

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Oswestry Holy Trinity Church of England Primary and Nursery	
Address	Middleton Road, Oswestry, SY11 2LF

School vision
<p>Holy Trinity is a welcoming community where we serve all with love and respect. Firm foundations for life build on our Christian values. With hope, we learn to become resilient and aspirational to face life's challenges.</p> <p>'Knowing that through God all things are possible'. Matthew 19:26 Hope for ourselves, others and the world.</p>
School strengths
<ul style="list-style-type: none"> • The Christian vision of the school is pivotal in enabling pupils to flourish. As a result, pupils and adults demonstrate its effectiveness in their relationships with each other. • Leaders ensure that the curriculum raises the aspirations of pupils through rich learning experiences. Actions are taken to ensure that lessons are inclusive and accessible for all. • Care and support is at the centre of the school's vision. Frequent wellbeing activities enable pupils and adults to flourish, as compassion is respectfully shared. • There is a culture of responsibility and awareness, as hope is shared with others. Frequent opportunities to investigate examples of injustice, equip pupils to act as agents of change. • An inspiring curriculum in religious education (RE) has been created through effective leadership. This enables older pupils to build on their knowledge and share a deep understanding of faith and belief.
Areas for development
<ul style="list-style-type: none"> • Strengthen a shared understanding of spiritual development within the wider curriculum. This provides greater opportunities for pupils to explore deeper meaning and understand the impact of learning on their lives. • Extend the effectiveness of the RE curriculum for younger pupils, providing a strong foundation in the subject.
Inspection findings
<p>A Christian vision built around hope, ensures that every member of Holy Trinity School is respected and enabled to flourish. Based on its original foundation as a Church school, the vision is welcoming and inclusive. A culture of hope linked to its biblical roots encourages pupils to aspire to achieve. Leaders understand their community well. This ensures that pupils thrive regardless of needs and background, knowing that 'through God, all things are possible'.</p> <p>The school vision is promoted by the St Chad's Trust which provides effective training and collaboration for leaders and teachers. A strong partnership with the Lichfield Diocese also enables leaders to develop the quality of collective worship and religious education (RE). The impact of the</p>



vision is monitored consistently by members of the Trust and by local governors, who offer constructive challenge and support. Therefore, the Christian vision is a living reality that runs throughout all aspects of the school's daily life.

The development of the school curriculum has hope at its core. Leaders carefully consider how pupils develop skills to support life-long learning. Teachers create experiences that broaden the pupils' horizons, based on the Christian values of the school. A range of books, both fiction and non-fiction, support teaching and learning about diversity and difference. Lessons often begin with big questions, sparking reflective thought and challenging debate. This means that pupils build on their learning and gain confidence in sharing beliefs. Adults succeed in ensuring that vulnerable pupils and those with special educational needs and disability (SEND) can access the curriculum. A detailed assessment of needs generates specific support and guidance, to enable children at all levels to flourish. Pupil achievements are regularly celebrated as a whole community with parents. This increases their confidence, especially those for whom English is not their first language. However, leaders identify that an understanding of spirituality is not fully established in the wider curriculum. This means that pupils lack opportunities to reflect deeply about the meaning of their lessons.

Collective worship is a fundamental element in the daily life of Holy Trinity. Pupils demonstrate respect in times of stillness and are aware of the significance of worshipping together. They regularly participate in prayers and the sound of joyful singing positively impacts both pupils and adults. Leaders create inclusive plans for worship with guidance from the diocese. This enables pupils to understand the Christian calendar and apply the teaching of the faith to their own experiences. School values are explored which helps to build a sense of belonging. Challenging themes such as dignity, allow them to reflect on purpose and meaning. Teachers use class journals to record thoughts from worship to which pupils contribute. This allows them opportunities to grow spiritually as they consider the deeper meaning. The school enjoys good relationships with the local church community and worship is enriched by the involvement of church leaders. They run extra-curricular activities that reinforce the application of the Bible stories shared. The creation of reflective spaces in classrooms further develops the positive spiritual impact of worship on pupils.

Creating a culture of care and compassion is important for the school as it shares its vision with families. Parents articulate their understanding of hope within the school vision. They share their gratitude to staff stating that 'nothing is ever too much trouble'. The introduction of a uniform bank on site and the provision of breakfast, supports the most vulnerable pupils. The Christian vision clearly drives the school's determination to be a 'beacon of hope'. Support is provided to enable vulnerable pupils to make a positive start to the day. Initiatives such as wellbeing week, promotes the growth of self-esteem and resilience. Adults care for each other in school and leaders, including governors, signpost them to find necessary support. Specialist training in managing emotions equips adults to guide pupils and help them to overcome barriers to learning. Pupils show dignity and respect in their relationships with each other. They learn how to forgive and become inclusive in their friendships. In living out the school's vision to serve others, pupils are able to flourish.

In looking beyond the school to the wider community, pupils are inspired to consider how to share hope with others. They are influenced by examples of diversity and regular discussions about injustice. Children freely quote examples, such as Nelson Mandela when explaining how hope remains, when much else has been lost. Enrichment activities promote diversity. A trip to Liverpool included visits to places of worship that sparked awe and wonder. Pupils also take pride in a map that indicates all the countries of origin that are represented in the school population. Pupils are motivated to be agents for change. Projects to sing with the elderly and fund raising for war-torn countries are generated by pupil voice. Charitable actions by individual pupils have been rewarded in special ceremonies. They overcome great difficulties to put the needs of others before themselves.



Pupils have a genuine enthusiasm and interest in RE. The leadership and management of the subject drives effective practice. This is particularly clear in Key Stage 2. Supported by specialists from the trust and diocese, the RE curriculum is inclusive and challenging. Pupils explore their own beliefs through discussing big questions. Developing a deep understanding of the Christian faith is supported by well sequenced plans that build upon previous knowledge. Pupils also have an opportunity to explore a variety of religious beliefs and worldviews. For example, an investigation into Humanism provides new approaches to respond to injustice. Teachers manage respectful debates that allow pupils to gain confidence in self-expression. The curriculum provides pupils with valuable opportunities to openly share their learning. Guidance offered to them ensures they can grow individually in their understanding. Leaders rigorously monitor the effectiveness of the curriculum. This has enabled them to recognise the need to strengthen provision for younger pupils. This provides a clear foundation for future learning.

The inspection findings indicate that Oswestry Holy Trinity Church of England Primary and Nursery school is living up to its foundation as a Church school.

Information			
Inspection date	12 March 2024	URN	144460
VC/VA/Academy	Academy	Pupils on roll	268
Diocese	Lichfield		
MAT/Federation	St Chad's Academies Trust		
Executive Principal	Laura Hopley		
Chair	Jane Crouch		
Inspector	Keith Farquhar	No.	2143