

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Triangle Church of England Voluntary Controlled Primary School

Butterworth Lane, Triangle, Sowerby Bridge HX6 3NJ

Current SIAMS inspection grade

Good

Diocese

Leeds

Previous SIAMS inspection grade

Outstanding

Local authority

Calderdale

Date of inspection

23 June 2017

Date of last inspection

12 July 2012

Type of school and unique reference number

Controlled 107540

Headteacher

Gavin Davies

Inspector's name and number

Lynne Gillions 662

School context

The school has 189 pupils on roll. It serves the village and surrounding area. Almost all pupils are of White British origin. The proportion of pupils with special educational needs or who are disabled is below the national average. The proportion of pupils in receipt of pupil premium funding is also below the national average. Since the last inspection, a new deputy headteacher has been appointed.

The distinctiveness and effectiveness of Triangle Church of England Primary School as a Church of England school are good

- The headteacher, supported by staff and governors, leads a harmonious community with a strong Christian ethos where children are able to thrive.
- Christian values of friendship, trust and forgiveness are deeply embedded and contribute to all areas of school life, including attainment and progress which is generally above national averages.
- Behaviour in school is outstanding and this creates an environment which is conducive to good learning.
- The school puts in place a range of support programmes for vulnerable children which help to remove barriers to their learning.
- The strong partnership with the church has a positive impact on pupils' spiritual development.
- Children are aware of the needs of others both within and beyond the school community and seek out ways in which they can be helpful and supportive.

Areas to improve

- Building on pupils' willingness to participate in collective worship, create opportunities for them to take on responsibility for regularly planning and delivering some of the worship themselves.
- Develop the reflective areas in school to include more activities which enable children to respond to themes and issues and to ask questions in order to increase their personal understanding and interpretation of spirituality.
- Appoint a foundation governor who, along with governors and the leadership team, can put in place a systematic, robust schedule of monitoring and evaluating the school's performance as a church school which involves all stakeholders. Outcomes should identify best practice and areas for development which should feed into the School Development Plan and secure further improvement.

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

The school has three Christian values: trust, friendship and forgiveness which are deeply embedded and are in evidence throughout the school. All stakeholders recognise the influence they have over progress, achievement, behaviour, relationships and pupil welfare. They contribute to the school's distinctiveness and 'are firmly rooted in the teachings of Christ'.

Behaviour in school is outstanding. Children are polite and helpful and this leads to a calm and purposeful working environment which enables good learning to take place. Consequently, achievement in school is generally above national standards and children make good progress. The school uses restorative justice to deal with any problems that arise between children and forgiveness is an important element of this process. Children get on well together and older children often support younger children as evidenced in the paired reading which takes place. They also take care of each other, particularly those children who have specific needs.

Provision for vulnerable children is excellent. The school works hard to support children with academic, social and emotional needs. The appointment of a key worker to work with the inclusion manager to provide support demonstrates the school's desire to see all children achieve their full potential. It also exemplifies Christian principles in caring for those in need. Parents of children with specific needs speak very highly of the school saying they go above and beyond what they expected. 'I wouldn't want my child to go to any other school.' The school organised a week of activities to raise children's awareness of those with special educational needs and disabilities. Children had the opportunity to experience wheelchair football and basketball themselves and talk to people about their disabilities. Events such as these help the children to empathise with others.

Relationships across the whole school community demonstrate Christian values. There is a strong sense of teamwork among the staff and they provide excellent role models for the children. Parents say that the headteacher and staff always listen to their concerns and deal with situations promptly. They know that all staff are approachable and have their children's best interests at heart. School is a happy place where children thrive.

Children have opportunities to explore spirituality in collective worship and through the curriculum. This is enhanced with special Christian Values Days led by the Hand to Mouth Team and by the 'Explore' days in church where children visit different stations on a theme such as Christmas or Easter. Parents say their children sometimes come home and talk about spiritual issues.

Pupils enjoy learning about other faiths and appreciate the importance of learning about people from different cultures. They are positive about religious education (RE). The school has links with schools in different parts of the world and this enriches children's understanding of other cultures and the multi-cultural nature of Christianity.

The school encourages children to express their opinions and take on responsibilities. Children can be elected onto the School Council and some children participate in the Rota Kids Club which is overseen by members of the Rotary Club. Children run the meetings and raise funds for good causes. When asked why they enjoyed being in the club one child said she liked organising the fund-raising events and could walk away happy knowing that she had helped someone. The school supports a wide range of charities often following a suggestion from children who for personal reasons want to raise funds for a particular organisation.

