

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Academy Middleton Tyas			
Address	Kneeton Close, Middleton Tyas, Richmond, DL10 6SF		
Date of inspection	14 February 2020	Status of school	Academy inspected as VC
Diocese	Leeds	URN	121509

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Excellent

School context

Trinity Academy Middleton Tyas is a primary school with 141 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school is now part of the Trinity federation with Trinity Academy Richmond. The school joined the Dales Multi-Academy Trust (MAT) in 2017.

The school's Christian vision

Together we have... Roots to Grow and Wings to Fly
 "Though it is the smallest of all seeds, yet when it grows, it is the largest of all garden plants and becomes a tree, so that the birds come and perch in its branches." (*Matthew 13 vs. 31-32*)

Key findings

- School leaders have a profound understanding of contemporary and effective church school direction, developing and promoting best practice which is shared across a wide range of partnerships. This creates an environment in which all members of the school, and beyond, can flourish.
- School leaders have created highly effective patterns of staff development which are effectively nurturing future church school leaders.
- The school's simply stated vision is deeply embedded in school life creating an inclusive atmosphere in which everyone grows, and help others to grow, to the benefit of the wider community. However, pupils would benefit from more opportunities to action social and ethical change.
- The strong partnership between local churches and the school means that collective worship is strong and promotes a real understanding of Christian belief and practice. Pupils appreciation of the centrality of Eucharist in worship is not fully developed.

Areas for development

- Augment opportunities through which pupils can become active and effective global citizens able to engage in informed debate and action contemporary issues of ethics and social justice.
- Extend the opportunities for pupils to develop a deeper understanding of the centrality of the Eucharist to Christians.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

The choice of Matthew 13:31-2 is central to the school's vision of nurture, aspiration and service, which is consistently lived out through policy and practice. The executive headteacher has brought a deep understanding of church school distinctiveness which has been embraced by the whole school. Consequently, the school now exemplifies excellent practice. Strong partnerships, with a range of groups, ensures this is shared with a wider community to the benefit of all. Inspirational and aspirational leadership motivates everyone to develop their professional skills and knowledge. The current KS2 phase leader has been appointed as acting head of school at a church school in the federation. Staff are effectively deployed across the Federation in order to promote professional development and maintain a secure learning environment for pupils. The executive headteacher leads educational research across the MAT and beyond, fostering innovative practice. Learning embeds pupils' skills and knowledge because teachers make explicit links across the curriculum. Carefully planned independent learning engenders curiosity, encouraging the exploration of ethical and social issues although this is not yet fully developed. Pupils are stimulated and eager to learn. Because they know that they are nurtured and supported they eagerly meet new challenges. As a result, progress is strong.

Governors carry out frequent focussed monitoring which informs future developments. In their desire to create an environment in which 'roots' can grow, they took the bold choice to unite the schools of Middleton Tyas and Eppleby Forcett. The latter now provides purposely adapted facilities for the early years and foundation stage (EYFS) including a pre-school managed by governors. The excellent provision creates a nurturing environment in which the seeds of pupils' academic, social and spiritual development are sown and grow. Pupils are immersed in the vision of the school from an early age. One pupil explained, 'Queen Esther was brave, she had courage and perseverance'. This early absorption of Christian vision provides a strong foundation for their progress through school.

The school has a sophisticated appreciation of factors which cause pupils to be vulnerable. Careful analysis ensures that interventions are focussed and effective so that pupils make high levels of progress. Great attention is given to meeting the needs of pupils as individuals. In partnership with families, staff help vulnerable pupils to succeed academically and socially. This provision means that pupils with complex needs or disabilities are fully included in mainstream school. Informed and careful adaptation ensures they make progress as they grow in confidence. Pupils are sympathetic to the needs of others and explain that 'some people take smaller steps than others.' The head of school is an advocate of mental health across the MAT. All staff are trained in mental wellbeing and emotional literacy has a high profile. Leaders emphasise the inclusivity of the vision to all members of the school. Staff know that there is a genuine care for their well-being creating an harmonious and compassionate community.

Pupils make decisions based on their understanding of the teachings of Jesus, treating others as they want to be treated. Pupils demonstrate complex thinking as they discuss 'what is justice?' developing their ability to respond to different viewpoints. Restorative practice helps them to resolve differences and apply Jesus' about forgiveness. As a Barnardo's pilot school pupils' have a strong understanding and appreciation of difference. They have a great sense of acceptance, sharing the belief that 'it's normal to be different'. They engage with contemporary issues to which they respond articulately. They embrace charitable causes and initiated a successful 'back packs for the homeless appeal'. However, they do not yet harness their skills to actively campaign for change. Older pupils have many leadership opportunities. They carry out their roles with great maturity, appreciating and responding to the trust their teachers place in them. They see themselves as sharing the responsibility to promote the school's vision and 'help others to fly'. They achieve this in the inclusive way they promote sport, playground games and environmental activities. This creates strong familial bonds across the school.

Effective deployment of resources enables all staff to benefit from diocesan training. Consequently, the school shares a consistent and deep understanding of spiritual development. The curriculum includes planned opportunities to promote thoughtful and reflective questioning. Staff speak inspirationally about, 'those spontaneous moments where you can show them something unexpected, something bigger'. This promotes an innate curiosity as pupils seek to understand the physical and spiritual world around them which is recorded in their reflection journals.

Very strong and mutually beneficial links between local churches and the school place Christian teaching at the heart of the school. The churches have a regular presence on both sites, pupils are familiar with them through regular acts of worship and RE lessons. Collective worship is strong and promotes a real understanding of Christian belief and practice. Open the Book worship and St Michael's club fosters bonds between church and families. Rigorous planning ensures that pupils understand the school's vision and how it is embedded in Christian teaching. Pupils talk about the impact of a significant repertoire of Bible stories, which they had been told in

collective worship, on the choices they make. One boy explained, ‘God whispers in my ear, I don’t need to worry.’ Leaders are sensitive and inclusive in the way that they draw the school to the threshold of worship but leave the choice, as one pupil explained, ‘to have God as your rock.’ Pupils explain worship as ‘telling God we love Him with prayers and songs.’ Sincere reverence is evident as each class lays down their symbol on the worship table. Pupils recognise and can explain the symbolism of the lighting of three candles, ‘Jesus is the light of the world’. This inspires them to see prayer as a way through sad times as well as celebration. Older pupils have an understanding of the importance of the Eucharist but this is expressed more in the context of RE than worship.

The school has embraced and implemented a more rigorous RE curriculum. Pupils are now inspired by RE. They enjoy the challenge of discussing complex theological concepts, recognising that there is not always an answer. They make connections between Christianity and other faiths. They initiate their own conversations about Jesus’ character and identity. Older pupils, thinking of their school link with Tanzania, recognise that ‘People in different parts of the world will see Jesus like themselves, but underneath he is the same everywhere’. High quality RE teaching is underpinned by careful evaluation so that pupils know how to make progress and work at greater depth. The innovative and rigorous systems of evaluation developed by the RE leader is recognised and shared by the diocese as an exemplar of innovative practice.

Executive Headteacher Head of school	Kate Williamson Debbie McLean
Inspector’s name and number	Geraldine Cooper (696)