



National Society Statutory Inspection of Anglican and Methodist Schools Report

Holy Trinity Church of England Primary School

Glebe Road
Cuckfield
Haywards Heath
West Sussex RH17 5BE

Previous SIAS grade: Good

Current SIAMS grade: Outstanding

Diocese: Chichester

Local authority: West Sussex

Dates of inspection: 17 March 2015

Date of last inspection: 15-16 January 2009

School's unique reference number: 126054

Headteacher: Joanna Munn

Inspector's name and number: Shane Morton 563

School context

Holy Trinity is a larger than average-sized voluntary aided church school, serving the mid-Sussex village of Cuckfield in the parish of Holy Trinity Church. Most, but not all, children are of White British heritage. The percentage of children with special educational needs and those in receipt of pupil premium funding is below the national average. The school celebrated its 500th anniversary in 2012 and the current school building sits next to six acres of woodland.

The distinctiveness and effectiveness of Holy Trinity, Cuckfield, as a Church of England school are outstanding

- The Christian vision and values of the school permeate all aspects of school life and have an outstanding impact on the well-being and development of learners.
- Collective worship is inspirational, inclusive and highly valued by all members of the school community.
- School leaders are very thorough and accurate in their self-evaluation of the school as a church school and are very driven to improve the school.
- There is an excellent relationship with the parish church, with other local churches and with the local community.

Areas to improve

To challenge the more able learners to attain higher levels of achievement in RE above the national expectation, particularly in Key Stage 2.

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

The school vision, “*A step in the learning journey which enables us all to reach our full potential*” is underpinned by distinctive Christian theology and biblical values based on the teachings of Jesus Christ. It is lived out through the school values of aspiration, communication, creativity, ourselves and respect. All children and adults feel valued and are able to grow and learn in a nurturing Christian environment, giving everyone the opportunity to be the best that God made them to be. The children who are Christian Values Ambassadors help other children to grow in service and responsibility, alongside the School Council and other children’s leaders and committees. Children are happy and confident to express their thoughts and views, which are very positive about their school experience. Leaders listen and take action to improve the school. Pastoral care is superb and the impact on the well-being of all learners is outstanding, leading to excellent behaviour and motivated attitudes towards learning. One parent commented, “*There are so many opportunities at this school. The children are really proud of what they achieve, both individually and together. They take responsibility for themselves and for others.*”

The behaviour of the children and the learning outcomes in all age groups demonstrate that the social, moral, spiritual and cultural development of all learners is outstanding. There is great respect for diversity and cultural differences are celebrated within an exciting curriculum which is relevant to the lives of the children. Religious Education makes a very positive contribution to the Christian character of the school and is evident in wonderful displays of high quality learning throughout. The curriculum contains engaging topics with many multi-cultural links to other parts of the world. As a result, children have a very good understanding of the global community. The learning environment is vibrant and stimulating with beautiful displays of spirituality, such as the prayer corners, and celebrations of learning such as the Achievement Tree. The outdoor play and environmental areas are inspirational and the children have both a keen appreciation of God’s creation and a strong understanding of their responsibility to be carers and stewards of their world.

The impact of collective worship on the school community is outstanding

Daily collective worship is the heartbeat of the school. It is planned very well to reflect the church seasons and the Anglican tradition, led by the Thought for the Week, and to make an important impact on the lives of the children. The impact is that the children are bright and happy and the whole place is filled with joy. Worship is monitored very effectively by both school leaders, governors and children, which is then fed back into planning and leads to further improvement. The children demonstrate a very good, age-appropriate knowledge and understanding of the Bible and the Trinity, including God as Father, Son and Holy Spirit. All children and adults in school of all faiths or none are included. Learners engage enthusiastically in prayer as part of their spiritual journey at different times of the school day.

The children worship regularly in different settings and in different Christian places. For example, they visit Holy Trinity Church each term for services such as Harvest, Christingle and Easter with Eucharist services for the children in Key Stage 2. The act of worship observed was outstanding, with children learning about places of worship around the world and making comparisons with traditions at Holy Trinity Church. Very good opportunities were created for children to reflect and to praise God. Records and conversations with children indicate that high quality collective worship is consistent and that there are frequent opportunities for children to contribute and to take the lead. The children provide excellent feedback about the variety of their worship experiences, for example when worship is led by clergy from either the Anglican or Baptist churches, and about its impact upon their own choices and behaviour. One pupil reflected, “*Worship makes you feel special and I like to learn new things to tell my mum.*”

The effectiveness of the religious education is good

Standards of RE have improved at Holy Trinity because RE has been a core area of school

improvement in recent years, leading to a high quality of teaching and learning. The curriculum is organised on a two-year cycle and enables children to learn as much *from* religion as *about* religion through well-planned opportunities for first-hand learning which encourage creativity. The outcome is good standards of pupil attainment and progress in RE books, although at times, the more able children in Key Stage 2 would benefit from greater challenge. All four of the RE lessons observed demonstrated teaching and learning which was at least good with some outstanding elements, such as the creative use of role-play to recreate the Last Supper and the Garden of Gethsemane and the use of the outdoor Yurt to link the Easter story to the UNICEF book of children's rights and responsibilities. Monitoring of RE shows a consistently good standard of teaching and learning and the school has achieved the Bronze Quality Mark for Religious Education, the first primary school to do so in West Sussex. Discussions with children show the children's enjoyment of RE and the depth of their good learning progress.

Subject leadership of RE is very effective and the subject leader supports other teachers in raising standards across the school. There are good systems of monitoring and assessment. Formative assessment shows what each child can do and sets targets for their next steps of learning. Whole-school assessment provides a clear picture of strengths in RE, such as the children's very good knowledge and understanding of the Christian faith. It also highlights areas for improvement, such as the children's knowledge and understanding of other faiths, which is still judged to be good. RE has a positive impact on learners. As one child commented, "*RE helps me to understand the way that other people live and to think about the way that I live.*"

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

Leaders at Holy Trinity consistently communicate the school vision through the Christian values, for example through newsletters and on the school website, and live up to them in practice. The head teacher provides outstanding leadership across the whole school. She is ably supported by the deputy head teacher, who leads RE very well, and by the rest of the senior and middle leaders. The school governors play an active and effective role as critical friends, being accountable for high standards through the Staffing, Communication and Spirituality Committee whilst also providing lots of practical support. Strengths of the school include excellent relationships with parents, a very effective partnership with the local churches, for example Messy Church, and a leading role within the events of the local community.

All of the targets from the previous church school inspection have been achieved. The Ofsted inspection of October 2013 judged the school to be good and school self-evaluation as a church school is rigorous and very accurate, leading to a strong focus on school improvement. Teachers and support staff have very good opportunities for professional development and the most recently appointed member of staff praised her induction into her first church school, noting that she felt like she belonged here very quickly. Finally, one parent, who had moved to the village because of the good reputation of the school, enthused, "*It is such an outstanding school because the leaders and staff are so open and friendly. They make everyone feel valued.*"

SIAMS report March 2015, Holy Trinity CE Primary School, Cuckfield, RH17 5BE

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