for each other. This creates an inclusive and dignifying culture that welcomes and celebrates the unique, God-given gifts of each child and adult in this school community.

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

Information			
Inspection date	29 November 2023	URN	140463
VC/VA/Academy	Academy	Pupils on roll	188
Diocese	Birmingham		
MAT/Federation	Birmingham Diocesan MAT		
Headteacher	Paula Burns		
Chair	Sarah Smith		
Inspector	Matthew Welton	No.	2142