

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Leatherhead Trinity School and Children's Centre (CE/Meth) | |
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| Address | Woodvill Road, Leatherhead, KT22 7BP |
| School vision | |
| <p>We inspire learning and unlock the future for ALL of our children in our school and throughout our community. We are built on our innovative and inclusive ethos, and our Christian values.</p> <p>'All things are possible for one who believes.' (Mark 9: 23)</p> | |
| School strengths | |
| <ul style="list-style-type: none"> • The Christian vision is strongly expressed throughout the work of the school. Leaders demonstrate clear understanding of the ecumenical foundation of the school and how it is underpinned through biblical teaching. • The curriculum is designed to support pupils to think for themselves and realise that all things are possible. Founded on effective reading skills, it is delivered by staff who know pupils very well. All flourish as a result. • Inspirational partnerships enhance and amplify the wide impact of collective worship. Distinctively Christian, it is inclusive and invitational allowing space for the spiritual development of every individual. • Wellbeing for children and adults is central to the work of the school. A deep sense of family means that all live well together watching over one another in love. • Effective leadership in religious education (RE) has established a challenging and relevant curriculum which enhances pupils' learning. This positively impacts on pupils' understanding of a diverse range of religions and worldviews, including Christianity. | |
| Areas for development | |
| <ul style="list-style-type: none"> • Establish a definition of spirituality so that a shared understanding becomes intrinsic and central to all of the school's work. • Increase the regular contributions of pupils in worship so that all are fully included, and their spiritual development is further enriched. • Extend partnership work so that the Christian vision is more widely expressed to ensure the school is 'doing all the good you can'. | |
| Inspection findings | |
| <p>The ecumenical foundation of Leatherhead Trinity is epitomised by the school daily. Partnership, inclusion and community are tangible. The school brings together people in a powerful expression of its vision that all things are possible for one who believes. As a result, it is very much the primary school for all of Leatherhead. This is shown by strategies such as the extensive provision for pupils with special educational needs and/ or disabilities (SEND). Leaders, including governors, take great care to design, implement and monitor the work of the school. As a result, the school's expression of its vision is seen, felt and heard every day.</p> | |



The curriculum maintains the highest priority on the development of reading skills. This is because leaders know how important this is for all learners to fully access lessons. Lessons across the school day demand thought and reflection. They are delivered effectively by staff who know pupils very well. These factors underpin the progress pupils make. The building and classrooms are calm with well used spiritual areas that give space for reflection and thinking more deeply. As a result, the curriculum supports the spiritual development of pupils. This is articulated verbally by leaders but is not coherently understood by all to be fully intrinsic. There is an inclusive core to the school due to effective leadership and the dedication of all staff. An above average number of pupils on roll have education, health and care plans. The innovative use of small group teaching with specialists means that a wide range of needs are well met. As a result, vulnerable pupils, including those with SEND, are supported and achieve well. The work of the governors, including those representing the three Churches, safeguards the Trust Deed of the school. As a result of regular governor visits, the governing board is well informed. This means next steps to further improve such as the focus on middle leaders and monitoring are precise and targeted. All flourish as a result.

Collective worship is integral to school life. Clearly structured, it gives a distinctively Christian start to each day. Messages are taken into the whole school day. As a result, impact is seen well beyond the act of worship itself. Inspirational partnerships amplify the impact of worship. The regular presence of church leaders is highly valued by all because their expertise enhances worship. Worship is inclusive with word, song and reflection used to engage those present. As a result, all are invited to participate. The language used for prayer means that everyone can be still and 'speak to God' by responding with amen. A range of Christian worship styles are experienced. Regular planned pupil involvement in worship is developing. The pupil led worship team helps to plan and lead special acts of worship that track the Christian calendar. These festivals reflect Anglican, Methodist and United Reformed Church principles. This is exemplified by the use of each denomination's place of worship. An understanding of spiritual development is described by pupils and leaders with reference to a 'self, others and beyond' model. This enhances worship so that pupils and adults can reflect and look beyond themselves. Explicit connections between worship, the taught curriculum and wider school life are not defined. As a result, spiritual development is not as deep as it might be.

Relationships are overwhelmingly positive with all welcome. This is seen in the daily interactions between pupils and the impactful teamwork of staff. There is a strong sense of watching over one another in love. Parents are unequivocal in their support for the school's culture describing how the lives of pupils are transformed. Staff mobility is low. Those who do move on often return. The strong positive environment supports the wellbeing of all. Mental health is a high priority. Innovations such as a massage chair and clear patterns of communication mean that all staff feel valued. The school is considered a family by adults who look out for one another. As a result, staff feel well supported in difficult moments both professionally and personally. The peculiar circumstances within which the school stands are always considered. Pastoral support from staff extends to the home for those who need it. The school's church partnerships also ensure support is available. Leatherhead Trinity is a safe place for all, ready to help and show that all things are possible to one who believes.

Inclusion is at the heart of the school. Individuals are celebrated through clear systems while policies reflect the school's Christian vision. Pupils speak with compassion about the support for those who can find it hard to regulate in every lesson. Social times are described joyfully by pupils as 'a space to let your worries go'. Responsibility to each other is understood. A key expression of the vision, restorative practices are central to seeking solutions. Adults are always ready to listen and support pupils. The culture of possibility rooted in the vision means that pupils recognise injustice in school and beyond. Social action such as food collections at harvest and non-uniform days for charity are important expressions of the school's foundation. Deeper advocacy from pupils is shown by the community Christmas card project in partnership with Surrey County Council. Pupils explain how

this expresses the vision of the school to be ‘for all’. A project to install a spiritual garden in the school grounds is a clear expression of vision. Through its ecumenical work with multiple churches the school provides numerous opportunities for many to ‘come to the table’. School leaders, including governors, engage deeply with the Anglican diocese and the Methodist Academies and Schools Trust (MAST). This enriches the work of the school so that pupils and adults can see beyond Leatherhead.

The RE curriculum meets statutory and Church school requirements. Leaders have used high quality resources to inform its design and balance. Pupil work shows an understanding of Christianity as a living global faith and of a range of religions and worldviews. The subject has a high profile in the school. Lessons are a safe space for the discussion of faith, philosophical concepts and human science. Pupils enjoy the discursive approach that demands thought and careful consideration. As a result, they can explain their learning in detail and appreciate the impact of belief on society. Due to the actions of leaders, clear systems such as precise teaching plans are in place. Training means leaders are well placed to deepen the quality of RE. Expertise is effectively cascaded to teachers. This helps teachers know what needs to be learnt by pupils and to make judgements about progress.

The inspection findings indicate that Leatherhead Trinity is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 16 October 2023 | URN | 135009 |
| VC/VA/Academy | Voluntary controlled | Pupils on roll | 375 |
| Diocese | Guildford | | |
| MAT/Federation | | | |
| Headteacher | Elizabeth Killin | | |
| Chair | Alice Emmerson | | |
| Inspector | Andy Higgs | No. | 2230 |