

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

<b>Holy Trinity Catholic and Church of England School</b>	
Address	Carlton Road, Carlton, Barnsley, S71 2LF
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
Holy Trinity celebrates the uniqueness of every person as a child of God. We seek to create an inclusive and supportive learning community, based on Gospel values that nurtures each individual in order that they reach their full potential. Our vision is underpinned by the Parable of the Lost Sheep. Matthew 18: 13-14.
Key findings
<ul style="list-style-type: none"> <li>• Leaders have established a biblically inspired, accessible and impactful Christian vision that reflects the school's all-through, joint faith status. There is scope to enhance collaboration with both the Anglican and the Catholic diocese in support of the school's Christian distinctiveness.</li> <li>• Relationships are a strength of this caring, cohesive Christian community. Shaped by the determination that no-one is left behind they empower all in their academic, social and emotional wellbeing.</li> <li>• The carefully and courageously designed curriculum at all key stages is rich, broad and balanced. It meets the needs of all pupils including those who are vulnerable or have special educational needs and/or disabilities (SEND).</li> <li>• Collective worship is a joy. Meticulously planned, it celebrates, without compromise, both the Anglican and Catholic worship traditions. It encourages all members of the community in times of prayer and reflection. However, pupils are not routinely involved in planning or independently leading worship.</li> <li>• Religious education (RE) thoughtfully and adeptly planned reflects the expectations of two dioceses. It skilfully encourages the knowledge and understanding of worldviews and world religions including Christianity. However, pupils do not always recognise how to make progress in their learning.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure ongoing collaboration with both the Anglican Diocese of Leeds and the Catholic Diocese of Hallam. This is to maximise the potential offered by the school's unique status for all to flourish.</li> <li>• Develop as routine, systems that enable pupils to plan and lead worship so they grow in their understanding of Christian worship.</li> <li>• Review assessment within RE at each key stage. This is so that pupils know how to make progress in their learning.</li> </ul>



## Inspection findings

Holy Trinity is a school on a journey of improvement driven by the reviewed, revised and rapidly embedding Christian vision. Underpinned and communicated by the words and imagery of the Parable of the Lost Sheep, the vision and values ripple through the community. Resonating with all, they unify the communities and traditions the school serves. Working as a unified, talented, energetic team, leaders, including governors, understand their responsibilities as Church school leaders. Respecting each other's strengths and expertise ensures an experience for pupils and colleagues where no one is left behind. Capable and relevant support is offered by the Anglican Diocese of Leeds, the Catholic Diocese of Hallam and the multi-academy trust to which they belong. These relationships are not yet fully developed. Mindful of the school's uniqueness as a joint faith, all-through school, leaders ensure that the Christian vision shapes policies, decisions and actions. Evaluation is continuous, robust and always with the school's joint foundation to the fore.

The curriculum and rich programme of additional clubs and activities offers challenge and opportunity to all. This, inspired by the Christian vision, nurtures everyone to achieve their potential. Adults nurture academic, artistic and sporting prowess and support each person's wellbeing so that they pursue their dreams. This includes those who may be vulnerable or have special educational needs and/or disabilities (SEND). Adults capitalise on the school's all-through status to ensure continuity of learning for pupils moving between key stages. Pastoral and academic knowledge is generously shared resulting in pupils being well supported in their learning. Younger pupils are excited to use specialist science and technology rooms while still in the primary phase. Adults plan learning to promote and nourish pupils' spirituality enabling them to experience moments of wonderment. In this, music, drama, art, literature and science make strong contributions which pupils value.

Courage is central to this unique community. Daily, leaders make brave decisions to support pupils and adults. The Christian vision reassures and sustains them in this. They are increasingly successful in encouraging individuals to become resilient and aspirational. Trips and visitors extend cultural awareness and open eyes to new possibilities. Pupils have a developed sense of justice that extends beyond respecting fairness within the school. This is stimulated through learning, asking significant ethical and moral questions and through worship. For example, in considering the persecution of SS Peter and Paul, pupils reflected upon how the Open Doors organisation supports persecuted Christians today. Support for others is sensitively approached. All are aware that charitable activity extends beyond fundraising to awareness raising and sharing of time generously. Pupils enjoy ethical activities such as making 'Earth Day' posters. They demonstrate stewardship by caring for nature including the school's bees and grounds. The 'Minnie Vinnies', the school-based, junior St Vincent de Paul group support activities in the locality. This ensures that the concept of no lost sheep extends into the community.

