

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

<b>Holy Trinity Church of England Academy, South Shields</b>	
Address	Brockley Avenue, South Shields, NE34 0TS
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	Excellent
The effectiveness of religious education (RE)	Good

School's vision
<p>We prepare children who are confident, aspirational and most importantly who know they are valued. This comes first from the fact that the children know how valuable they are to God and how his son gave us all the blue print of how we are to live our lives. Holy Trinity is the place where all of the children gain what they need to help them with their journey through life, their spirituality, emotional and mental stability and academic achievement. We do all of this through love, the greatest of the Christian values. Here in Holy Trinity we all work as a team to support and encourage each other always showing love and respect for one another and celebrating joy in our successes however small.</p>
Key findings
<ul style="list-style-type: none"> <li>• Together, the whole school community is 'growing and learning in love'. This Christian vision is clearly articulated by leaders. Although the impact of values are understood by all, this is less consistent in relation to the vision.</li> <li>• Opportunities for spiritual development occur in all aspects of school life. However, a shared understanding of spirituality is less clear.</li> <li>• Driven by the Christian vision, exceptional pastoral care, mental health support and early intervention for those needing support enable all to flourish.</li> <li>• Collective worship is highly valued and is developed and enriched by meaningful opportunities for pupil leadership. It positively influences the lives of both pupils and staff, enabling them to flourish. Leaders are eager to instil in pupils a relentless compassion for the world around them.</li> <li>• Religious Education (RE) is led extremely well so that staff teach with confidence and pupils enjoy exploring and discussing beliefs. Pupils understand Christianity is a living world faith and confidently talk about their religious, spiritual and philosophical ideas.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Embed the vision so that everyone knows and understands why its biblical basis is important and underpins all aspects of school life.</li> <li>• Formalise a whole school understanding of spirituality so that pupils and adults are better able to articulate their own spiritual development.</li> <li>• Create further opportunities for pupils to flourish through engagement in social action. This is so that they can challenge injustice both locally and globally.</li> </ul>



## Inspection findings

Holy Trinity is a place where all grow and learn together in love. Leaders have cultivated this vision over time, committing to it with zeal and focus. This ensures that the whole community are deeply loved as children of God. There is a palpable sense of warmth and support radiating from school leaders. This extends to staff, who speak passionately about how this helps them personally. Adults in this school go above and beyond to ensure that the needs of every pupil are met. Staff, pupils and governors live and breathe the school values of love, respect and joy. These can be felt the minute you walk through the door. This ensures a compassionate and caring community where the unique qualities of each person are nurtured and celebrated. Adults and pupils enthusiastically share meaningful examples of a community with love at its heart. However, there is some inconsistency in the way the biblical links between actions, values and the school's vision are understood.

The rich and ambitious learning environment developed by leaders, meets the unique, and often complex, needs of the community. Pupils are excited and engaged in their learning and aspiration is high for all learners, including the most vulnerable. Bold, child-centred decisions taken by leaders include the recruitment of a child psychotherapist and child wellbeing officer. This supports a strong vision-driven sense of nobody being left behind. The mental health and wellbeing of pupils and adults is a key priority. Pupils appreciate their education and are proud of their achievements. They link their successes to value-led worship, describing these opportunities to gather as 'little pockets of joy'.

Opportunities for spiritual development are present in the curriculum, in daily school life, as well as reflection and prayer within worship. Designated spaces for reflection in classrooms and corridors are valued by the pupils. This enables meaningful moments for deeper thought and stillness. Experiences of awe and wonder are frequent. Many are spontaneous and some are deliberately created such as the planned school visit to the forest. This approach to spirituality ensures that children develop their curiosity through questioning. However, opportunities for pupils and adults to develop their understanding of spirituality are inconsistent.

Relationships at Holy Trinity are exceptionally strong. Inclusion and equality are central to the Christian vision of this school. Policies, developed by leaders, such as the school backpack for trips, guarantees dignity for all. Pupils and parents know they are valued and loved. This leads to an environment where all treat each other with respect and parental engagement has improved as a result. One parent summed this up by explaining, 'This school nurtures everyone. It is like a big happy family'. A sense of calm pervades. When disagreements do occasionally occur, pupils are effectively supported by staff to seek reconciliation and forgiveness, growing together in love.

Pupils are excellent ambassadors for their school vision both in the building and on enrichment visits. A wide range of opportunities exist for them to take a lead and make a difference such as the School Council and the Eco Team. They are keen advocates for change. Recent work on the environment empowered pupils to challenge the excessive packaging on magazines. Younger pupils talk with feeling about the need to pick up litter to make their environment safer for people and wildlife. In Years 2 and 6 the curriculum is further enhanced by the Archbishops' Young Leaders Award. This encourages pupils to engage in social action within their locality. Leaders are keen to develop a global dimension into the curriculum, thereby enabling pupils to think more widely about injustice.

Collective worship is a clear outward and invitational expression of the school's Christian vision. Staff and pupils value this inclusive and deeply reflective opportunity to listen to stories




and teachings from the Bible. Pupils enjoy leading worship and talk with pride about their involvement. Engagement in worship has a transformational impact on many pupils. They feel empowered to plan and deliver worship on issues important to them, for example looking after our world. Key messages from the Bible inspire pupils and adults. They are discussed openly in the playground, in the classroom and carried home to parents. This creates a tangible sense of togetherness.

Strong links with local churches enhance the prayer life of the school. Key events such as the Easter Pageant, Christmas Carol and Leavers' Services are celebrated in church. Strong and mutually beneficial relationships exist with local clergy, who lead worship weekly within school. Parents highly value the school's relationship with the church. Two family baptisms have been celebrated in the hall as part of whole school worship. Governors are an inherent part of collective worship. This supports robust evaluation and sustained development.

As a direct result of strong leadership of RE, it is prioritised as a key subject and is of high quality. Links to diocesan networks enhance the RE leader's awareness of current thinking around the subject, enriching provision. Pupils enjoy their RE lessons and gain a good knowledge of the Bible. The curriculum is well-planned and ensures pupils develop a clear and progressive understanding of key religious ideas and worldviews. It includes opportunities for deeper thinking and provides a safe space for pupils to respond to big questions and discuss topical issues. They engage deeply with biblical texts, effectively developing their religious literacy and understanding of Christianity as a living world faith. Clear systems for assessment and recording help teachers to know what and how well pupils learn in RE. Effective monitoring ensures that standards remain high. This informs ongoing action planning. Staff professional development is prioritised equipping them to teach RE with skill and confidence.

Holy Trinity is a compassionate school, where all pupils and adults flourish and grow within a deeply loving environment.

	The effectiveness of RE is		Good
	<p>A rich and engaging curriculum, which is both relevant and carefully structured, supports pupils to flourish in RE. Enhanced through clear assessment systems which highlight next steps in learning, this enables pupils to make good progress. This includes pupils considered vulnerable and those who have special educational needs and/or disabilities (SEND). Teachers are confident and skilled in the delivery of RE and teaching is consistently graded as at least good.</p>		
Information			
School	Holy Trinity Church of England Academy, South Shields	Inspection date	23 June 2023
URN	141160	VC/VA/Academy	Academy
Diocese/District	Durham;Newcastle	Pupils on roll	207
MAT/Federation	Single Academy Trust		
Headteacher	Tina Murphy		
Chair of Governors	Andrea Gedling		
Inspector	Helen Tait	No.	2247