



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England First School, Berwick	
Address	Bell Tower Place, Berwick on Tweed, TD15 1NB
School vision	
<p>Working together with kind hearts to inspire inquisitive thinkers who love learning and actively seek to challenge themselves.</p> <p>'Inquisitive thinkers, challenge seekers, kind hearts'</p>	
School strengths	
<ul style="list-style-type: none"> • The school's distinctively Christian vision is deeply embedded. It is expertly modelled by ambitious and dedicated leaders. The vision is known and understood by all and has become the natural language of pupils and adults, leading to the flourishing of all. • The vision is powerfully and effectively lived out in nurturing and caring relationships. It creates a community with a tangible sense of curiosity, challenge and love for one another, enriching lives. • Leaders, including governors, know the school well. They are deeply insightful as to the importance of the vision in the way that they monitor the effectiveness of the school as a Church school. Consequently, bold decisions taken by governors positively impact on all pupils, including those considered to be vulnerable or disadvantaged. • Worship is carefully planned to be relevant to the school community, creating valued moments of inquisitive questioning and reflection. It enriches the lives of adults and pupils providing deeply meaningful moments to gather together. As a result of this, pupils and adults flourish spiritually. • Pupils demonstrate an exceptionally high level of religious literacy. Religious education (RE) is a highly valued subject. The well-balanced and relevant curriculum enhances opportunities for pupils to be inquisitive learners. This extends their understanding of a diverse range of worldviews and faiths, including Christianity. 	
Areas for development	
<ul style="list-style-type: none"> • To further embed the whole school understanding of spirituality and the way all can express the planned approach for spiritual development. This is to enrich moments for pupils and adults to flourish spiritually. • Further enhance opportunities for pupils to be agents of change, actively challenging injustice in the local and global communities. 	
Inspection findings	
<p>Expertly crafted, through the way it is accessible to all, the vision at Holy Trinity is the natural, unforced language of the school. Based around a letter in the Bible from St Paul, it directs leaders' decisions and actions. Summarised in the motto, 'inquisitive thinkers, challenge seekers and kind hearts,' the vision is at the heart of school life. Created collaboratively with members of the local</p>	

church, the vision is understood, and owned, by the entire school community. Everyone, from the youngest pupils upwards, can express how the words of the vision are a living reality at Holy Trinity. They inspire pupils to be curious in their learning and resilient when faced with challenges, creating a culture of aspiration. The Christian vision shapes relationships through the phrase 'kind hearts.' This creates a culture of care and consideration to others and is evident in the loving way pupils and adults treat one another. Robust monitoring by leaders, including governors, ensures the vision has its intended impact on pupils, including those considered vulnerable or disadvantaged. Recent reviews of the cost of breakfast club highlight the importance that governors place on ensuring that potential barriers to learning are removed.

Ambitious staff and leaders know their school and local community well. This is reflected in the aspirational nature of the curriculum which is shaped by the vision, encouraging pupils to be inquisitive. It is evident in pupils' eagerness to ask questions and their readiness to delve deeper in their learning. Consequently, it extends the richness of pupils' vocabulary as a result of this. The curriculum provides valued opportunities to consider diversity within the local and global community. This breath of experience supports pupils' transition to their middle school and helps prepare them for life in modern day Britain. Skilled adaptation ensures the curriculum is accessible to all. This ensures that pupils who have special educational needs and/or disabilities (SEND) and those considered disadvantaged are empowered to succeed. Leaders articulate their sense of the preciousness of all pupils. They cherish them as the unique person they are. This enables all at Holy Trinity to grow and flourish from their many different starting points.

Through a wide range of learning experiences within and beyond the curriculum, leaders' ensure that individual pupils' gifts are nurtured. Leaders, including governors, ensure a sense of equity of provision is in place. This includes their drive to make activities such as residential experiences available to all. Staff are vigilant to notice where individuals might benefit from additional support, which is provided with dignity and care. Opportunities to develop spiritually are intentionally woven within different curriculum subject areas. The language of 'up, out and in' helps describe the impact of moments of spiritual development. This is personalised to the school through the inventive way leaders match these words to the vision. 'Up' is linked to the idea of 'kind hearts' and 'out' connected to the school's vision of being 'challenge seekers.' Pupils have an awareness of this, although it is not yet fully embedded in the way it is consistently expressed in their responses. Leaders are ambitious to strengthen this further. They highlight opportunities to further embed the language of spirituality and how it leads to the spiritual flourishing of all.

Worship binds the whole school together in a time that is valued by all. It is carefully shaped by the school's Christian vision and Anglican foundation of the school. Pupils and adults benefit from experiencing worship in different styles, led by staff, pupils and clergy. It provides meaningful moments to be inquisitive as they reflect on Bible stories. This inspires pupils into action and underpins the excellent behaviour evident through school. Like a 'guiding light', the vision challenges all to live out the message from worship with kind hearts. This enhances relationships, binding the whole school together in care and respect for one another. Through carefully selected language, worship is open, and accessible, to all. Reflection areas are established in classrooms which help pupils to recall the focus of worship and RE learning. The way to which they extend pupils' personal spiritual development is less evident. The long established relationship with the local church is cherished by the whole school community. It enriches worship through their enthusiasm to be actively involved in its delivery and planning. Pupils and parents describe encountering a sense of awe when attending worship in the church. Leaders, including governors, effectively monitor the impact of worship. This ensures that worship is shaped by the vision and the Christian foundation of the school and meets the needs of pupils and adults. It provides important moments for all to sing, reflect, respond and be still. Through this breadth of provision, opportunities for the spiritual development of all within the school are strengthened.



A sense of love and care for one another permeates throughout the school. This creates a culture where wellbeing and good mental health are prioritised and positive relationships blossom. Families, who are new to the area, including those who have left other countries, are welcomed with open arms. Those who experience bereavement or difficulties speak of the caring support they receive. The language of the vision is lived out through powerful actions of hospitality in which all feel individually valued. Its impact can be transformative through the actions of ‘kind hearts.’ Pupils are inspired by the lives of people who are advocates for change. This is enhanced through active involvement in initiatives such as the ‘Archbishop of York Young Leaders’ Programme.’ Motivated by this, and the teachings of Jesus, pupils actively support their local community. Driven by a sense of service, locally and globally, ambitious leaders seek to extend the way pupils challenge injustice further. This is to further enhance the breadth of opportunities pupils have to live out the vision as ‘challenge seekers’ with ‘kind hearts.’

RE is well-led, providing pupils with a curriculum which is both balanced and well-sequenced. Informed monitoring by leaders, including governors, ensures RE is relevant, well-resourced and effective. Leaders carefully track progress and access training through the valued relationship with the Diocese of Newcastle education team. This, combined with highly effective teaching, ensures that pupils, including those who have SEND or are disadvantaged, make good progress. Pupils display a highly developed religious literacy including strong knowledge of a range of worldviews and faiths, including Christianity. They understand that Christianity is a global faith.

The way the Christian vision is known, and naturally lived out, strikingly unites the whole school community. It binds everyone together so all are richer and have the opportunity to flourish, through their time at Holy Trinity.

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

Information			
Inspection date	25 October 2023	URN	122282
VC/VA/Academy	Voluntary aided	Pupils on roll	152
Diocese	Durham;Newcastle		
MAT/Federation			
Headteacher	Nicholas Shaw		
Chair	Diana Smith		
Inspector	Paul Rusby	No.	938