The impact of collective worship on the school community is good

Collective worship is an important and valued part of school life. Children enjoy worship times. They behave respectfully, sing heartily and respond enthusiastically. They love participating in drama, reading prayers aloud and assisting the leader. Some children have responsibility for operating the computer but they would now benefit from taking greater ownership and responsibility by regularly planning and delivering some of the worship themselves.

Collective worship is based around themes which embrace the school's Christian values, biblical material and other relevant issues. It is planned by the co-ordinator and is led by all teaching staff, clergy and other visitors.

Children show an awareness of Bible stories but they have difficulty making links between Christian values, Bible stories and their own life experience. They would benefit from more opportunities to talk through these links and this would help them explore their own spirituality. Children are given opportunities to reflect on what they learn but the co-ordinator has rightly recognised the need to develop areas where children can reflect and respond more to what they learn in collective worship and other areas of the curriculum. The reflection areas in classrooms should become more interactive to encourage children's thinking, to help them express their own opinions and to ask questions which they are considering.

The school is very well supported by the local church. The vicar is regularly in school leading worship and children go to church to celebrate the main Christian festivals and special events. They take an active part in leading these services. Parents enjoy attending and staff say they enjoy all the school community celebrating together. The church

also hosts days such as Explore Christmas and Explore Easter where children visit stations around the church to further their understanding of Christian festivals. They also visit the church to support curriculum areas such as religious education, history and art. The vicar has some pastoral oversight particularly when anyone in school is going through difficult times. The involvement of the church makes a significant contribution to the spiritual development of the children.

Children show some understanding of Anglican traditions such as the liturgical year and the main festivals though there is scope to develop this further. They have difficulty in understanding the Christian view of God as Father, Son and Holy Spirit and would benefit from more teaching on how it applies to Christians nowadays.

Children are incentivised by what they hear in collective worship to help others. This often takes the form of fundraising for charities, some of which are suggested by the children themselves who nominate specific charities such as the British Heart Foundation because they have some personal connection to that charity. They also bring ongoing contributions for the local Foodbank.

Prayer is a regular part of the school day. Children have opportunities to write and read their prayers in class and in collective worship. More opportunities for spontaneous prayer would further enrich children's perception of the purpose of prayer.

Some monitoring and evaluation of collective worship takes place within school but governors need to be more systematically involved in this process so that they can work more closely with the co-ordinator in identifying strengths and areas for development. The co-ordinator leads this area with enthusiasm and is well placed to develop it further.

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

The school is well led by a headteacher, senior staff and governors who are committed to providing a high standard of education for the children which is underpinned by a tangible Christian ethos. Leaders ensure Christian values are embedded, explicit and understood by all stakeholders. They are in evidence in all areas of school life and leaders recognise the impact they have on achievement, progress, behaviour, relationships and the overall well-being of the school community. They ensure that the needs of all children are met as exemplified in the provision made for the more vulnerable pupils overseen by the inclusion manager and key worker.

They ensure that the curriculum is informed by Christian values. Consequently, the spiritual, moral, social and cultural development of the children is strong.

Currently, the governing body has no foundation governor. Whilst the chair of governors is trying to cover that role, inevitably this affects the monitoring and evaluation of the school's distinctiveness and effectiveness. A new foundation governor needs to be appointed so that a more rigorous system of monitoring and evaluating can be put in place which can feed into the school improvement cycle and lead to further development.

The school works well with parents and they are very appreciative of what is provided for their children. They recognise that whilst academic performance is important, the school seeks to develop the whole child. There is an active Parent, Teacher and Friends Association which organises activities to raise funds for the school. The school also works in partnership with other schools in the area. The partnership with the church is also a crucial relationship which enables the school to express its Christian vision.

Following a difficult period, the school again has in place an enthusiastic collective worship co-ordinator and RE subject leader who has identified some areas for development and is keen to lead the school forward. There is much good and outstanding practice in place but staff and governors would benefit from updating their training to fully equip them for their roles in developing further the school's distinctiveness and effectiveness.

SIAMS report June 2017 Triangle Church of England VC Primary School, Triangle, Sowerby Bridge, HX6 3NJ