



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Croft Church of England Academy

Address Dalton Lane, Dalton Parva, Rotherham, S65 3QJ

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

Excellent

The impact of collective worship

Excellent

The effectiveness of religious education (RE)

Good

School's vision

At Trinity Croft, our Christian vision is to provide children with an understanding of faith and an awareness of what it means to be a Christian and give praise to God; Father, Son and the Holy Spirit. We strive to develop young people with kind hearts in an environment which is both inclusive and aspirational, where all children have the opportunity to grow academically and spiritually through inspired learning and high expectations.

Key findings

- The vision permeates all aspects of school life. This can be seen in the strength of relationships. Trinity Croft is a place where everyone in the school family is valued and nurtured.
- There is a palpable culture of acceptance where difference is celebrated and all are of inherent worth. Individual needs are catered for in a way that ensures everyone is able to grow and flourish.
- Collective worship actively promotes the Christian vision resulting in the spiritual and moral development of all. The opportunity for prayer is a central part of school life.
- Pupils are active agents of change and are inspired to act as courageous advocates.
- Religious education (RE) contributes to the spiritual, moral, social and culture development of pupils and allows them a safe space to critically explore their own beliefs.

Areas for development

- Strengthen the shared understanding of spirituality so that deep reflection is readily expressed and enables all to more fully explore their personal beliefs.
- Ensure that activities and approaches used to deliver the RE curriculum support and challenge all pupils to broaden and expand their thinking. This will enrich their appreciation and respect for different lifestyles, cultures and faiths.

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

Trinity Croft is a special place. Ambitious and committed leaders ensure that the school vision, deeply rooted in theology, permeates all aspects of school life and underpins all decisions. A sense of shared purpose unites the school and its community. Governors speak with passion about the school as a 'centre of love and Christian belonging' which they rightly accredit to the living out of the vision. Staff are proud to be part of 'Team Trinity' and demonstrate a shared commitment to helping pupils to be the best that they can be. Parents and carers are overwhelmingly supportive of the school explaining 'we've made this happen together'.

Relationships within and beyond the school are firmly grounded in Christian values, ensuring all are given support, encouragement and the opportunity to succeed. Each child is seen as unique and of immense value. This inspires everyone to work together relentlessly in ensuring all flourish and reach their full potential. As a result, progress is strong. Leaders have shaped the curriculum to the needs of the school through the lens of the vision. Curriculum threads link through 'big ideas' and a focus on spiritual, moral, social and cultural development. A programme of visits and memorable experiences is carefully planned for breadth and scope. Pupils who have special education needs and/or disabilities (SEND) and the school's vulnerable children are supported very well. Work to support mental health and wellbeing is deeply applied to adults as well as pupils. This work is an expression of the vision in action and has been particularly evident during the pandemic. As a result adults also feel safe, listened to and know that leaders will help them.

Pupils aspire to live by the values of compassion, hope and courage in fostering 'kind hearts'. Staff speak of how values learned in collective worship are lived out on the playground. Behaviour is calm and respectful. The values help pupils to forgive others and to move on positively. Cases of bullying are rare and behaviour management systems are based on forgiveness and reconciliation. There have been no exclusions. Pupils who have joined the school from other schools express how much happier they are at Trinity Croft. The whole school community is supported to disagree well and the curriculum celebrates difference. The relationships and sex education (RSE) policy is rooted in dignity and respect resulting in all knowing they are unique and wonderfully made. Respect for difference is demonstrated by everyone and all are valued as children of God. Pupils state that 'everyone's different in a good way' explaining that you are still friends with someone even if you have a different point of view. Consequently there have been no cases of racist or homophobic behaviour. Links with a school in the Philippines are strengthening both pupil's and adults' appreciation of different cultures and lifestyles.

The use of the resource Picture News in collective worship impacts positively on pupil discussions throughout the day and empowers them to action. There are planned opportunities to explore spiritual and ethical dimensions of all subjects. Pupils have a developed understanding of how they can challenge injustice and be advocates of change whether within school, locally or globally. They are eager to undertake a wide range of social action projects. Overtime, these have included supporting the local foodbank, litter picking and the introduction of parking buddies. Pupils have also been inspired to then take individual action themselves. For example, one was inspired through collective worship to lead the collection of donations to support refugees. Another courageously shaved her head to raise money for a cancer charity so that others wouldn't be affected by losing a loved one.

Collective worship is an important part of the school day and as such continued virtually throughout lockdown. A number of parents attended collective worship online with their children and the same opportunities for reflection and personal response experienced in school were provided. Throughout this time, families were able to remain connected to the school in meaningful ways through follow-up activities to support spiritual development. Both planned for, and spontaneous, opportunities for prayer are embedded in the life of the school. This begins during collective worship where prayer is invitational and pupil led and continues throughout the course of the day. The pupil worship committee have re-invigorated prayer spaces both across school and in classrooms, speaking with each class about the value of prayer and reflection. There is also a prayer space used by parents in the entrance to school. These inspiring and thought provoking spaces include interactive displays that help the school community in their reflections and interactions with God. As a result, pupils have created their own activities at home which are then often shared in school.

Before the pandemic, links with the church were strong. There has been a period of clergy vacancy and the church has now closed. The school has been determined to maintain local relationships with other denominations and values their

link with the diocese. This has meant that services throughout the year have taken place in school. Baptism and confirmation classes have continued to be offered and have been well attended by both pupils and adults. A Children and Families Worker has recently begun working with the school which is strengthening relationships and opportunities further.

RE has a high profile in the school. The RE leader has recently attended RE development meetings with other local church schools in the multi academy trust (MAT) which support the school in embedding good practice. The school received training from the diocese for implementing the Understanding Christianity resource. These materials have had a significant impact on both enhancing teacher knowledge and in helping pupils' understanding. Before the pandemic, the school benefited from regular visits to places of worship including the local cathedral and mosque. These visits brought to life pupil's appreciation of different religions. Leaders are keen to reintroduce these visits as soon as possible. Progress in RE is tracked termly in line with all subjects. Assessment maps are used by pupils so that they can see their own progress and new learning. Through monitoring and evaluation of RE, leaders have rightly prioritised the development of deeper thinking in RE and are actively researching resources to support enhanced learning. Pupils are positive about RE lessons and value being able to ask big questions knowing that 'sometimes there is no answer and that's ok'.

At Trinity Croft, the Christian vision permeates throughout the life of the school and into the wider community. As a result, pupils and adults flourish and are quite rightly proud to be part of this school.



The effectiveness of RE is

Good

Pupils enjoy RE. Through the use of the Understanding Christianity resource, they are showing a sound grasp of the life of Jesus and the story of the Bible. Pupils have regular opportunities to ask big questions about beliefs about God and the impact of faith in the world today. Teaching uses a variety of approaches to keep pupils engaged, with a range of written and reflective activities to broaden the learning experiences of pupils. Fewer opportunities exist to fully explore other religions and worldviews.

Contextual information about the school

Date of inspection	30 November 2021	URN	141587
Date of previous inspection	21 November 2014		
School status	Academy inspected as VA	NOR	192
Name of MAT/Federation	The Diocese of Sheffield Academies Trust		
Diocese	Sheffield		
Executive Headteacher Head of School	Rebecca Allard Maria Allen		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)			
Inspector's name	Philippa Boulding	No.	965