

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Oaks CE School

Brookfield Drive, Horley, Surrey RH6 9NS

Current SIAMS inspection grade

Good

Diocese

Southwark

Previous SIAMS inspection grade

N/A

Local authority

Surrey

Name of multi-academy trust / federation

N/A

Date/s of inspection

11 and 12 September 2017

Date of last inspection

N/A

Type of school and unique reference number

VA 141036

Headteacher

Catherine Johnson

Inspector's name and number

Daphne Gibbs 210

School context

Trinity Oaks opened in September 2014 and is situated at the heart of a new development, The Acres, in North East Horley. Pupils come from a range of ethnic groups, the majority being of British heritage. 8% have English as a second language. There is low deprivation. 8% of pupils are eligible for pupil premium. 11% have special educational needs. Eight out of ten foundation places have been filled this academic year. Ofsted graded the school as good in March 2017. After a long interregnum the new Rector of Horley takes up his post at the end of September.

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

- Strong leadership and management make explicit the Christian vision of Trinity Oaks. With integrity and openness it invites all members of the community to be part of the future of the school.
- A Christian ethos of love and trust makes a significant impact on the lives, attitudes and relationships of all members of the school community..
- Religious education (RE) is an effective forum for pupils to discuss ideas and Christian values and is promoting spiritual, moral, social and cultural development.
- Well planned collective worship makes the school's Christian values understandable and relevant for the pupils and is teaching them how to embrace and use them in their own lives.

Areas to improve

- In RE develop further the pupils' ability to apply knowledge and understanding (Attainment Target 2) so that they can consider and reflect on the implications of religious belief and practice in the life of a believer and in their own lives.
- Increase the pupils' awareness of God as Father, Son and Holy Spirit and enable them to talk about this with some measure of understanding.

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

'Trinity Oaks is a school with a big heart' says the chair of governors. Their aim is 'to provide the highest possible quality of education supported by a caring Christian ethos'. This is seen in action as it is clearly apparent that each pupil is greatly valued as an individual and seen as precious in the eyes of God. Caring comprehensive individual assessment, targeted help and encouragement results in high academic achievement, assured personal development and the positive wellbeing of all learners regardless of their ability or background. This has meant that the school is gaining a reputation for its inclusive approach to children with SEN and/or disabilities. Standards are above the national average. A broad, creative, cross linked curriculum, with music as a particular focus, challenges and makes learning fun and exciting. This means 'the children are thirsty for knowledge' confirms a member of staff. Trinity Oaks is a Rights Respecting School (a Unicef initiative) and clear links are made between these values, British values and Christian values. Attendance is 96% and has been improved by working with families with compassion and understanding. The four distinctively high profile Christian values of friendship, respect, courage and thankfulness are made explicit. They are deeply embedded and underpin all aspects of school life. They empower and make a significant impact on the lives of all members of the school community. They are shared, articulated and embraced by all. There is a real sense of affinity and commitment. These robust values and the special Christian distinctiveness of Trinity Oaks have meant the school has created an environment where pupils feel happy and safe, where they develop excellent behaviour and attitudes to learning, which support their spiritual, moral, social and cultural development whether they are Christian, of other faiths or of none. There is a growing understanding of what diversity really means.

The Christian character and clear values of the school also result in strong empathetic relationships. Because of this pupils treat each other with tolerance, kindness and respect. Staff are very positive and mutually supportive. Parents say they are approachable and 'they really care and are passionate about their role'; they are 'proactive in involving and including everyone'. They warmly welcome new colleagues. There is excellent communication with families. The quality of the school's physical environment affirms the school's Christian ethos and illustrates that only the best is good enough for the pupils of Trinity Oaks. RE and collective worship are increasingly strong components of the distinctive Christian character of the school enhancing pupils' spiritual growth. They are excited and stimulated by both.

The impact of collective worship on the school community is good

Collective worship is central to the life and work of Trinity Oaks. It strongly affirms the school's Christian values. It makes these values understandable and relevant for the pupils and teaches them how to embrace and use them in their own lives. It is an integral part of the school's ethos and teaching. It makes an increasingly valuable contribution to the spiritual development of the school community. Collective worship includes Biblical material and learners are able to make links between this, the school's Christian values and their own experiences. The story of Daniel was used to consider the core value of courage and how it felt to be 'the odd one out'. Collective worship is well planned with themes percolating through RE and into the wider curriculum. Subjects and expectations are reinforced from the nursery and up through the school. There is ongoing feedback from parents and children which influences planning. The school's aim is to make worship 'engaging, interactive and thought provoking'. Local clergy have supported the school by leading collective worship on a regular basis during the long interregnum. Music is used effectively during collective worship to praise, thank and celebrate God. The pupils say that during collective worship they 'know that God is with you. He is over us and over our roof' and that it 'helps you focus'. As the governors say it is 'a chance to breathe, think and reflect' together, fostering a feeling of unity and community. Pupils are actively engaged in preparing for and participating in collective worship – setting up the hall, overseeing the music and being part of the service itself. They do not yet plan and lead acts of worship. Pupils are developing their understanding of the nature and purpose of prayer. It forms a daily part of the school routine. Trinity Oaks has its own prayer with love at its heart, reinforcing again the vision and values of the school. The school have learnt to Makaton sign their prayer in order to support children with special educational needs. The children's perception of God as Father, Son and Holy Spirit is limited. They are not yet able to talk about this with some measure of understanding.

