

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Anglican-Methodist Primary School			
Address	Marjoram Way, Portishead, Bristol, BS20 7JF		
Date of inspection	17 March 2020	Status of school	Joint denominational academy inspected as voluntary aided.
Diocese / Methodist District	Diocese of Bath & Wells Bristol Methodist District	URN	142563
Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Trinity is a primary school with 490 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. In 2016 the school joined the Bath and Wells Multi Academy Trust (BWMAT). In the last two years there has been a complete change of senior leaders and a high turnover of staff.

The school's Christian vision

Aiming Higher Together every day in every way.

Together we inspire, through our Christian values, unique individuals who believe they can achieve more than they ever thought possible in mind, body and spirit. Through nurture and challenge, we provide a firm foundation to enable all to thrive; to lead and serve in their lifelong journey as local, national and global citizens.

Key findings

- Trinity is flourishing as a Church school. The headteacher's discerning leadership and the partnership between local Anglican and Methodist clergy have combined to transform what pupils and adults experience on a daily basis. A momentum has built as more aspects of excellence emerge.
- A theological underpinning to the school's vision has wisely been given time to develop following a period of staff change. The new biblical content is easily accessible to all. It resonates with the community and is readily expressed within the school.
- Leaders have created a rich and cohesive curriculum brimming with opportunities to flourish and pupils willingly take them. A wealth of initiatives enhance school life giving due weight to both learning skills and character development.
- Collective worship is undergoing a revival. Pupils and adults choose to actively engage with spiritual activities and they benefit from a range of worship styles that are inclusive and span both Church traditions.
- Religious education (RE) matters deeply to the school. Classrooms are highly supportive environments. Pupils are confident to question and to express their own views in response to challenging and meaningful tasks set by teachers.

Areas for development

- Forge a stronger relationship with the Methodist Church beyond the locality in order to share Trinity's excellent joint denominational work with other schools.
- Expand current work on developing multi-purpose spaces for worship to include outdoor areas in order to support pupils in independently managing their own spiritual and personal reflection.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

School leaders working with Anglican and Methodist clergy have achieved an impressive level of cohesion and consistency in what pupils experience. This is the result of a shared sense of purpose. Staff are open to change because their views are sought and a totally no-blame culture enables them to flourish and pupils to behave well. Six core values of hope, resilience, responsibility, courage, respect and compassion act as benchmarks for pupils and staff in gaining a strong sense of who they are in the community and how they make a difference. CREW (a character development programme), JASS (junior version of the Duke of Edinburgh's Award), visits to care homes and Toad Patrol are just a few of the tangible expressions of the vision in action. Initiatives are wisely chosen and add a crucial personal and aspirational dimension to an already robust curriculum.

The headteacher quickly invested in pupils and staff on her arrival in post. She set about raising standards but recognised the importance of setting this in the context of the school as a Church school. The positive partnership with the MAT is of two-way benefit. The chair of the BWMAT trustees is a regular presence at governors' meetings and leaders share good practice that has now been adopted by other schools. The school subscribes to the MAT vision of 'living life in all its fullness' (John 10:10) but leaders recognised that this did not fully capture Trinity's distinctive character and purpose in the community. Leaders have now developed an accessible, theological narrative that relates to the school's specific context using the story of Noah (Gen 6) and Philippians 4:8,9. This is woven into the strategic work of the school. It is communicated well in the summary development plan for parents and echoes the Methodist principle to 'consider, with deep and frequent attention, the peculiar circumstances in which you stand'.

At a local level the partnership between Anglican and Methodist churches is exceptionally strong and deserves wider recognition. The distinctively Methodist dimension of Trinity is firmly established for the first time. Pupils now benefit from the combined input of both traditions that is greater than the sum of the two parts. The vicar and Methodist minister work alongside school leaders across the breadth of the school's work but the partnership goes beyond leaders. Church volunteers support vulnerable families through OASIS and team captains lead worship in other schools and churches. As a result, the Christian vision is more finely tuned to local needs, collective worship has a renewed impetus, and an additional layer of pastoral support is available to staff and families.

Pupils have a strong voice in their own learning that informs the decisions leaders make. Their feedback is telling because they have developed skills as reflective thinkers in their classroom work. Pupils show high degrees of maturity and motivation. They gain belief in themselves as leaders and as advocates for others who are less confident. Over time, addressing the 'big questions' has given spiritual and ethical issues a regular place in learning. Pupils recognise and respect the part that they and others play in this harmonious community. Work on 'This is Me' shows they value their own wellbeing and how they are maturing as individuals. A typical comment is, 'I feel like I have grown since Year 5 and I have started to form my own opinions. I feel like I think more deeply.'

Staff accurately identify pupils for special support, whether this is related to academic learning or their mental health. Vulnerable groups are made a priority. Pupils make at least expected progress for their age but the staff are ambitious for their pupils and are confident they can increase the proportion of pupils already working at greater depth.

Collective worship has traditionally held a secure place in the school day but has recently experienced a revival and pupils and adults are more actively engaged. Worship has provided a forum for exploring the adoption of the story of Noah. Characteristic of the school, leaders have not shied away from difficult topics and have tackled the related question of where God is in difficult times. Local clergy are supporting the transition to multi-purpose spaces for worship that take greater account of the different ages of pupils. Good progress is being made and pupils like the changes. Children in Early Years are making use of play resources to independently create their own worship time. Roving microphones help everyone feel involved and parents attending worship are using the Yes/No cards on their seats to respond to questions alongside pupils. A visit to the New Room, a Methodist resource in Bristol, and a 'John Wesley day' organised in school have helped pupils recognise and make use of distinctively Methodist language in worship. This has cemented their sense of belonging to a joint denominational school.

Termly Agape worship is an example of the school's consistent and effective approach to spiritual development. Guidance from leaders gives pupils and adults the tools to make use of silence and personal reflection. Whatever the style of worship, it is presented as an opportunity on offer with no expectation that everyone must engage. Leaders take care that worship is always invitational and inclusive. It frequently prompts pupils to be actively involved in supporting some form of community event or social action.

Religious education lessons offer pupils an opportunity to ask questions and voice their own opinions in an environment where they are confident of being listened to and taken seriously. This sits well with the Methodist principle of allowing pupils the 'full and free liberty of thinking for themselves'. The subject is given a high profile and staff flourish in their professional roles as leader or teacher because of the time allocated to training and monitoring. Time given to the scrutiny of pupils' work across the school has been well spent and learning walks of RE lessons reinforce whole school priorities. Checking the quality of tasks set, for example, ensures a consistent level of challenge in skills specific to RE and is followed through in written feedback to pupils. Teachers are confident to take bold steps in extending the curriculum beyond the basic requirements of the syllabus. There is a constant drive to match what they teach more closely to the needs of pupils in this particular community. Adopting the resource Understanding Christianity is already raising expectations. Pupils are keen to grapple with challenging religious concepts and make use of precise religious language to express what they are learning.



The effectiveness of RE is Excellent

Effective monitoring by leaders shows that teachers challenge pupils and motivate them to learn. They design activities well-matched to pupils' stages of maturity and levels of knowledge and understanding. This prompts pupils' curiosity and a genuine interest in the differences between people and their various religious views. Pupils consistently make good progress including those from vulnerable groups or with additional needs. An increasing number regularly work at greater depth.

Headteacher	Sandy Nickells
Inspector's name and number	Lyn Field 151