

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tattershall Holy Trinity Church of England Primary School

Address	Curzon Estate, Tattershall, Lincoln, LN4 4LD		
Date of inspection	09 May 2019	Status of school	Primary inspected as VC academy Lincoln Anglican Academy Trust (LAAT)
Diocese	Lincoln	URN	145436

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Holy Trinity is a primary school with 126 pupils on roll. The majority of pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is just above the national averages. Around 50% of pupils on roll are from a nearby Royal Air Force (RAF) base. Since the last inspection the school has become a member of Lincoln Anglican Academy Trust (LAAT).

The school's Christian vision

Holy Trinity is a family church school providing a high-quality education by caring for all like God the Father. By learning to serve as Jesus the Son and sharing God's love in the community through the power of the Holy Spirit.

Key findings

- The deeply Christian vision is threaded through every aspect of this Church school so that all can articulate its relevance to them and express how it impacts on their role.
- Pupils and adults flourish because the vision enables each one to feel supported and valued so that they want to be the best that they can be.
- The work of the school in its support for forces families is deeply influenced by the vision so that all involved feel cared for and loved.
- Religious education (RE) is a significant strength of the school because teachers are highly motivated in ensuring that challenge is high for all pupils.
- The work of clergy within school makes a significant contribution to the school's distinctive Christian character and to the spiritual development of adults and pupils. This has yet to have the same impact on all stakeholders through services in church.

Areas for development

- Support other Church schools in their development by sharing Holy Trinity's excellent self-evaluation approach.
- Extend opportunities with the church for wider engagement in acts of worship and service to deepen pupils' and adults' experience of Christian faith.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

A recent revision of the school vision has resulted in all stakeholders being able to express how it impacts on their role in the school. It is deeply Christian, highly inclusive and aspirational. It seeks to ensure that all are supported so they can flourish, achieve and develop a love of learning. Pupils know that the vision is grounded in Christian beliefs. Leaders' commitment to continuous improvement is reflected in their decision to join LAAT. Developing from the longstanding excellent partnership with the diocese, the trust is already having a positive impact on aspects of school life. The school is currently part of a pilot governance project across the trust. Members of the newly formed local council are involved in using their knowledge and skills for school development. The headteacher is highly committed to ensuring she lives out the vision. Staff morale is extremely high. They feel valued and respected because their wellbeing is considered at all levels of decision making. Volunteers are treated as equals with staff. All benefit from well targeted professional development. Recent training from a diocesan RE adviser has ensured that staff are motivated to provide high challenge in the subject for pupils. RE therefore makes an outstanding contribution to the school's distinctiveness and performance. Training supports middle leadership and the development of future school leaders exceptionally well. A focus on RE as part of a middle leadership training programme has significantly added to the impact of teaching and learning. Senior leaders and councillors have established a highly effective Church school self-evaluation process. The SIAMS group meet regularly to monitor the impact of the vision. They have a clear understanding of strengths and areas for development.

Pupils thoroughly enjoy all the school has to offer. A broad and creative curriculum is enhanced by visits and visitors alongside extra-curricular activities. Pupil mobility is high due to the large proportion of pupils from the RAF base. These pupils and their families are extremely well supported. Leaders ensure that each pupil is carefully tracked on entry to the school. Academic support can be put in place if required. The work of the 'Bluey Club' is exceptional, supporting the emotional and spiritual needs of these pupils. When parents are away for lengthy periods of time pupils can share their fears and concerns. Opportunity is given to write letters or emails to parents. Parents of these pupils express the reassurance they feel that their children are supported in this way. Many can relate this care as being an expression of the Christian vision.

All aspects of school improvement are driven by the Christian vision. Thorough monitoring and evaluation systems ensure that pupil progress is tracked and individual needs identified. Pupils across the school make good and sometimes rapid progress from their starting points. Standards of attainment are generally in line with or just above national expectations. This is because leaders make decisions to develop the curriculum and promote pupils' individual skills and abilities. Expectations are high. Pupils are eager to rise to the challenges presented to them. This is reflected in their extremely positive attitudes to life and learning. Parents confirm that children are extremely happy and excited by their learning. They are confident that this is because every child is valued as unique, loved and supported.

Provision for pupils' spiritual development and emotional well-being is extremely well considered. RE and collective worship make outstanding contributions to their spiritual growth. Pupils are eager, confident and articulate. Opportunities for reflection are provided across the school day. This enables pupils to reflect on the Christian values and their impact on their lives. The outstanding quality and depth of their personal responses can be seen in their RE books and in the outcomes of pupil surveys and interviews. Teachers use questioning to deepen pupils' thinking. They are frequently asked to explain or consider why such a belief is expressed. The WE (World Education) group, led by pupils, inspires others to get involved in local, national and international issues. The 'Walk for Water' enabled pupils to consider the impact of lack of clean water in some parts of the world. Pupils make a clear link between the vision and the work of the WE group. This is expressed by them as showing care and service in all activities of this kind. Through their work in RE pupils have a well-developed understanding of diverse cultures and beliefs. Work on Islam has enabled pupils to consider similarities and differences with Christianity. Through themed days and classroom-based learning pupils have developed understanding of Christianity as a world faith. They can confidently articulate the importance of recognising beliefs and practices of people across the world.

Collective worship is central to the school day. Pupils' attitudes are positive because they feel included and involved. Thorough planning links the school's values to Bible stories. Pupils can therefore make clear links between them and explain how the values impact on their daily lives. They participate actively, answering questions and helping to act out stories so levels of engagement are high. Through their worship experiences pupils develop an understanding of what Christians believe about the nature of God. Many refer to the school vision when talking about the Trinity. They understand that the Trinity is the foundation of their school name as

well as the way they are encouraged to live and learn. The pupil led religious council plan and lead worship in school. Other pupils enjoy this worship because they say it is relevant to their lives. Worship is also led by staff, clergy and visitors. The exceptionally strong links with the local church is a strength of the school. Clergy are regular visitors. They lead worship as well as a regular spirituality workshop in classrooms. Both pupils and staff say that these workshops contribute to their wellbeing and spiritual development. Clergy recognise that pupils have a role in teaching adults in church. A current display in church focusses on the Trinity. Services held in church are well supported by parents. Whilst these services are well attended they do not reflect the same quality of the worship in school. This issue has been raised in development planning which indicates the accuracy of the school's self-evaluation. Prayer and reflection are integral features of worship. Pupils know and use traditional prayers and graces. They write and use their own prayers for personal and public use.

All members of Holy Trinity's distinctly Christian learning community are united in their belief that the school's Christian vision and values are lived out daily. The vision makes a powerful difference to the lives and outcomes of pupils and adults. The school is therefore well-placed to move confidently forward.

Headteacher	Stephanie Liley
Inspector's name and number	Jane Lewis (27)