

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

<b>Ramsgate Holy Trinity Church of England Voluntary Aided Primary School</b>	
Dumpton Park Road, Broadstairs, Kent CT10 1RR	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Canterbury</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Kent
Date of inspection	23 May 2017
Date of last inspection	22 March 2012
Type of school and unique reference number	118751
Headteacher	David Haughton
Inspector's name and number	Elizabeth Pettersen 557

### School context

Ramsgate Holy Trinity is a one form entry voluntary aided primary school situated on the border of Broadstairs and Ramsgate. The vast majority of pupils are White British in origin. The number of pupils with English as an additional language is below the national average. The number attracting pupil premium funds and those with special needs are below the national average. High attainment in end of Key Stage tests and in the Early Years has been sustained over recent years with pupils exceeding national averages in all areas.

### The distinctiveness and effectiveness of Holy Trinity as a Church of England school are good

- The school's leadership team and governing body promote a high standard of attainment and progress based on the school's Christian ethos.
- Christian values of faith, hope and love, firmly embedded in the daily life of the school, impact on respectful, caring and kindly relationships between all members of the school community.
- Collective worship is recognised as being a central part of the school day and is led with commitment by the headteacher.
- The religious education (RE) subject leader has a clear understanding of the strengths and development points of the subject through careful analysis of books and data.

### Areas to improve

- Set in place formal monitoring of worship by a range of stakeholders.
- Develop further opportunities for pupils of all ages to support the leadership of worship on a daily basis.
- Widen the range of task in the teaching of RE linked to different attainment levels so that pupils have further opportunities to demonstrate their abilities and progress.
- Leaders to articulate the school's Christian values in self-evaluation documents in order to show their impact on pupils and the whole life of the school.

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

Parents, pupils and governors speak with warmth about the distinctly Christian ethos which permeates all aspects of school life at Holy Trinity. The 'family feel' of the school is particularly praised by several parents. Respect and kindness are evident throughout the school day impacting on a calm learning environment and high standards of behaviour. Pupils are eager and responsive in class to all teaching and activities. They play happily on the playground showing compassion and care towards the younger pupils. This is further evidenced in the dining hall where older pupils help supervise the younger pupils. Inter age reading buddies support the younger pupils in making progress in this aspect of their learning. Pupils know that they are safe within the school. High achievement of all pupils has been sustained for a number of years at Holy Trinity. This has been fostered through a relentless focus on high standards by all staff as well as the effective deployment of teaching assistants (TA) to implement intervention programmes. For example an extra TA in Year 1 supports the teaching of phonics and a further member of staff has a specific focus on the development of reading skills in Key Stage 2. Pupils are able to articulate the impact of the values of faith, hope and love on their personal lives, but are less secure on their wider implications. They were able to recognise that love is shown in different forms of charitable giving, both national and international. With a local church they have supported the work of a school in Uganda through Global Challenge charity. Pupils demonstrated their love by collecting pencils to be taken out to Uganda by a member of staff. Pupils' spirituality and cultural development have been nurtured through a wide range of school trips as well as a range of musical demonstrations and shows. Although termly parent newsletters explain the school events carefully, mention of activities that recognise the church ethos and distinctiveness of Holy Trinity as a church school is more limited.