Holy Trinity has strong, supportive relationships and wellbeing at its heart. Pupils behave increasingly well and attend regularly. They are encouraged by the clear guidance, example and support they receive from adults. Pupils know that mistakes occur, and that forgiveness, reconciliation and fresh starts follow. Younger pupils relate this to the example of Jesus. Older pupils appreciate restorative conversations and recognise adults as just and fair. Consequently, this is a harmonious community built on the Christian values of forgiveness and kindness. Leaders focus on the success of the whole person, recognising everyone as a unique child of God. They embrace differences and diversity and therefore, all are confidently supported to be themselves. Working proactively, adults identify and support pupils in their mental health and wellbeing. They employ age-appropriate strategies to assist




individuals. The impact of the in-house mental health worker is significant. Her support extends throughout the school community. Consequently, adults and pupils are supported in their mental wellbeing and can flourish in all aspects of their life.

Respect and dignity are expected for and of all. Pupils know how to develop safe, healthy, nourishing relationships because of adult support. Personal, social, health and relationships education are strengths of the school's provision. Pupils know that disrespectful or discriminatory behaviour is addressed and resolved promptly and effectively. A developing house system, named after angels, encourages good relationships across age groups. This contributes to a community where understanding difference and diversity equates to appreciating everyone's uniqueness. Creative responses are developed to support the nurture of all. Younger pupils appreciate the quiet interventions offered in 'The Shed'. Older pupils are confident that there is always someone 'there' for them. This is a sentiment and experience that parents endorse.

Each day, thoughtful and imaginatively planned collective worship creates moments of prayer, reflection, stillness and joy for all. Using the outcomes of monitoring and evaluation, worship reflects the Christian and secular calendars and responds to national and international events. Central to worship is Christian belief in God as Father, Son and Holy Spirit. This is effectively communicated through words, Bible readings, prayers and music. Pupils of all ages contribute well to class worship, discussing issues and offering prayers spontaneously. Similarly, staff regularly meet in the chapel for prayer and reflection, emphasising the place of God at the heart of Holy Trinity. The community shares what can be shared and respects and facilitates what cannot. In this way worship is inclusive and inviting and represents the breadth of the Christian tradition. Mass is regularly celebrated in both the Anglican and Catholic traditions. The peace garden is a focus for outdoor quiet and reflection. The school's chaplain encourages all in their spirituality and ensures that worship is inspiring. Pupil worship leaders offer practical support in worship. However, pupils are not regularly involved in the planning and leadership of worship.

Leaders consider high-quality RE essential and at the heart of learning. They meet the expectations of the Church of England Statement of Entitlement for RE and the guidance of the Catholic Diocese of Hallam. At each key stage, RE challenges pupils to acquire a secure knowledge and understanding of a range of religions. Pupils learn about Christianity as a global living faith and the religious heritage of Britain. They study a range of world religions and worldviews. Visits and visitors bring religions to life. Thus, the curriculum that talented subject leaders have deftly crafted, contributes to pupils' appreciation of the diversity of religious beliefs and practices. Most pupils know and confidently use religious vocabulary with accuracy. They do this especially well in extended writing and when explaining difficult theological or philosophical ideas. All Key Stage 4 pupils complete a GCSE qualification in RE with good outcomes.



	The effectiveness of RE is		Good	
	<p>The sequential and challenging curriculum draws upon a range of resources. Subject specialists ensure through careful monitoring that teaching is always at least good. Consequently, pupils consistently engage in their lessons retaining and building upon their prior learning. Assessment at all key stages is regular. However, pupils including those with SEND and the most able, do not always know how to improve their work.</p>			
Information				
School	Holy Trinity Catholic and Church of England School	Inspection date	29 June 2023	
URN	144606	VC/VA/Academy	Academy	
Diocese/District	Leeds	Pupils on roll	1119	
MAT/Federation	3294 The Hallam Schools' Partnership Academy Trust			
Headteacher	Lissa Oldcorn			
Chair of Governors	Patricia Hunter			
Inspector	Fiona Ashton	No.	860	