

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Academy St Chad's	
Address	Upper Green Lane, Hove Edge, HD6 2PA
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
The effectiveness of religious education (RE)	Good

School's vision
<p>Proud to be growing and succeeding together.</p> <p>'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</p>
Key findings
<ul style="list-style-type: none"> • The refocused and relaunched Christian vision rapidly and significantly impacts upon all members of the academy community. It encourages and enables all to flourish. However, systems to regularly evaluate impact are less embedded. • Adults accurately define and understand the scope for spiritual development. Planned opportunities for pupils to experience moments of awe and wonder across all learning are at an early stage of development. • Respectful and dignified relationships permeate the culture and environment of the academy. Leaders' understanding, and practical application, of the Christian vision and associated values underpin this. • Collective worship is an engaging, prayerful and valued time in each academy day. Pupils and adults appreciate the opportunity for personal reflection and togetherness as a community. • Carefully planned and evaluated religious education (RE) provides pupils with challenging and interesting learning experiences. Opportunities to deepen and broaden pupils' understanding of world religions and worldviews are less developed.
Areas for development
<ul style="list-style-type: none"> • Develop and embed rigorous, robust systems to evaluate the effectiveness of the academy's Christian vision in enabling all to flourish. • Enhance the planned opportunities for pupils to develop their spirituality through their formal learning. This is so the curriculum enriches their spiritual flourishing through meaningful moments of awe and wonder. • Enrich the breadth of the RE curriculum. This is so pupils develop a deeper understanding of, and experience of, the diversity of worldviews and religious beliefs in modern Britain.



Inspection findings

Trinity Academy St Chad's is a good Church academy to which all are proud to belong. Knowledgeable, proactive governors provide valuable caring, professional support and challenge to the enthusiastic, and compassionate academy leaders. Honouring the academy's history, the recently refocused Christian vision enriches opportunities for all to flourish. Leaders ensure the vision has become the natural language throughout the academy. It positively shapes policies and practises. Appreciating and understanding the parable of the mustard seed, adults and pupils are proud to be 'growing and succeeding together'. The Christian vision generates a palpable sense of togetherness and unity. This is reinforced with the associated values of empathy, honesty, respect and responsibility. Parents and the local church community increasingly feel in partnership with the academy. Leaders, including governors, rigorously evaluate the overall effectiveness of the academy. Systems to capture the full impact of the academy's Christian vision, though robust, are less wide reaching or established.

Rich, broad and aspirational, the curriculum is strongly influenced by the Christian vision of growing and succeeding. Enhanced provision in science, humanities and the arts, encourages pupils' cultural and spiritual development. Careful tailoring of learning to the needs and abilities of pupils ensures individualised support. Strong systems identify, assist and nurture pupils who may be experiencing emotional, social or mental vulnerability. Therefore, all pupils, including the most able and those with additional learning or personal needs, thrive. Pupils are curious learners. Adults show an understanding of how pupils develop spiritually. Opportunities for moments of spontaneous spiritual reflection exist. However, planned opportunities for moments of wonderment across all learning, are at an early stage of growth. Parents appreciate the way learning was maintained during the COVID pandemic. Equally they value the inclusive, expanding enrichment programme now in place. Theatre visits, instrumental lessons and an array of clubs capture and develop the interests and talents of all. This instils a sense of ambitiousness.

Leaders make courageous decisions to ensure pupils have the best opportunities to grow and succeed. This leads to a thriving community where good choices are made, and all are empowered to overcome all sorts of adversity. Pupils appreciate that the academy's Christian vision carries a responsibility to care about people and the environment. They appreciate the world and its peoples as God's creation. Pupil eco-committee members are knowledgeable about the environmental crisis and enthusiastic about sharing ways to heal it. They speak of small seeds of change and are proudly participating in the Trinity multi-academy trust (MAT) 'Earthshot' project that encourages sustainability and stewardship. Consequently, they are aspirational and hopeful for both their personal futures and that of the planet. The academy's oak tree captures pupils' appreciation of the academy's rootedness in the locality and in their lives. Pupils understand how to be agents for change locally and nationally. They choose the charities and causes that the academy supports, responding generously. Pupils recognise and challenge injustice and show empathy with the needs of others whether Ukrainian refugees or families using the local hospice services. They choose exceptional role models of serving others, making links between religious beliefs and action. Motivated by the Christian vision, confidence building activities encourage pupils to flourish, especially when circumstances are difficult.

