



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Trinity All Saints Church of England Voluntary Aided Primary School

Church Street
Bingley
BD16 2PP

Previous SIAS grade: good

Current inspection grade: good

Diocese: West Yorkshire and the Dales

Local authority: Bradford

Dates of inspection: 20 May 2016

Date of last inspection: 1 October 2010

School's unique reference number: 107338

Headteacher: Jane Glendinning

Inspector's name and number: Lorraine Hanson (769)

School context

Trinity All Saints is a larger than average primary school with nursery provision. The number of pupils has risen since the last inspection, as the school has expanded from a one to a two form entry. Major building improvements have taken place, as well as the recruitment and induction of new staff. Most pupils are from White British background, with a small percentage of pupils from minority ethnic backgrounds. The proportion of pupils supported by pupil premium is above average. The proportion of disabled children and those with special educational needs is above average.

The distinctiveness and effectiveness of Trinity All Saints as a Church of England school are good

- The caring leadership of the headteacher together with the support of dedicated staff and governors promote a calm school environment where everyone is valued and where all children are nurtured
- The Christian values of the school contribute well to pupils' spiritual and personal development
- Positive relationships between all members of the school community are underpinned by the school's Christian character
- The strong and supportive links with the church has a positive influence on the Christian character of the school

Areas to improve

- Ensure that monitoring and evaluation of the school's distinctiveness as a church school is carried out systematically and regularly over time to promote continued improvement
- Provide focus in collective worship on God as Father, Son and Holy Spirit to heighten children's awareness and develop their understanding further of the Trinity
- Ensure regular and rigorous monitoring and evaluation of religious education, including lesson observations, is in place to promote continued improvement.

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

A calm atmosphere pervades Trinity All Saints School, where children are happy and enjoy learning. High value is placed on each individual and this is illustrated through the cross, which features everyone's fingerprint at the entrance. The distinctive Christian values, chosen by a range of stakeholders, are woven through all aspects of school life. These values include hope, trust, respect, forgiveness, friendship and endurance and these are developed through collective worship, religious education (RE), the curriculum and displays around school. Parents, staff and governors express the positive impact the Christian values have on the personal development and achievement of children. Attendance is good and attainment in maths, reading and writing has improved over recent years and is now in-line with national expectation by the end of Key Stage 2. Progress is good. All children are well supported by the school, particularly vulnerable children. The calm, caring atmosphere is promoted through peer to peer massage, meditation, art therapy and restorative practice. Children's behaviour is good and the strong, caring relationships in school extend to families. Restorative practice includes 'What Would Jesus Do?' and is used to help children understand the impact of their words and actions, leading to remorse and forgiveness to restore relationships. Children have respect for difference within other faith groups, though their understanding of Christianity as a multi-cultural world faith is underdeveloped. They are motivated to help others in their community and beyond, for example through contributing to the local food bank and charitable giving. Children readily recognise the importance of RE in their lives, which makes a positive contribution to their spiritual, moral, social and cultural development and values of the school. A child remarked, 'The story of Jonah tells us to listen to God and he will help us to go the right way'.

The impact of collective worship on the school community is good

Christian values and church seasons are the basis for the school's daily collective worship. School members express the value of worship in the life of the school and the positive impact it has on children's behaviour. Staff, governors, children and parents were consulted about the school Christian values. Collective worship, led by the vicar and the church worker, is held in the church on a weekly basis as are the Christian festivals of Christmas, Easter and Pentecost. Services and praise assemblies are appreciated by parents. One parent commented, 'The Easter Service was beautiful and moving'. Nursery children attend the monthly Toddler Praise in church. Spirituality is developed well through worship and a child described her experience, 'At Christingle, when I looked at the candle I felt the Holy Spirit was coming up and over me.' Another child said, 'When I pray I feel in touch with God'. Parents say their children sometimes pray at home too. Children respond positively to worship and enjoy singing a wide repertoire of worship songs. The school song, chosen by governors, is sung beautifully, by heart and from the heart. Children are increasingly taking responsibility for particular aspects of worship, such as the children of the worship leaders' group leading some year group worship with the support of the church worker. Collective worship is planned by the headteacher, chair of governors and vicar. Bible readings and the teachings of Jesus, are regular features. The current worship focus is on the Christian value of endurance and children show understanding of this, with a Key Stage 1 child commenting, 'Endurance means that you try and try again to do the right thing'. The headteacher, staff, vicar, church worker and visitors, including a representative of the Zephaniah Trust, lead worship. A point for development from the last inspection was to develop focused areas for reflection and class worship in all classrooms. Focus areas are now to be found in classrooms and the best examples of these include prompts and Christian artefacts to provide opportunity and aid individual reflection and prayer. There are accessible reflective areas around school which promote spontaneous reflection and prayer. Children learn the Lord's prayer, which is regularly said in school worship. Feedback is collected from children, staff and governors to monitor collective worship. Children are aware of God as Father, Son and Holy Spirit though Collective worship does not have a strong focus on the Holy Trinity.

