



National Society Statutory Inspection of Anglican and Methodist Schools Report

Trinity Croft Church of England VA Primary

Dalton Lane
Dalton Parva
Rotherham
South Yorkshire
S65 3QJ

Previous SIAMS grade: Outstanding

Diocese: Sheffield

Local authority: Rotherham

Dates of inspection: Friday 21st November 2014

Date of last inspection: 4th November 2009

School's unique reference number: 106939

Executive Headteacher: Mark Wheeler Headteacher: Rebecca Allard

Inspector's name and number: David Shannon 617

School context

Trinity Croft is a smaller than average church VA school, with just over one hundred pupils on roll. There are higher than average numbers of pupils with special educational needs and around one third of the pupils take free school meals. The school is about to become an academy within the Sheffield diocese educational trust. There is an executive head who supervises two primary schools and a head of school, who is based at Trinity Croft.

The distinctiveness and effectiveness of Trinity Croft as a Church of England school are outstanding.

- The Christian character and values of the school are lived out daily by all members of the school.
- The Christian character has a significant impact on learning through a varied and stimulating curriculum.
- The excellent school links with the Parish church, enable school and church members to worship frequently together and involve the local community.

Areas to improve

- Develop further the pupils' role in ensuring they can measure their own progress in RE

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The Christian character of Trinity Croft is up front and clearly stated. It shapes the experience of every pupil, in their curriculum, in their conduct and in the care lavished upon them. Hence pupils enter the school with considerable needs both in literacy and numeracy, but because of the quality of the teaching and the close attention to pastoral care, they leave

the school with attainment which is around or above the national averages in Maths and English. As the school's own self-evaluation testifies, the 2014 KS2 attainment data demonstrates progress above national levels for many groups of pupils. The good teaching imparts a confidence in pupils when talking to adults or each other, in which they demonstrate a tolerance of each other's views and an appreciation of diversity. The distinctively Christian ethos is warmly displayed by all members of staff, so that children know they can talk to adults if they need help to resolve issues or problems. This Christian character has significant impact in spiritual, moral, social and cultural learning. The virtue of forgiveness is regarded as essential in day-to-day life and its impact is seen in how disputes between pupils lead always to reconciliation. Pupils abide by the values of Jesus, which creates a friendly and happy school in which no grudges are held and everyone knows when to leave aside the past and move on. Pupils have a clear and practical attitude to bullying but rarely need to draw upon it. Pupils work alongside staff in school council and in the playground as leaders and counsellors, so that they learn responsibility and share the burden of care for each other. Their RE studies have a significant influence upon their learning, giving them both an international and global perspective on the world about them.

The impact of collective worship on the school community is outstanding

There is an atmosphere of excitement about the daily act of collective worship. All learners actively engage with singing, listening and reflecting, and the school worship therefore plays a significant role in their lives. Worship is distinctively Christian and uses Anglican liturgy in the starting and ending of the act of worship. The parish priest is known to all pupils and his enthusiasm is infectious, not least in ensuring all pupils know the Lord's Prayer, the school prayer and the traditional responses. The school plays a major role in parish worship, taking every opportunity to celebrate key festivals. Parents have re-started church attendance because their children wish to attend the Eucharist. Learners and staff have offered themselves for confirmation and pupils are all aware of the significance baptism and confirmation could play in their spiritual lives. Worship is seamlessly linked with the whole curriculum, so that a theme of friendship is developed in the same week in art, craft-work, writing and circle time. Pupils are encouraged to write their own prayers and to offer them in worship; they know that prayer can be corporate or private and they admit to praying daily as they face the challenges of day to day living. They understand the stories both of the Old and New Testament and are clear as to the difference living the Christian life must mean; they speak in terms of meeting poverty, striving for peace between cultures and promoting the family as a building block for society. They are delighted to come to worship and feel that they influence it by choosing themes, songs and charities the school has supported. They understand the concept of God as Father, Son and Holy Spirit and are well aware of the fruits of God's spirit and recognise His influence in their daily lives.

The effectiveness of the religious education is outstanding

Pupils experience an inspirational and stimulating RE curriculum, so that they relish learning both about and from religion. Progress in RE is in line with their progress in literacy and some of their extended writing is above national averages. Teaching is lively and interactive, involving differentiated activities with a choice guided by teaching staff. All pupils have reflected on the anniversary of the Great War, and the older children talk effectively about violence, war and the need to strive for peace. Y5 and Y6 attended a service at a local War Memorial on November 11th and wrote movingly about their thoughts and the people they had met. Each pupil in Y1-Y6 knows something about another major world religion and remembers a visit to a place of worship and can compare it with their own church. Y1 and Y2 had visited a synagogue the previous week and could reflect on its beauty and sense of peace. Pupils also realise that Christianity is a global religion and have clear ideas how African and Asian Christians worship, so that their education is preparing them for a future as global citizens. The "Paper Bag game" ensured that Y5 and Y6 empathised with those living in poverty and evoked from learners a fierce demand for fairness and justice in the world. The

leadership of RE is effective in tracking progress at individual pupil level, based on clear evidence both written and oral. All children know the progress they have made and some can explain how they can progress further.

The effectiveness of the leadership and management of the school as a church school is outstanding

The school leaders “walk the walk” as well as “talking the talk” about the difference the Christian ethos must mean. The Christian character promotes the pursuit of learning by each pupil, through five clear “steps to success” which the whole school understands. School leaders model effectively how a rich and varied curriculum can bring real progress in each child’s learning. The “Learners First” training of staff has been shaped to the church school’s needs and is ably training staff to leadership roles in schools in the future. Leaders and governors have a thorough understanding of the school’s performance in all areas, based upon the school’s self-evaluation processes. The action points from the last inspection have engaged both the school leaders and the governors and now the leaders and governors effectively evaluate the RE curriculum and collective worship. Governors contribute fully to the development plan of the school, and have ensured that academy status will further enhance the school’s ethos. Governors are exceptionally well qualified, offering the school experience of living in a different culture, of shaping early years education, and of nurturing distinctiveness in church schools. Governors and leaders have transformed relations with the Parish Church, so that church and school support each other in an exemplary way. Governors ensure that effective partnerships have been made with local church and community schools, so that their leaders are helping promote excellence in other schools. They ensure not only that all statutory requirements are met, but that the school’s ability to develop children is being emulated in partner schools as well.

SIAMS report November 2014 Trinity Croft VA Primary Rotherham S65 3QJ