### **The impact of collective worship on the school community is good**

Worship is a central part of the school day. Pupils demonstrate respect and reverence in the quiet and orderly manner in which they enter the hall for worship. They take a key part in some aspects of the worship. For example a recorder group accompany the pianist with confidence and pupils manage the IT equipment as well as setting up the hall. Pupils express an eagerness to be involved in the planning, leadership and presentation of worship particularly remembering times when they have been active participants. For example, opening a box to show a helium balloon with the words, 'God's Love', or occasions when they have worked with mixed age talk partners. Year 5 also spoke with enthusiasm about leading a school worship on opening doors. The local priest works with Year 6 pupils each week on preparing school worship which the pupils then lead. Themes linked to Bible stories and the Anglican year are a key aspect of this worship. Although Anglican liturgy is used during this worship it is not fully embedded within school practice each day. The involvement in pupils leading worship in these ways has thus met in part a key issue from the last inspection. Through worship, effective links are made between biblical teaching and the school's Christian values and a consideration of how these might relate to pupils' own actions. Pupils' spirituality is developed further through worship with the exploration of sensitive or ethical themes. Pupils are able to discuss moral codes, the working of good and evil and express fears and concerns with confidence, for example. Prayer is integral to the worship with the saying of the school prayer and the Lord's prayer as well as times for quiet reflection. Pupils also say grace before lunch and a prayer at the end of the day. There are further opportunities for pupils to write their own prayers on display areas within the school. The school has thus met this aspect of development from the last inspection. Some pupils expressed a wish to make the quiet area of the playground more specifically a prayer space with symbols such as a cross. Older pupils are able to articulate an understanding of the Trinity in an age appropriate way. At present monitoring of worship is not formalised. There is some written feedback from pupils which gives pupils an opportunity to reflect on and review the worship. Staff will often provide verbal feedback on the worship, but this is not on a regular basis or recorded. The inclusion of improvements in prayer and collective worship in the School Improvement Plan in accordance with a requirement of the last inspection have been met.

### **The effectiveness of the religious education is good**

The new leader of RE is enthusiastic and has built up a good understanding of the teaching of this subject in the school through book scrutiny and data analysis. She has prepared an action plan with key issues for development highlighted. Attendance at a range of RE training courses within the Diocese as well as the 'Understanding Christianity' course has equipped her well for her role. Through staff meetings and individual support she has shared with staff the 'Understanding Christianity' programme. Some staff have begun to utilise this scheme in their lessons with positive impact on pupil understanding. Lessons begin with 'Big questions'. Pupils engage very well with these and enjoy the challenge of addressing them. The level of discussion is above age-related expectations. Book scrutiny has been carried out. This shows that in many classes there are opportunities for exploration and personal analysis of themes and stories from Christianity and other faiths. Creative and artistic responses are also in

evidence. Pupils demonstrate creativity in much of their work. They enjoy RE, in particular various film clips and the opportunities for role play and drama. 'Big books' compiled in the younger classes show the learning journey effectively and the range of experiences that contribute to their understanding. However, there is insufficient evidence of teachers setting different tasks for different ability groups. Marking is in line with the school policy, but pupils are not aware of how to improve their work through the current practice. They do not respond consistently to any marking that asks a question or development point.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher, who is due to retire at the end of the school year, has lived out the Christian values of the school of faith, hope and love with passion and commitment. As a result the school is happy and respect transcends all aspects of school life. Pupils and their families, as well as staff, feel valued and supported by the school. The impact of this is that all work together to create an aspirational and caring community. Governors are seeking to appoint a new headteacher who will sustain the school's Christian ethos. Governors see themselves as a critical friend. They ask challenging questions when appropriate and visit the school to verify judgements. Governors are aware of the impact of the school's values on the high standards of pupil behaviour. Governors are involved in the review of the self-evaluation documents. However, an evaluation of the impact of Christian values on the school within the documentation is not evidenced with clarity or depth. The leadership of RE is given a high priority. Time is allocated to the leader to carry out her role and a budget to ensure that there is a wide range of resources to support the teaching. Governors have also met with the RE leader and endorsed her creation of an action plan. Staff are being prepared for leadership of church schools by participation in middle leader and senior leader courses. The school is a central part of the local community. There is a supportive partnership between local clergy and the school. Shared charitable giving activities are expressions of their shared mission of service to the local community and beyond. The school has received support from the Diocese in training and development of teaching staff and governor development. A close working partnership within a collaboration of local schools to support and nurture good teaching across the curriculum as well as in RE indicates an outward looking character.

SIAMS report May 2107 Ramsgate Holy Trinity Church of England Primary Voluntary Aided Primary School, Broadstairs, Kent CT10 1RR