The effectiveness of the religious education is good

Children enjoy religious education (RE) and make good progress. They achieve mainly at the national expected level, with some exceeding expectations by the end of Key Stage 2. Teaching is good and RE contributes well to developing children's understanding of the Christian values as well as to their spiritual, moral, social and cultural development. Children learn about and from Christianity and a range of other religions, and can make comparisons with Christianity. For example in a Year 6 RE lesson children's thinking was deepened about the meaning of the current Christian value of endurance, which led them to make links to Hindu teaching about self-motivation and perseverance. They visit a range of Christian and other places of worship, which enhances the RE curriculum. Children can talk about how Bible stories relate to their own lives, for example a child commented, 'The Parable of the Good Samaritan tells us to be kind to everybody, even those who are not our friends'. Children have an understanding of the feelings experienced by the people in Bible stories and a child commented, 'In the Easter story the people who lost Jesus were so very sad'. Two new RE Leaders have been appointed in the last year and have worked to review and map the subject to provide continuity and progression from Year R to Year 6. During RE lessons opportunities for deepening thinking about the current Christian value are made. Creativity in lessons has been increased by, for example Year 6 children creating Rangoli type patterns and in Year R singing a song about prayer. Children's spirituality was developed through a Year R lesson by children listening to reflective music as they wrote their own prayer to add to a prayer tree. Teachers now demonstrate confidence in teaching RE. Assessments are carried out at the end of each RE unit and the units taught are evaluated and adjustments made to subsequent planning when needed. RE leaders report to governors and at staff meetings about the subject. Governors have been involved in evaluating RE through learning walks and looking at children's work. A point for development from the last inspection was to 'ensure continued progression across all areas of Religious Education' and it is clear that progress has been made. However regular and rigorous monitoring and evaluation of RE is not yet embedded and does not yet include lesson observations.

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

The headteacher, school leaders and governors are driving improvements regarding children's academic achievements and their personal development through engagement with the school's Christian values. The headteacher consults widely with stakeholders regarding the direction of the school as a church school, including the choice of Christian values and the development of the plans for a new reflective garden in Key Stage 2, which is now beginning to take shape. The school has links with two parishes and the links with the adjacent Trinity Church are particularly strong. The vicar and church worker contribute significantly to school worship, as well as providing the monthly after-school Discovery Church, which some children attend with a parent or carer. The school engages positively with the diocese to support the Christian character of the school, through training provision for staff and governors and through a recent visit to school from Bishop Toby. Links with the community are positive and productive. Children were involved in a Peace Project and created friend bookmarks. Two foundation governors recently carried out a range of thorough monitoring activities regarding the distinctiveness of the school as a church school, feeding back findings to the headteacher and other governors. A focus for development from the last inspection was 'to refine and embed whole school systems of monitoring and evaluation to give a clearer view of the school's distinctiveness as a church school'. The recent monitoring and evaluation carried out regarding the distinctiveness of the school as a church school is valuable in indicating the present position, though it is not yet regular and systematic and therefore not yet embedded. The new leaders of RE are supported to give them the capacity to bring about further improvements in the subject. Parents are supportive of the school and one remarked, 'This is not just a school it's a family'.