



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Holy Trinity Church of England and Methodist Voluntary Aided Primary School

Broad Croft  
Bradley Stoke  
Bristol  
BS32 0BD

**Previous SIAS grade:** Good

**Current inspection grade:** Outstanding

**Diocese:** Bristol                      **Methodist Circuit:** Bristol and South Gloucestershire

Local authority: South Gloucestershire

Dates of inspection: 21 April 2016

Date of last inspection: 5 July 2011

School's unique reference number: 109249

Headteacher: Jane Johns

Inspector's name and number: John Horwood 177

#### School context

This is a below-average-sized primary school with 200 pupils. Pupils attend mainly from the Bradley Stoke area. The large majority of pupils are from White British backgrounds. The proportions of disadvantaged pupils and of pupils who have special educational needs or disability are average. The headteacher has been in post for 17 years. The school is physically linked to the Holy Trinity Church, Bradley Stoke.

#### The distinctiveness and effectiveness of Holy Trinity Primary School as a Church of England and Methodist school are outstanding

- Senior leaders and governors have ensured a strong Christian ethos has been maintained throughout a recent interregnum in the local Anglican provision and the current limited support from the Methodist community.
- The school vision of 'Aiming for Excellence through Faith and Learning' is based on every child being entitled to high quality teaching which will enable God-given skills to flourish. This is strongly promoted and has led to rising standards and to pupils' excellent personal development.
- The headteacher, well-supported by senior leaders, staff and governors, is an excellent role model for the school's Christian values. This promotes a united and caring feel in this church school.
- The very strong links with Holy Trinity Church, the range and quality of collective worship and the effective religious education provision ensure that all pupils have a strong understanding of spirituality which influences their lives.

#### Areas to improve

- Provide additional leadership support time for the religious education leader to introduce a new assessment system and embed it across the school.
- Continue to pursue increased involvement and support from the Methodist community to help pupils gain and embed an even deeper understanding of Methodist tradition and practice.

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

Pupils have developed a deep understanding of the meaning of being in a church school and confidently explain the meaning of the school logo which they proudly display on their uniform. This has ensured that they are confident in communicating with church representatives and are excited about visiting the church. The actions from the previous inspection to enrich opportunities for first hand experiences and to extend the range of questioning within religious education have all been well addressed and make a significant impact on pupils' spiritual, moral social and cultural development. Visits to other places of worship including the Bristol Cathedral and the New Rooms in Broadmead, supported by visitors from a range of other faiths and communities, give pupils a wider understanding of Christianity as a world faith and of other faiths around the world. The impact of these opportunities has been enhanced by the enjoyment aspects of many of them. Year 5 took part in the Candlemas activities at Bristol Cathedral, a group visited Charles Wesley's house in Bristol and in 2016 pupils had the opportunity to work with an animation company and to contribute to a film about the life of John Wesley. All these activities help pupils become confident with both Anglican and Methodist traditions. Parents are very happy with the Christian values promoted in the school which they agree make a significant contribution to pupils' outstanding behaviour and relationships. They agree that this in turn provides a good learning environment where pupils can learn well. Published data and work in pupils' books confirm that pupils achieve well. Learning is made enjoyable and purposeful. As a result, pupils want to come to school and their attendance is above average. The strong faith and commitment of the headteacher ensure that pupils develop spiritually throughout the school. This is supported by the opportunities for prayer or reflection available in every classroom.

**The impact of collective worship on the school community is outstanding**

The headteacher's strong faith ensures strong leadership and provision of collective worship. She has changed the time of worship to 3pm which provides a calm ending to the school day which is proving beneficial to pupils. Whole school worship generally takes place in the main hall and through its inclusive nature motivates both adults and pupils who all attend. Worship is well-planned and involves a range of leaders including representatives of the local churches. The regular use of the adjacent church ensures that pupils experience a range of settings, opportunities to celebrate Christian festivals and become familiar with Anglican and Methodist practice. In addition to singing, pupils take an active part in worship showing enthusiasm and understanding of prayer. There is a strong focus on the Bible and on Jesus. Pupils demonstrate a good understanding of God as Father, Son and Holy Spirit and recognise the special meaning of the Trinity to them as pupils at Holy Trinity Primary School. Through the curriculum, collective worship and school visits, pupils have a good knowledge of the life and work of John Wesley. They talked excitedly about the visit to Charles Wesley's house in Bristol and how the work of John Wesley impacted on people's lives. Pupils are able to talk confidently about prayer and how it helps them. Adults in the school ensure they are good role models of the values promoted through collective worship. The monitoring of collective worship is well-established and the information is both reported back to governors and used to inform future planning. Pupils are very familiar with The Lord's Prayer and The Grace. A good range of speakers are invited into school to lead or support worship. This, together with school visits into the community, helps pupils gain a greater understanding of other faiths and of diversity within Christianity as a world-wide faith. Governors frequently attend collective worship which gives them the opportunity of direct observation to support their responsibility of monitoring the impact of collective worship. Meetings of the governing body always start with a prayer which they say prepares them well to reflect and discuss all the aspects of this church school.

