



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Holy Trinity Church of England Primary School, Gravesend</b>	
Address	Trinity Road, Gravesend, DA12 1LU

### School vision

Your word is a lamp to guide me and a light for my path. Psalm 119:105  
Guided by the light of Christ in all we do, to enable all to flourish and live life in all its fullness. We celebrate our diversity, finding strength in our differences, empowering and encouraging all to have a voice. We shine as beacons of light and hope in our community.

### School strengths

- The vision of Holy Trinity drives the ethos and practice of the school enabling children and adults to flourish.
- Collective worship is highly valued by children and develops a shared language and understanding of spirituality.
- Leaders have created an inclusive culture where children and adults are treated well reflecting the school's vision and values.
- Staff are caring and compassionate. They model the vision and values both to each other and the children, establishing a strong school community.
- The school's vision motivates staff to plan the curriculum carefully for all children, as a result the most vulnerable are flourishing alongside their peers.

### Areas for development

- To fully embed the new planning, assessment and recording strategies in Religious Education (RE) to enable consistent progress throughout the school.

### Inspection findings

Holy Trinity's vision is clearly visible and effective across the school. It is at the head of every policy and referred to within school decision making. The vision is modelled by staff in their planning, preparation, teaching and learning. It is evident in their commitment and passion for the children in their care. The vision and values sit well alongside those of the Aletheia trust. The trust values its individual schools and works to support and preserve their unique character. Governors know the school well as a result of regular monitoring. Their ongoing support further imbeds the impact of the vision. The vision and values are clearly displayed around the school hall. Children are proud of their school badge which incorporates the beacon of light. They enthusiastically point to it when speaking about their school. The school is deeply involved in the local community. There is a growing pastoral and worship connection with local clergy. Parents offer supportive testimony that validates the impact the vision has throughout the school. Parents rightly describe the school as transformational, where children are cared for, understand each other, and are not judgmental.

Driven by the vision, leaders have made changes to the curriculum that are having a very positive

impact on pupils' learning. Children are flourishing in their learning, particularly those with special educational needs and/or disabilities (SEND). These children benefit from teacher informed adaptations and bespoke curriculum provision, where necessary. Very effective room provision, created in school, ensures a calm, comfortable, sensory environment for children when they need it. This enables them to develop strategies to cope. Learning is aspirational, teachers assess, monitor and plan, for their children to have the best resources and curriculum provision possible. The extra-curricular provision is a testament to the commitment of teachers. They run a breakfast club, numerous lunchtime and after school clubs. As a result, many vulnerable children are enabled to build trust and develop relationships within a safe space. The school celebrates their progress and their uniqueness, valuing the whole child.

Collective worship is the centre of the school day. Children are fundamental in the leading and practical operations. It is inclusive, invitational and inspirational. Children are engaged and motivated to take part. Relevant and well-chosen music adds a further dimension to both reflection, spirituality and worship. Careful planning and training enables staff to lead effectively, and be actively involved alongside children. Each classroom has a spiritual area which children use to reflect and contemplate. The spirituality of worship is spoken of very fondly by staff of different faiths and backgrounds. The termly family worship, led by local clergy, where parents come and worship with their children, has proved increasingly popular. This takes worship and spirituality into family homes and the local community.

Staff value highly the support, care and concern they are given by school leaders, local clergy and the trust. As a result, they feel appreciated and equipped to do their job. Children are cared for as individuals. Staff training has ensured that children's wellbeing is at the centre of everything. Personalised plans, regular communication, external links and appropriate sign posting, ensure pupils get the support they need. Pastoral support for staff is provided by local clergy. The trust has encouraged "cards of recognition" which staff send to one another, showing true appreciation for the seemingly ordinary, which makes a big difference. Relationships are valued and treasured as staff and children live well together, showing mutual and deep rooted respect. Reggie, the wellbeing dog, provides a positive dimension to mental health provision across the school.

Holy Trinity is a harmonious community which richly engages with its locality. The school's vision of being beacons of light in their community, can be seen in their outreach and communication. Children eagerly request and elicit fundraising and help out in their local community with visits to local care homes. The community in return has provided resources for the calm rooms. Children actively raised funds for the Red Cross after seeing events unfold in Gaza. A local hospice benefits from staff, families and children, joining together in a yearly sponsored walk. The children provide both money and items for the local food bank, and see areas in their community which would benefit from improvement and change. The use of scooters to travel to and from school is an example of this. Children speak of respect for each other in their diverse community. The school promotes restorative justice, training older children to be role models and peer mediators.

Religious Education (RE) is well led and resourced. The new RE lead is passionate, well informed and with the support of the trust and the diocese has mapped out an effective and detailed curriculum. This has enabled the school to plan the best and most effective coverage, using appropriate schemes of work and resources. This will bring Holy Trinity in line with the trust and other local schools. The RE lead is working towards a balanced curriculum where all year groups consistently build their knowledge, experience and learning. Leaders are developing a system that accurately assesses RE thinking. However, this is not embedded across school. The school has benefitted from identifying the gaps in the RE curriculum. English as an additional language (EAL) children are provided with texts in their own language to improve understanding.

Leaders are developing a more creative approach which is clearly linked to the detailed learning objectives. Resources are carefully adapted to differing children's needs and floor books allow pupils to record their learning in a variety of ways. These show the progress children clearly make through each term. Children are given clear next steps in their books and, as a result, make progress. Leaders, including governors, monitor RE regularly. They rightly identify that the new curriculum is having a positive impact on teaching and learning. Children enjoy RE. They appreciate its importance in understanding the world in which they live. Children relish the different approaches to learning and recording, and how this enables them to think independently. Subject specific vocabulary is evident across the school. The youngest children understand the diverse cultures around them and are respectful of one another and their different religions. Older children learn how to respect each other's opinions and enjoy learning about world religions. There is a developing clarity and consistency within planning, monitoring and assessment which is improving the quality of RE across the school. However, this needs to be embedded. A programme of staff training and coaching is in place to deliver this in the new school year.

The inspection findings indicate that Holy Trinity Church of England Primary School is living up to its foundation as a church school.

Information			
Inspection date	4 July 2024	URN	148217
VC/VA/Academy	Academy	Pupils on roll	468
Diocese	Rochester		
MAT/Federation	Aletheia Academies Trust		
Headteacher	Pamela Gough		
Chair	Harj Burrha		
Inspector	Julie Bowen	No.	2315