Respectful, affirming relationships are a strength of this welcoming, embracing community. Smiling and politeness are both natural and infectious. Parents value the highly visible, accessible and approachable staff. The St Chad's 'absolutes charter' offers clear guidance to pupils, enabling them to learn with confidence. Inspired by the vision, incidents of poor



behaviour are rare. Through the positive culture within the academy, pupils enjoy the challenges of each new day and consequently attendance is high. Pupils know how to stay safe, and form secure, nurturing relationships because adults enable them to do so. This includes staying safe online. Pupils recognise the concepts of disagreeing respectfully, forgiveness and allowing fresh starts. They are knowledgeable about the impact of bullying and anti-bullying ambassadors are proud of their responsibility for this. Energised by the vision, leaders have a proactive approach to the mental health of pupils and adults. This includes pupil 'worry boxes', designated wellbeing staff and collaborating with outside agencies to provide effective support.

The academy community is a diverse mix of experiences, backgrounds and aspirations. Pupils are seen, and see themselves, as uniquely made in God's image. Adults naturally offer friendship, dignity and respect to each other and to pupils. This enables all to be confident, resilient and welcoming so that strong, supportive, caring relationships develop. The Christian vision promotes emotional and social development and wellbeing for all. Careful choices of English texts, music, art and history projects, heighten pupils' understanding of culture and wider worldviews. The Year 6 residential experience with other schools in the MAT, enriches pupils' appreciation of, and empathy with, others. Simple approaches like buddying up pupils, builds the sense of a successful community sheltering all. Such activities contribute to pupils' developing awareness of the cultural diversity in modern Britain that exists beyond their locality.

Collective worship is a richly valued aspect of each school day. Carefully planned, and evaluated by academy leaders, worship celebrates the Christian calendar and important national and international events. Meticulously chosen themes and the planned structure of worship provides meaningful moments for adults and pupils reflect. Without compulsion, all are invited to pray, experience stillness and develop a personal relationship with God. Memorable words, music and drama enriches worship and pupils' understanding of God as Father, Son and Holy Spirit. Newly appointed collective worship ambassadors play a visible role in joyful, respectful and fulfilling worship. Classroom reflection tables and reflection books encourage pupils to think deeply about different acts of worship and the big questions they generate. This enables pupils to grow in their spiritual and moral maturity. Pupils and families welcome the renewed relationship between the academy and local church and the opportunity for church-based worship.

Pupils enjoy their learning in RE. Working closely with academy colleagues and across Trinity MAT, the experienced subject leader ensures a sequential, challenging and appropriate curriculum. Creative classroom learning encourages pupils to appreciate the impact that religious beliefs and worldviews make upon individuals' lives. In addition to Christianity, pupils learn about Judaism, Islam, Sikhism and Hinduism. Older pupils make informed connections between current and previous learning. This includes about different religions and contributes to pupils' increasing awareness of Britain as a multi-faith, diverse country. Pupils make informed, age-appropriate, responses to their learning. For example, appreciating the importance of Christmas to Christians but equally, that it is not necessarily a joyful time for all. Opportunities for pupils to develop deeper, richer learning and cultural awareness through relevant visits and visitors are underdeveloped.



	The effectiveness of RE is		Good	
	<p>The curriculum ensures that learning in RE is good. Pupils enjoy engaging, interactive and challenging lessons. They retain, and build upon, their learning using religious terms accurately and confidently. This includes when expressing their knowledge, understanding and opinions through discussions and written work. Rigorous and meaningful assessment ensures pupils, including those with special educational needs and disabilities (SEND), know how to improve their learning. Consequently, pupils make good progress.</p>			
Information				
School	Trinity Academy St Chad's	Inspection date	24 January 2023	
URN	146959	VC/VA/Academy	Academy	
Diocese/District	Leeds	Pupils on roll	152	
MAT/Federation	Trinity Multi Academy Trust			
Principal	Rachel Dawson			
Chair of Governors	Jagbir Oates			
Inspector	Fiona Ashton	No.	860	