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

Pupils make good progress in religious education and the attainment of most pupils is at least in line with national expectations and similar to that in core subjects within the school. The work in pupils' books supported by the school's records and the progress seen in lessons confirm this. Pupils' work is

generally of high quality and helpfully marked by teachers. Within lessons pupils show interest in learning about the subject and demonstrate advanced skills in their discussion abilities. Younger pupils develop their appreciation of the subject through very interactive lessons where learning is made to be fun and with tasks of an appropriate length. All pupils gain a growing ability to understand and reflect on the content of lessons as they move through the school. They reach a well-above average level in their skills of reflection and discussion when they are in Year 6. The subject is well led and managed by the enthusiastic and capable coordinator. Although the assessment records demonstrate that pupils have been making good progress, a new assessment system to reflect the new curriculum requirements has not yet been introduced. The actions taken since the last inspection to develop the religious education curriculum have ensured a very rich curriculum. This enables pupils to link the school's Christian values to their spiritual, moral, social and cultural development as well as understanding the links between other faiths. Year 6 pupils are very thoughtful and questioning when asked to discuss the impact of values on those who have no faith.

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

The headteacher's vision for the school to be an outstanding church school, where Christian values are the secure basis for every pupil to enjoy and develop all aspects of their learning, is supported by all governors, leaders and staff. All leaders confidently identify the impact of the explicit Christian values on the lives of the whole school community. Pupils are successfully encouraged to feel part of their local Christian community. The headteacher ensures that policies, collective worship and religious education all help pupils understand that each of them is a child of God and they have the opportunities to reflect and explore all aspects of Christianity. Parents confirm that this has all led to a school where everyone feels welcome, respected and fully involved. Parents who were spoken to during the inspection praised the manner both religious education and collective worship are managed in the school and the way they both help their children develop beyond just their academic ability. Although parents choose the school for a variety of reasons many of those spoken to chose the school because it is a church school and all recognise the effectiveness of its promotion of Christian values. Parents also appreciate the links with the church and how the 'balance' of school activities is 'just right'. Pupils excitedly showed the inspector their school logo and used it to explain the Trinity. The governing body is exceptionally strong and committed to supporting the school ethos. Members recognise that the school is 'a prayerful community' and there is mutual support between the church and the school. They, together with the headteacher, have steered the school through periods when the churches have only been able to provide limited support. A period of an interregnum in the Anglican church has now passed but currently there is not a Methodist Visitor in place. The vicar and the foundation governors provide very strong spiritual support. They are well known to pupils who talk confidently about them and their visits to school. The partnerships with all stakeholders are strong and contribute to the excellent relationships throughout the school. Leaders, governors, adults and pupils work as a family with the same Christian values and this has contributed to the excellent relationships and outstanding behaviour. The school's self-evaluation is very accurate and demonstrates that the school knows its strengths and what needs to improve for the benefit of pupils. The diocese provides support and training to support their leadership skills within a church school. Currently the support from the district is limited. The priority of collective worship is demonstrated by it being the responsibility of the headteacher. Leaders recognise the priority of religious education and ensure that all the curriculum and provision requirements are met. However, the subject leader only works two days each week and so has very limited time to further develop the subject on her own. Leaders are aware of this and have introduced a plan to provide additional resources to help her and so enhance the leadership of religious education.

SIAMS report April 2016 Holy Trinity Church of England and Methodist Voluntary Aided Primary School, Bradley Stoke Bristol, BS32 0BD