



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Trinity Anglican Methodist Church School, Portishead

Marjoram Way,
Portishead,
Bristol BS20 7JF

Previous SIAMS grade: Outstanding

Diocese: Bath and Wells

Local Authority: North Somerset

Dates of inspection: 5th February 2015 w

Date of last inspection: 20th January 2010

School's unique reference number: 134829

Headteacher: Karen Sancto

Inspector's name and number: Julian Thompson 114

School context

Trinity Church school opened in new buildings in 2008 to serve a growing community in mainly new housing in the Village Quarter area of Portishead. The school has expanded quickly in recent years, currently has 470 children on roll, including Nursery, and is continuing to grow. The school's Christian foundation is linked with the Portishead Methodist Church and St Peters Anglican Church. At its most recent OfSTED inspection in June 2013 the school was judged good overall.

The distinctiveness and effectiveness of Trinity, Portishead, as a Church of England and Methodist school are outstanding

- Since opening, the school has established a strong Christian ethos.
- Local ministers, school staff and church members work together extremely well for the benefit of the children and to promote the Christian values of the school.
- Religious Education (RE) and collective worship have a central place in the life of the school and make an excellent contribution to children's personal, social and spiritual development.
- The Headteacher, governors and school leaders provide inspiring and compassionate leadership which very clearly models the school's Christian values.
- The school is a caring and inclusive community.

Areas to improve

- Review the current arrangements for self-evaluation as a church school. In particular ensure that regular feedback from children and parents informs priorities and future planning more clearly

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

The school is true to its vision to be at the heart of the community. It is inclusive, caring and focussed on raising achievement and extending opportunities for children's personal development. Christian values clearly underpin and guide all aspects of the school's work. Children behave well and are considerate and understanding. There are warm open relationships between everyone and leaders' actions stress the importance of developing well-being. Serious incidents of poor behaviour or attendance are well below the national average. The school is successfully developing the children's own sense of community and service. Mixed age community groups meet weekly and focus on children's particular interests often with a moral or spiritual purpose. These include a community prayer group and a Rotakids group. In addition there are house groups and established ways older children support and help younger ones at playtimes and lunchtimes. The school also works very effectively with parents and families: 'The Oasis' is an initiative led by a member of school staff. It provides a special room, hospitality and the opportunity for parents and other adults to meet and share issues and concerns in a Christian setting. It is widely recognised as a valuable service offered by the school. Children's understanding of diversity is developed very well. The good teaching in RE and other subjects ensures that children are interested in learning about other world faiths and speak respectfully of the beliefs and principles which underpin them. The Anglican Methodist foundation of the school deepens and enriches children's understanding of community through the work of the ministers in supporting the school and the breadth of experience and skills which they bring. Children and staff are helped to develop their own spirituality in a wide range of ways. Stilling sessions in worship and staff training time have been led by ministers. Children's written reflections in RE books are of a consistently high standard and support the school's current priority to raise standards in writing. The school environment provides class prayer stations and very attractive displays which help children to think and interact. The school website is clear about the school's Christian foundation and provides some homework activities based on the school's values.

The impact of collective worship on the school community is outstanding

Great care is taken to ensure that worship is central to the experience of all children at the school. Although often led by senior staff and ministers, all teachers have responsibility to lead worship regularly. Resources and ideas for worship are carefully planned and there are consistent elements but also a variety of presentation and styles. This year school is using the 'Values for Life' scheme and introducing a different Christian value each month. These are clearly linked to examples from the Bible and the life and teachings of Jesus. Children are invited to be involved in prayer and reflection in every collective worship. As well as knowing the Lord's Prayer and the school prayer children often make up and share their own prayers. Symbols and high quality artwork are very well used to remind them and focus their thinking. The school has worked successfully to help children understand some of the distinctive features of Christian tradition. Year 4 children can explain that the school's triangle badge represents the trinity; "God as Father, God's Son Jesus and Gods special Peace". Good links with the churches enable different styles and traditions of worship. These include special services such as breaking bread, leavers' services and services for the main Christian festivals. Messy church – a play based approach to worship has been developed with the youngest children. The collective worship leader provides very effective leadership. She attends training at the Diocese to develop new ideas and receives very good support from the Headteacher

