



'The Kingdom of heaven is like this. A man takes a mustard seed and sows it in his field. It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree, so that birds come and make their nests in its branches.'

**Matthew 13:31-32**

*Dear God,  
Though we are so small, and the world is so big,  
help us to make a difference to all whom we meet today.  
Amen.*

**Strand 1: Vision and Leadership**

As a community, the Christian vision is important to us - we are **Proud to be Growing and Succeeding Together** - and it filters through everything that we do in our everyday practice. The vision is exemplified by the *Parable of the Mustard Seed* (Matthew 13:31-32). Even the smallest of seeds can make a difference: children, staff, families, members of our community are on a continual journey of growth. In order to flourish, we understand our collective responsibility to help each other succeed and celebrate our achievements. Our prayer, which is said daily in our Collective Worship, reminds children and staff of our vision.

Governors, staff and parents understand the Christian vision of the school and how important and valuable their individual contributions are in creating a thriving community. Leaders, teachers and support staff have worked closely with the local community to build strong relationships.

Staff understand the vision well and are driven in securing the best outcomes for all pupils. They support children skilfully with both their personal and academic development ensuring that they have every opportunity to reach their full potential and are equipped to make a full contribution to society now and in the future. Our continuous and bespoke professional development programme gives staff the knowledge and skills to deliver this confidently. This results in strong outcomes for the pupils.

**Next steps:** Continue to deepen the children's understanding of world faiths.

**Strand 2: Wisdom, Knowledge and Skills**

Trinity Academy St Chad's has developed an ambitious broad and balanced curriculum rooted in our Christian Vision. It is personalised to the locality of the school, considering carefully the needs of our pupils and is further enhanced by additional theme events and days. In accordance with the Statement of Entitlement, the importance of RE in our school is fed through our curriculum and timetable time. The knowledge and skills which pupils learn through the curriculum are clearly mapped out and have been carefully considered. Our curriculum is strengthened by our reflective and responsive approach to feedback, which includes pupil, staff and parent voice.

Pupil voice is important and valued. Our Collective Worship Ambassadors, which includes pupils from Year 1 to Year 6, understand how to carry out their role responsibly and respectfully. In addition to this, our weekly Principal's Picnic, School Council and Earthshot Eco-committee meetings provide further opportunities for children to share their ideas, listen to others and work collaboratively to carry out any agreed actions.

Pupil Premium and SEND funding is used in a targeted way which ensures that all pupils receive their full curriculum entitlement, including enrichment activities. Through our extensive enrichment provision, which includes sports, STEM club, art club and music, children are able to have new experiences; develop their skills and talents and grow in self-confidence.

The PSHE curriculum and additional experiences support pupils' development and shows Christian Distinctiveness. In PSHE lessons, we provide opportunities for our children to form their own identity; sense of place and purpose; and give them the confidence to question and to discover who they are in the world.

**Next Steps:** Continue to provide the children with as many enrichment opportunities as possible, including within the local community and Diocese.

**Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy**

Underpinning everything we do to develop children's character is our vision of 'Proud to be growing and succeeding together'. Our Trust's values of Empathy, Honesty, Respect and Responsibility are rooted in Christian teaching and Biblical stories. Staff and pupils work together to reflect on what it means to develop as a person and we endeavour to provide the experiences and components that contribute to developing spirituality and character.

Opportunities have been developed to engage in charity and community events closely linked with our school ethos, for example, Focus for Hope, Jeans for Genes and Fare Share. Our Reindeer Run is an example of how our Christian values of responsibility and respect are part of our response to our local community. Children are encouraged to look beyond themselves, think globally and develop an understanding of the world around them. Our Trinity MAT Earthshot initiative is an example of how pupils from across the Trust (Reception to post-16) are actively involved in our mission to repair our planet in the next decade.

Children have embraced the weekly Big Question which encourages a deeper spiritual understanding of the wider world, asking how and why.

**Next steps:** School Council to seek the views of pupils as to which charitable causes we want to support. Develop links with schools locally to find out how we can help support/develop each other in the community e.g. school council meet.

#### Strand 4: Community and Living Well Together

The wellbeing of children, their families and staff is prioritised. There is a tangible community spirit in which everyone feels supported and our core values underpin the different types of support we offer.

