



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Junior School	
Address	Church Lane, Ripon, North Yorkshire, HG4 2ES
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

School's vision
<p>A community of learning and growing in a culture of respect. <i>In all things you yourself must be an example of good behaviour. Be sincere and serious in your teaching (Titus 2:7)</i></p>
Key findings
<ul style="list-style-type: none"> • Inspired by the deeply rooted Christian vision, the interim leadership team have sustained an unwavering determination for every pupil to flourish. However, systems to monitor and evaluate the impact of leaders' actions are not fully embedded. • This Church school tangibly expresses the biblical roots of its Christian vision. The quality of pastoral support for pupils from military families, those with special needs and/or disabilities and the most vulnerable is exemplary. • Inspirational, inclusive and invitational collective worship is a powerful expression of the school's Christian vision and values. It actively supports the spiritual development of pupils and adults. • Dignity and respect are afforded to every member of this fully inclusive Church school. Pupils are growing in compassion and inspired to challenge injustice at a local, national or global level. However, such experiences are not fully embedded. • The religious education (RE) curriculum enables pupils to understand and celebrate difference and diversity. However, systems to monitor its impact are not sufficiently robust.
Areas for development
<ul style="list-style-type: none"> • Ensure that governors establish robust systems to monitor and evaluate school effectiveness in order to secure sustained improvement as a Church school. • Enrich the culture of local, national and global experiences to strengthen pupils' spiritual development. • Embed monitoring in RE to measure the full impact of the curriculum on pupil flourishing.

Inspection findings

Every pupil is cherished within this inclusive, respectful Christian school. Inspired by the deeply rooted Christian vision, the interim leadership team demonstrate an unwavering determination for all pupils to flourish. These high aspirations embrace the breadth of pupils' learning, personal and spiritual development.

Warm relationships nourish the school and the vision is embraced by all members of this cohesive community. Staff comment, 'We are what we are together.' Mutually beneficial relationships also exist between the school, parish, local community and diocese. These sustain the school's Christian vision and ensure that pupils are nurtured within a wider Christian family so all can flourish.

Leaders are navigating the school through a period of transformation. The school converted to academy status on 1 September 2022 and joined the Leeds Diocesan Learning Trust (LDLT). During this period, governors also appointed a new executive headteacher to lead the federation from January 2023. The interim headteacher is passionate in her commitment to drive forward improvement throughout this period of transition. This is evident in the range of professional development experiences being offered to staff to support their continued growth. Inspired by the Christian vision, the interim headteacher is a role model of compassion and holds high aspirations for all. She is well supported by the committed local academy council who take courageous decisions for the common good. A self-evaluation cycle is established and improvement plans are well targeted. However, systems to monitor and evaluate the full impact of leaders' actions on pupil flourishing lack a sharp focus.

Pastoral support is exemplary and provides evidence of the school's Christian vision in action. Without exception, leaders share an uncompromising commitment to overcoming barriers to learning and removing disadvantage. The school offers a comprehensive menu of support and intervention to meet the needs of pupils with special needs and/or disabilities and the most vulnerable. Parents praise the way additional support has enabled their children to thrive. One parent voiced, 'At this school there is someone on the ground fighting for my child.' The wellbeing of pupils and families from military backgrounds is prioritised. For example, the pastoral support provided in a weekly Heroes club is greatly valued. Pupils who join the school in-year have their needs quickly met and are given the strongest possible start.

This is an inclusive community that lives well together. Pupils behave well and strive to live out both the school's Christian values and expectations within their respect code. This is testament to the biblical verse from Titus which underpins the school's vision. Pupils actively embrace leadership roles. For example, becoming worship leaders, class ambassadors, wellbeing champions, sports councillors and play representatives. Alongside the adoption of a growth mindset approach, such leadership experiences greatly support pupils' character development.

Systems are well established for the early identification of issues connected to mental health and wellbeing. Education on wellbeing strategies is embedded within the school's personal, social and health education (PSHE) curriculum. This results in a community that watches out for one another in love. This impressive practice culminated in the school achieving the National Children's Bureau (NBC) Wellbeing Award. The investment in supporting staff with wellbeing and mental health issues has resulted in a loyal, motivated staff with high morale.

The curriculum is shaped by the Christian vision and enriched by a range of extra-curricular activities. An understanding of disadvantage, deprivation and exploitation of the natural world is woven across curriculum plans. For example, there are links to themes on walls and barricades, disaster, the Amazon and the world's kitchen. However, there are few examples of this learning leading to courageous advocacy at a local, national or global level. Nevertheless, pupils are growing in compassion and inspired to tackle injustice. They enthusiastically support a programme of charities and social action projects near and far.

Pupils enjoy RE lessons. The curriculum expresses the school's Christian vision by contributing to pupils' spiritual development and their understanding of diversity within a culture of respect. RE is on a renewed journey of improvement and a new subject leader has recently been appointed. Consideration is being given to the refinement of curriculum structure and sequencing to clarify what pupils are learning. Presently,

monitoring lacks depth and does not enable a full evaluation of the impact of the curriculum on the breadth of pupil flourishing.

Collective worship binds the school together and is a powerful expression of the school's vision and values. It is fully inclusive, invitational and offers daily occasions to grow spiritually through reflection, silence, music and prayer. For example, worship always opens with the building of a stone cairn to symbolise the school's Christian vision of togetherness. Pupils enjoy a varied pattern of worship supported by several local worshipping communities, including Ripon Cathedral. Representatives from Holy Trinity Church, Bethel Chapel and the Open the Book team are valued contributors. All gain from worship and its impact ripples throughout the day supporting pupils' character development. Methods to monitor the effectiveness of worship are established, including the involvement of pupil worship leaders. This ensures that worship continues to impact on the lives of pupils and adults.

The learning environment supports spiritual growth. The school's vision and values are consistently displayed in each classroom alongside access to thinking spaces and prayer stations. Planned and spontaneous prayer is becoming more embedded within the school's culture. There are moving examples of pupils choosing to regularly connect with God in response to issues on their hearts and in their minds. For example, thanksgiving prayers had recently been written for the life of Queen Elizabeth II. A pupil noted, 'I wanted to thank God for her service and the care she showed to others.' Purposeful, targeted actions are being taken by leaders to further promote spiritual development to support pupil flourishing. A shared definition of spirituality based on the concept of connectedness is currently a work in progress.

Holy Trinity Junior is an aspirational school. It is a respectful, inclusive community which aspires for every pupil and adult to learn, grow and achieve their God-given potential.

Information

School	Holy Trinity Church of England Junior School	Inspection date	29 September 2022
URN	149275	VC/VA/Academy	Academy inspected as voluntary controlled
Diocese	Leeds	Pupils on roll	242
MAT/Federation	Leeds Diocesan Learning Trust Federation of Holy Trinity Church of England Schools		
Headteacher	Helen Appleton		
Chair of Governors/ Trust Board	Richard Grime		
Inspector	Alison Lloyd	No.	C 1910
QA Assessor	Lizzie McWhirter	No.	244