

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

<b>Holy Trinity Guildford Church of England Junior School</b>			
<b>Address</b>	Addison Road, Guildford, Surrey, GUI 3QF		
<b>Date of inspection</b>	10/07/2019	<b>Status of school</b>	Voluntary Aided
<b>Diocese</b>	Guildford	<b>URN</b>	125288
<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>
<b>School context</b>			
<p>Holy Trinity is a junior school with 384 pupils on roll. The majority of pupils are of White British heritage. There are a significant number of pupils from a range of other ethnic groups and around a quarter speak English as an additional language. The proportion of pupils who are considered to be disadvantaged and those with special educational needs or disabilities are both below the national averages. The school is federated with Pewley Down infant school sharing a governing body, executive headteacher and senior leadership team. The school is in receipt of the International School Award.</p>			
<b>The school's Christian vision</b>			
<p>The Holy Trinity Pewley Down School motto "Learn to Live" is inspired by Jesus' words, "I have come that you may have life - life in all its fullness," (John 10 v10). We seek to nurture in hearts and minds the capacity to respond to the knowledge and love of God. We provide an experience of Christian community enabling children to reach their God-given potential.</p>			
<b>Key findings</b>			
<ul style="list-style-type: none"> <li>• The school has a deeply embedded Christian vision and associated values that are biblically and theologically based. They successfully drive developments, making an exceptional impact on school life, through an active focus on enabling all to 'reach their God-given potential' and to experience 'life in all its fullness'.</li> <li>• Under the dedicated and collegiate leadership of the headteacher, firmly supported by governors and senior leaders, the whole staff team creates a strong learning community in which all positively flourish.</li> <li>• Pupils are well known and supported through quality teaching and very effective pastoral care which excellently expresses the vision's emphasis on nurturing and enabling.</li> <li>• Collective worship plays a pivotal role in supporting and conveying the vision and associated values. It provides daily opportunities, for pupils and adults, to share in reflecting on and living out the school's Christian underpinning.</li> <li>• Religious Education (RE) is highly valued. Effective and creative teaching leads to exemplary and enthusiastic pupils' engagement in learning. Pupils make very good progress. There is some involvement of parents from different faiths in supporting RE learning and visits to a number of places of worship. However, such opportunities are not consistently planned into all appropriate units across the curriculum.</li> </ul>			
<b>Areas for development</b>			
<ul style="list-style-type: none"> <li>• Increase the impact across the school and beyond of the pupil-led eco-committee, including expressly linking its initiatives with a deepening application of the Christian understanding of stewardship as care for God's world.</li> <li>• In response to the school's changing demographic and to deepen pupils' first-hand experience, expand planned opportunities for visits to a wider range of places of worship. Consistently engage parents and others from different faiths in supporting pupils' appreciation of the impact of religion in their community.</li> </ul>			

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

The school's distinctive Christian vision is both theologically and biblically underpinned so that the importance of Christian education and its impact is well expressed as a motivator for ongoing developments. The vision effectively incorporates recent developments in Church of England education. It is deeply appreciated by all members of the school community. It is inspired by the words of Jesus about bringing life in all its fullness. This leads to an inclusive and joyful school where pupils and adults thrive as they together develop their God-given potential. Leaders at all levels actively promote the vision and associated values as summarised in its motto, 'Learn to Live'. Policies and practices strongly mirror the inclusive Christian underpinning which consistently creatively shapes and informs the many facets of the school's daily life. Rigorous and ongoing systems monitor its effectiveness as a church school. These have an extensive impact upon its continuing development. Senior leaders and governors have excellent insight into their school ensuring that the vision drives forward developments. Staff at all levels understand and live the vision and recognise how it positively impacts on them professionally and personally. There is a strong and mutually beneficial partnership with its federated infant school. This supports, for example, a holistic view of education across the primary phase, with very effective transition practices in place.

Under the committed leadership of the headteacher, the staff create a welcoming, inclusive and transformational school community. All are respected and valued and there is a deep sense of belonging. Everyone is treated with dignity and respect reflected in pupils' excellent behaviour. Difference and diversity within and outside of school are constructively celebrated. A recognition of this is it receiving the British Council's International Schools Award recently along with the eTwinning schools label.