If pupils require additional and individualised support so that they can thrive, this is provided through our pastoral team, and/or other links, such as, CAMHS, Headway, the LA SEN team and our local high school. Parents and carers are very supportive and complementary of our Behaviour for Learning Policy, which focuses on achievements and restorative practice. When reflecting on a pupil's behaviour, staff are encouraged to ask themselves 'What does this child need to grow?'. A plant needs water, light and nutrients to grow and if it does not have these, it would stop growing and we would need to provide them; this is the same for members of our community.

We are empathetic to the challenges which staff may encounter on a professional and/or personal level at different times and we have established a culture whereby teachers can talk openly and honestly in a supportive environment; every individual is respected and solutions are sought together. Staff say that *'all staff are approachable kind and respect each other'* and *'SLG are super supportive. I can go to them at any time and they would help me or anybody at the drop of a hat'*.

Our Trust's Staff Wellbeing Charter, which staff from across the Trust were consulted on, was launched earlier this academic year. A member of the senior leadership team leads on mental health in school and leads on the Mental Health Committee.

**Next steps:** To develop the MH Ambassador team to include pupils.

#### Strand 5: Dignity and Respect

We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our school community embraces difference and children understand that we are all unique. School policies ensure all are valued and all are protected.

No child is held back regardless of ability, disability, gender, race, religion or SEN. Our pupils are extremely tolerant and respectful of members of the school community and beyond. Throughout our curriculum, we ensure children are removed from stereotype and we are currently planning how to ensure that our pupils experience a range of diversity. Children study the lives of different people throughout history and a range of artists, again ensuring there is a gender and cultural balance.

Children's behaviour and attitudes in and out of the classroom are exemplary: they treat each other and adults with respect and kindness. We have robust and effective systems in place to ensure that any behaviour incidents are logged. There are very few incidents of poor behaviour in the school, but when a situation has occurred, it has been dealt with swiftly and effectively. Restorative practice focuses on respect for others, respect for oneself.

**Next steps:** Continue to deepen children's understanding of diversity.

#### Strand 6: The Impact of Collective Worship

Worship is fully inclusive and is planned to include variety in its approach to ensure it is an invitation to all. Pupils enjoy worship and have described it as a nice experience to be part of, saying that *'it makes me feel safe'* and *'it makes me feel close to God'*. Invitational prayer is valued throughout worship and children see this as a time for reflection. Children are very positive about our Collective Worship.

Teachings from the Bible feature in worship time and children are offered opportunities to explore the relevance of teachings in today's world, particularly through 'Big Questions'.

The school's relationship with our local church, St Chad's, grows from strength to strength. The Reverend is very supportive of the school and is actively involved in the delivery of Collective Worship. There have been a number of joint activities between church and school, including Christmas crafts led by the Reverend, which have brought the community together.

The Collective Worship Ambassador Programme is proving to be very successful. Children access worship in a variety of different ways, some examples include through music, silence, prayer, reflection and stories.

Recent written correspondence from a parent who had attended Collective Worship: *'the assemblies are a place of inspiration and recognition. It means the world to us to send our child somewhere that understands the importance of academic excellence, understanding, the need for passion, nurturing individuality, fun and empathy'*.

**Next steps:** Continue to work with the newly appointed Collective Worship Ambassadors.

#### Strand 7: The Effectiveness of Religious Education

The school uses the Dioceses of Leeds and York Syllabus for the teaching of RE. We ensure there is clear progression of concepts taught across all year groups. All teachers are supported in knowing this framework in order to understand prior and future learning. By the end of their time at TASC, children have a secure understanding of Christian belief and practice, personal and organised world views. British values and SMSC are also taught throughout the curriculum.

When teaching the different units of work in RE, staff pose age-appropriate key questions to the children, allowing them to explore significant events and concepts. Throughout school, in all lessons, children have a range of opportunities to question and discuss, and they are able to do this sensitively and respectfully.

Assessment practices enable staff to ensure that children know and remember more as well as demonstrating a depth of understanding.

**Next Step(s):** Develop links with multi-cultural schools to enhance the teaching of organised world views and develop their cultural capital.

#### **Christian Values**

As part of a Diocesan MAT, we are committed to working within a respectful and compassionate environment. We are led by our core values of **Empathy, Honesty, Respect** and **Responsibility**, which have theological underpinnings. Our mission is to make a difference to the communities we serve, and we achieve that by inspiring every child to fulfil their potential. We develop character and strong moral values in our pupils, allowing them to make a notable, positive contribution to society.