



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Leatherhead Trinity Church of England Voluntary Controlled Primary School

Woodvill Road
Leatherhead
Surrey KT22 7BP

Previous SIAS grade: Good

Current SIAMS grade: Good

Diocese: Guildford

Local authority: Surrey

Dates of inspection: 25 January 2016

Date of last inspection: 11 November 2010

School's unique reference number: 135009

Headteacher: Clare Scarlett

Inspector's name and number: Andrew Rickett 201

School context

Leatherhead Trinity is larger than the average size primary school with 408 pupils on roll. It is an ecumenical school representing three Christian denominations. The school is situated on two sites, one of which includes a large Children's Centre. The number of pupils with learning difficulties and/or disabilities is above the national average. The majority are from a white British heritage. They come from diverse socio economic backgrounds. The number of pupils with English as an additional language is rising. Attendance has improved and is now close to the national average. The school's leadership structure has been recently revised.

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

- Pupils discuss matters of faith and belief openly and with confidence.
- The high level of pastoral care for all pupils ensures that they are nurtured both academically and emotionally.
- The strong commitment of senior leaders ensures that there is continued improvement as a church school.

Areas to improve

Create opportunities for pupils to take ownership of the direction of their own spiritual development by:

- Extending the use of spiritual areas across the school so that pupils have wider opportunities for reflection that encompass the school's Christian values;
- Providing opportunities for pupils to lead acts of worship and reflect on their learning;
- Delivering inspirational and creative teaching which challenges and extends all pupils to

ask meaningful questions and respond to them at a deeper level.

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

A particular strength of the school's aims is the extent to which an explicit Christian ethos makes a difference to the lives of pupils and their families in the school community. Underpinned by a set of core values, and through time to be still and reflect, the school provides pupils with good opportunities to develop emotionally and academically. This is supported by a strong pastoral team that nurtures the pupils' sense of self-worth and wellbeing. This makes an impact on the pupil's attitudes and approach to learning which is improving. Pupils generally make progress and achieve standards broadly in line with national expectations. A review of values in 2013 has reduced them to a more manageable number which can now be explored in greater depth. A core set of five values has been explored so that they more clearly demonstrate a Christian basis and are increasingly becoming integral to teaching and learning. For example, lessons such as religious education (RE) refer to the core values where appropriate and this enhances the pupils understanding of what they are learning. When given challenging questions to explore a deeper meaning of what they are learning in RE, pupils respond with enthusiasm and respect for the views of others. They have a good awareness of the five core values and clearly articulate how respect is the more important to them because it encompasses the other four: truth, love, forgiveness and commitment. They explain how these values together, help them in their relationships with each other and with adults. Relationships are strong and pupils say that they have good friends and feel safe in school. A central spiritual area is highly regarded by pupils who say that it gives them the space to be still and quiet. Some teachers are exploring how these opportunities to reflect can be extended into the classroom but they are not yet being used consistently across the school. Recent projects in spiritual, moral, social and cultural (SMSC) education are effectively contributing to the pupils' understanding of how the core values link with moral and social issues and how being able to have time and space to reflect on their thoughts and opinions enables them to grow in their understanding.

The impact of collective worship on the school community is good

Children regard acts of worship as one of the main expressions of the school as a church school. They say that learning about Jesus and saying prayers are part of the everyday life of the school and help them to become 'better people'. Planning for acts of worship is thorough and based around broad themes that have been creatively interpreted to follow the rhythm of the church year and the life of the school. This approach enables themes to include Christian values that contribute more naturally to the central message. The further link of themes with their learning, values and social and emotional aspects of learning (SEAL) enhances the impact of worship messages. Therefore, pupils are able to explain how values make an impact on their lives whether in school or outside of it. Pupils have an excellent understanding of the concept of Jesus as light of the world. They show considerable maturity in their thoughts about light and darkness. For example, they say that 'Jesus tries to make the world lighter and it is getting better every day' but that 'we sometimes need darkness – we need to be sad when someone dies. If we didn't, then we wouldn't be showing respect'. Pupils use this powerful thinking when describing how prayers support those in need and bring comfort. They are developing their understanding of the nature of the Trinity. They confidently share their views on God as Father and Jesus as Son but are less clear about 'what the Holy Spirit is for'. Pupils have some opportunities to be involved in acts of worship through drama and writing prayers but fewer times when they lead them and direct how worship themes are explored. There are good procedures in place to monitor and the impact of collective worship and to use these to identify ways to improve.

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

The headteacher, fully supported by governors and staff, has ensured that the school has made good progress since the previous inspection in developing a more distinctive Christian ethos

which has the welfare of children at its heart. This is having a greater impact on the learning and personal development of children. Leadership is good because a range of improvements have been implemented that have enhanced the worship experience and given greater prominence to explicitly Christian values. The headteacher is supported by a strong team in developing the Christian ethos which includes the assistant headteacher, to oversee the character as a church school, working with a Christian distinctiveness leader. They are very effective in their role and have the full support of other senior leaders and the governing body. Governors have a clear grasp of what it means to be a church school and an awareness of the strengths and areas for improvement. Self-evaluation as a church school is accurate. Thorough systems to monitor the impact of the Christian ethos, and robust procedures to evaluate the evidence gathered, means that leaders have clearly identified the next steps to continue to improve. The ecumenical foundation of the school is an asset as representatives from three Christian denominations bring a range of perspectives and views that give a broad vision of Christianity. Links with the Anglican, Methodist and United Reform Church are valued by pupils and adults alike. The use of these churches enables pupils to appreciate variety among Christian traditions. A range of clergy and members of the church communities support the school well, both pastorally and through governance. Parents say that the focus on respect helps their children to appreciate a range of different faiths and cultures and that the school helps them to make up their own mind about belief. The school meets the statutory requirements for RE and collective worship.

SIAMS report January 2016 Leatherhead Trinity CE VC Primary School Leatherhead KT22 7BP