The broad curriculum successfully supports and challenges pupils to apply their learning to life in school and beyond. It is carefully tailored to the needs of the individual which means that all pupils make at least good, if not accelerated progress. It particularly means the more vulnerable pupils are excellently provided for through well-targeted support. The curriculum is creatively enriched by focus days and weeks and by a wide range of extra-curricular activities, and through the House system. These strongly broaden and deepen pupils' experiences as they develop both academically and personally.

All pupils consider 'big questions' about life and living and reflect on local and global issues of justice and equality. Pupils are fully engaged in school life and know that their voice is listened to. This contributes strongly to them understanding that they can make a difference both in school and further afield. There is strong engagement with charitable giving so that, 'all can have a better life' as one pupil reflected. The Eco Committee is beginning to have a positive impact within the school. However, how it expresses an appreciation of the Christian concept of stewardship is not embedded.

The mental health and wellbeing of all pupils, their families and of staff is given high priority. Consequently, the school is a nurturing, supportive and inclusive community. This strongly reflects its Christian vision. Pastoral care is a strength, impacting positively on the attainment and progress of pupils and the engagement and professional growth of staff.

As an expression of the school's focus on enabling all to flourish staff are extremely well equipped to teach in this Church school. This leads to a collegiate and positive working environment and to effective high-quality induction and professional development. Working practices are enriched through effective involvement with the Diocese of Guildford. Areas to improve from the previous denominational inspection have been positively addressed.

There is a shared understanding of spiritual development which impacts strongly on the wide range of opportunities provided and the positive responses of pupils and adults. Prayer, silence and reflection are very well integrated into school life. This includes reflection books for Years 4 to 6. These provide a clear focus for pupils to express their ideas and personal questions and responses. Leaders, including governors, place high priority on RE and collective worship and these play a significant role in fostering pupils' spiritual development.

Collective worship provides an engaging and well thought out framework through which the school's vision, associated values and motto are admirably modelled. It is inclusive and sensitively led. Staff and pupils are creatively involved in leading collective worship and engage strongly with it. As one pupil explained, 'I enjoy it because we worship God and think about ourselves and others and how we should live'. Worship is strongly supported by the rector and the church is regularly used to celebrate key Christian festivals. Through an exemplary focus on biblical material, appropriately delivered, pupils express a clear understanding of the teachings of Jesus. They have a clearly articulated appreciation of the Christian concept of God as Father, Son and Holy Spirit. Prayer and reflection are

afforded great significance. Pupils know that there are, ‘thanking, praising and asking prayers’ and that, prayer is ‘talking and listening to God’. The school effectively uses ‘thoughtful time’ as an element of collective worship to encourage reflection on issues of religious, spiritual and moral concern. Worship is enriched through the annual Pause Day, held in the Spring term. Pupils enjoy collective worship finding it to, ‘be a time for being with your thoughts whether or not you believe in God’. Evaluation, by staff, pupils and governors is purposeful. Consequently, the relevance of the programme for the school and individuals is kept fresh.

The delivery of RE across the school meets statutory requirements and fully reflects the Church of England Statement of Entitlement. The policy is effectively linked with the school’s Christian underpinning. The subject leader has effectively built on the firm foundations for RE since her appointment to this role in September 2019. Pupils are extremely well engaged as they take part actively in wide-ranging activities through which they explore the relevance of faith, beliefs and practices within Christianity and other world faiths. Assessment practice is embedded, and staff and pupils have a clear sense of the next steps in their learning.



**The effectiveness of RE is Excellent**

The high priority afforded to RE successfully supports consistently creative teaching and productive learning across the school. Pupils make at least good, and often accelerated progress. This demonstrates how the school creatively enables pupils to flourish and reflects its vision in action through their learning in RE. Teaching is dependably of a high standard, engaging pupils fully and fruitfully as they develop skills such as reflection, analysis and investigation. Periodically a parent with a faith background is asked to contribute to RE lessons and visits to various churches and to a Hindu temple are in place. However, such opportunities to consider a range of first-hand experiences are not consistently planned into all appropriate units across the RE curriculum. RE is regularly and accurately monitored by senior leaders and governors affording very good structure to ongoing development and effective support for the subject leader.

Executive Headteacher	Clare Brunet
Inspector’s name and number	Pamela Draycott (161)