The effectiveness of the religious education is good

RE is led with enthusiasm and expertise. It is given equal status with other core subjects. Standards are in line with other core subjects and national expectations. There are strong cross curricula links. The RE coordinator has collected and collated a bank of data showing individual pupil assessment of both learning about and learning from RE (Attainment Target 1 and Attainment Target 2) and is now bringing this into line with tracking of other core subjects so comparisons can more easily be made. This also ensures there is a rigorous review of attainment and

progress. She has introduced the new Southwark diocesan (SDBE) RE syllabus to staff in a systematic, manageable way. This has resulted in the confident and effective delivery of lessons teaching Christianity and other faiths. Monitoring is undertaken (with the aid of the Faith Group) through planning reviews, lesson observations and book scrutiny. This is used to identify future support and inform planning. It is apparent from looking at the pupils' work that clear indications are given as to whether they have met the learning objective and a record is made of what the pupil has said to meet the criteria. The standard of teaching is good or better. Progress is good for all groups of learners. Proactive questioning is used to identify perception, to instil confidence, to challenge and to encourage deeper and thoughtful responses. A relaxed supportive atmosphere is created where all contributions are respected. Pupils say they appreciate lessons that are 'unexpected and different'. They particularly enjoy learning 'about other religions and your own God'; 'you can learn about Jesus and make your own mind up later'. A newly appointed teacher expressed the opinion that other faiths are taught 'more thoroughly' at Trinity Oaks than he had previously experienced in other schools and that there is a 'keen desire that the pupils should really understand'. Pupils are developing the ability to debate the existence of God and clarify their thoughts but there is not yet strong evidence of their ability to apply knowledge and understanding (AT2) in order to consider and reflect on the implications of religious belief and practice in the life of a believer and in their own lives.

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

Leadership and management is a real strength. Careful planning, utilising opportunities and encouraging the whole community to be part of the process has resulted in establishing Trinity Oaks as a popular local church school. The school celebrates its unique Christian foundation. The Christian vision has had a decisive impact on the distinctly Christian character of the school. It has been clearly articulated in an inclusive and proud way resulting in trust and commitment which has enhanced the well-being of the whole school community. As a result, the first cohort of parents was motivated and they are still highly involved. They have 'tremendous faith in the senior management and the school'. Local clergy confirm this by saying how surprised they were when so many parents turned up for the Mothers' Day service this year. The head teacher is diplomatic, inclusive and proactive. She is 'genuine and a visual, approachable presence' state the parents. Vision and ethos are clearly stated on the website and in documentation and have an impact on the positive spiritual, moral, social and cultural development of all learners through evaluation and strategic planning and the delivery of a broad and distinctive curriculum. This results in high standards of achievement. Trinity Oaks is a school for the community. All members have a part to play – from formulating the school's core Christian values to the children expressing the qualities they would like to see in their new Rector. All groups are represented on the school's Faith Group which ensures Christian distinctiveness is maintained and enhanced. Mutually beneficial relationships have been established with the SDBE and the church. The Bishop, Arch Deacon and Area Dean supported the school in establishing its Christian foundation. Links have been maintained with the local Church community during a period of interregnum. Collective worship has been led by the vicar of another Anglican church. The tenacious yet compassionate governors have been instrumental in defining the culture of Trinity Oaks. They have a clear vision and strategy with the school values as a strong foundation and the pupils as their prime focus. They are supportive and questioning, and proud of what they have achieved. A clear plan is in place for leadership succession and the development of middle leaders as the school grows. A deputy head will soon be appointed. This, combined with the quiet determination and commitment of the leadership and management and the opportunities presenting themselves on the appointment of a new rector of Horley, means Trinity Oaks has the capacity to improve, develop and grow even more as a church school - a place where, in the words of their prayer 'many hands build a house' and 'many hearts make a school'.

SIAMS report September 2017 Trinity Oaks CE School, Brookfield Drive, Horley, Surrey RH6 9NS