and RE leader. A clear policy and guidelines gives guidance to visiting speakers and leaders. The headteacher, governors and clergy meet half termly with collective worship leaders to plan worship ahead and particularly to develop creative ideas for worship. Children are often involved in worship by sharing thoughts and prayers and acting out stories. They speak confidently of their beliefs and the impact of collective worship. Collective worship often raises current issues and reflects global concerns. For example, in response to the Ebola crisis when one child helped the whole school to raise money through a cake sale or in the moving whole school poppy service to commemorate WWI. The school evaluates the impact of worship regularly through its planning group, detailed records and photographs of activities. Occasionally formal questionnaires to children and parents are used. There are plans to develop this more systematically.

The effectiveness of the religious education is outstanding

Standards of work achieved in RE are high and pupils make good progress in all aspects of the subject. There are high expectations and teaching is very effectively supported by the ideas, materials and planning provided by the school's outstanding RE leader. Children learn about a range of religious beliefs and respond thoughtfully and respectfully. Many children say how much they enjoy RE lessons and learning. In the very best lessons RE is taught sensitively through practical and creative activities which encourage children to find out more and make connections with their own beliefs. This was the case in the Y2 lesson observed, when the children were learning about Judaism and making their own tabernacle shelters. They were encouraged to think about the school's own values of thankfulness and generosity. In this way RE contributes greatly to the moral, social and spiritual development of the children. Each child's progress is regularly assessed against national expectations and children use 'I can' statements to help them measure their own progress. These are verified by regular assessment activities by the two RE teachers. High expectations in the quality of writing are providing valuable opportunities for children to write about their thoughts and feelings and contributing well to improvements in writing across the school. RE activities are rich and varied, often helping children to develop their understanding of the Christian faith in interesting and practical ways, for example in the 'Godly Play' times with younger children and in the 'pretend' baptism led by the minister. RE displays and artefacts are very evident around the school which gives the subject a suitably high profile. On the day of the inspection a group of Year 1 children enjoyed a visit to the Methodist Church in Portishead as part of their RE learning about Christianity. The RE leader has excellent subject knowledge and the vision and creativity to ensure children enjoy and achieve very highly in the subject.

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

The Headteacher provides outstanding leadership of the school as a church school. She has a personal vision of the school's distinctiveness and she is able to explain and model particularly the Christian values of care and concern for the whole school community. Schools leaders have responded well to the recent period of growth in the school. They are determined to ensure standards are as high as possible and all children are given every opportunity to succeed. Leaders work very closely with local church ministers and together they have ensured the school is inclusive, open and welcoming. It provides an exciting and caring hub for local children and their families. As one governor explained: "The churches and the school are not a partnership – they operate as one." Leaders, including governors have a good picture of

the school's performance as a church school because they monitor lessons and collective worship regularly. The school's self-evaluation gives a very detailed list of what the school provides as a church school and identifies some areas for development. However, there are opportunities to gain feedback from children and parents more regularly to clarify priorities and measure their impact. Senior leaders have worked successfully to ensure that the school's Christian values are promoted in all areas of the new curriculum and contribute strongly to children's very good attitudes and their spiritual moral and social development. When appointed all the staff are required to make a commitment to the school's Christian ethos. Some appointments in particular reflect the school's values and priorities; for example the provision of a full time teaching assistant to every class and the specialist teaching currently being undertaken to ensure disadvantaged children make faster progress. The school seeks opportunities to work more widely and has established links to support Christian work internationally through the 'Make Poverty History' campaign and a range of other global charities. The school's leadership is seen as a model of good practice by the Diocese and the Headteacher is part of a group which advises on future developments in church schools. Parents recognise and value the positive impact of the school's Christian foundation. One said "Values seem to predominate. There is a strong Christian message and a healthy respect and learning about other religions."

SIAMS report February 2015 Trinity Anglican/Methodist School, Portishead BS20 7JF