

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Treeton Church of England VA Primary School	
Address	Wood Lane, Treeton, S60 5QS
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Good

School's vision
<p>Let your light shine (Matthew 5:16)</p> <p>Our vision is to nurture and inspire our whole school community, to use their God-given gifts, to be the best that they can be, so that they can let their light shine to the world. To do this we seek to inspire our children to: have courage, have respect, have faith. These three 'haves' are understood in a distinctive Christian way.</p>
Key findings
<ul style="list-style-type: none"> • The transformational Christian vision is the driving force for leadership and the foundation upon which the school maintains its ethos. The vision is passionately lived by every member of this community. • The curriculum is innovative and cohesive. Pupil progress is meticulously supported so that their 'lights shine'. The vision empowers a shared culture of enquiry where pupils and staff delight in learning. • A deeply loving, inclusive culture enables everyone to belong and flourish. Therefore, all appreciate a sense of their own dignity, being precious to God. Pupils are strong advocates for the common good. Their confident voice is heard both within school and in the wider community. • Collective worship is the heartbeat of the school. However, the lack of a shared understanding of spirituality limits pupils and staff in making the most of reflection times. • Religious education (RE) enables the pupils to flourish. However, not all pupils are able to retain their learning.
Areas for development
<ul style="list-style-type: none"> • Establish a common understanding of spirituality so that it enables clearly planned opportunities for spiritual growth within and beyond the curriculum. • Develop how pupils recall their RE knowledge to ensure a greater depth of knowledge and understanding.

Inspection findings

A distinctive Christian vision is lived daily. Grounded in theology, rooted in Christian narrative, it is the catalyst for every aspect of the school's work. The vision enhances quality of learning, strengthens relationships and is the bedrock of this community's self-identity. Its implementation is so deeply integrated that it transforms lives. The strength of Christian love felt for all is consistent. Through a passion for inclusive practice, the school values everyone, including the more vulnerable. Pupils, staff and governors are inspired to 'have courage, have respect, have faith'. The vision permeates the school and into the wider community. Staff are quick to encourage and celebrate each pupil's contribution to 'let their light shine'. The vision celebrates difference and recognises equality as a God given right. The vision is expertly articulated into the everyday language of staff, governors and pupils and drives every decision.

The vision supports leaders in securing effective school improvement. This team works tirelessly and humbly. Highly skilled governors are frequent visitors and rigorously review progress. They monitor the impact of their decisions, aspiring for everyone's 'light to shine'. Governors are passionate about ensuring that the theologically rooted Christian vision is lived by all. They set the tone for leadership within the school. Governors are supportive and highly driven, ensuring that the school aspires to achieve. The school maintains strong professional collaborations. Their work with the Diocese of Sheffield Academies Trust is mutually beneficial. Additionally, the school has deep-rooted links with the local diocese. The school is effectively evaluated, continually striving for improvement. Adults flourish through continuing professional development. Staff use their acknowledged expertise, reaching out to support other schools. Staff embark upon nationally accredited leadership qualifications to ensure that they develop through high quality training. This enables Treeton primary to flourish through reflective stewardship.

The leadership structure enables exceptional professional growth. Staff reflect that they are nurtured and inspired to grow in their responsibilities. They discuss their roles, passionately referring to the vision and how they develop their God-given gifts. They are acutely aware of how this direction enables them to be significant contributors to the school's success. Staff are empowered by leaders who value them and have faith in their ability. Therefore, their 'light is able to shine'.

Pupils and adults are deeply cherished. Leaders leave no stone unturned to enable others to thrive, inspiring pupils and staff to be self-reflective. Pupils are encouraged to think critically. They constantly reflect on how their 'light can shine' through 'courage, respect and faith'. The rich curriculum is inclusive and pupil driven. Through boldly modifying learning opportunities, staff ensure that developing needs are nurtured. Consequently, all pupils receive a carefully crafted, holistic education that has a transformational impact on their futures. The 'enterprise curriculum' enables pupils to apply learning within projects designed to promote creativity, innovation and self-reliance. A learning culture has been purposefully created where it is safe to make mistakes. A palpable professional pride ensures that every pupil achieves. Adults and pupils prosper because together they are a strongly nurtured family with a clear direction and shared purpose.

Pupils actively seek solutions to problems and instigate action in school and within the local community. Charitable events are well supported, with an emphasis upon how developing resilience enables positive actions. Pupils become courageous through the support of staff and their peers. It is common for their friends to encourage effort, especially when things appear to be difficult. By overcoming barriers, pupils are increasingly resilient.


Pupils are inspired to be social advocates for change, caring earnestly about their environment. Their concern for the use and care of community spaces resulted in collaboration with residents. The local community quickly responded with gratitude for the pupils' concerted efforts. The vision forges deep respect for others through social action, nurturing others. Through visiting the local care home, pupils maintain this connection into their teenage years. As a result, lives are enriched through such strong relationships between the school and the wider community. Pupils experience how companionship creates a sense of identity and belonging. Consequently, they learn to love their neighbours.

Everyone models dignity and respect. Pupils are spontaneously kind towards each other, building and sustaining positive relationships with their peers. Through their understanding and application of the vision, pupils actively nurture each other. They eagerly seek to resolve differences. They speak about forgiving and helping each other to find peaceful conclusions to disagreement. Pupils are notably polite and courteous, treating others as they wish to be treated.

The school reflects deeply upon maintaining an inclusive culture. Pupils embrace difference, accepting everyone. They fully appreciate that all deserve to let their 'light shine', to be the best that they can be. They challenge stereotypes, encourage inclusive language, promote equality and welcome the opportunity to reflect upon actions. Therefore, each person is especially cherished in this community, individually valued as one of God's children.

Collective worship is at the heart of school life bringing a profound sense of wholeness to the entire community. While remaining invitational, it is a focal point each day for reflection, prayer and coming together as a school family. Worship is inspirational in energising everyone in using their God-given gifts, for the common good. Pupils confidently explain how prayer enables them to have a close relationship with God. The prominence of prayer trees demonstrates the importance of prayer within this community. Pupils freely tie their prayers to the trees around the school. As one pupil said, 'How can we be a Church school without a prayer tree?' However, the lack of a shared understanding of spirituality limits pupils in making the most of reflection times. It is deeply impressive how pupils plan, organise and evaluate worship. The pupil worship team reaches out to enquire how they can support the local church. The school welcomes clergy and members of the Christian community to lead worship. The Eucharist is held on a regular basis, bringing the church congregation into school. This enables the pupils to experience the wider community in worship, meeting Christians in the expression of their faith.

The RE curriculum is well designed and brings the vision to life. Pupils realise the importance of respect as they learn about religions and worldviews through valuing all of God's children. RE provides them with a safe space. Hence they have the courage to express ideas and to reflect upon 'big questions'. Staff are effective in utilising resources to develop pupils' religious literacy. Good use is made of the expertise in the school. The RE subject leader undertakes and shares effective professional development regularly. This is provided by the diocese and is disseminated to all staff.

	The effectiveness of RE is		Good	
	Pupils enjoy RE lessons. They are confident in asking searching questions, exploring their understanding. Teaching is enthusiastic, engaging and encourages pupils to become increasingly inquisitive. Staff have sound subject knowledge, use appropriate questions and model learning. The curriculum is well organised and enables progression with an understanding of religions and worldviews. However, while pupils make good progress, they do not always retain their knowledge to further enhance their understanding.			
Information				
School	Treeton Church of England VA Primary School	Inspection date	2 March 2023	
URN	144557	VC/VA/ Academy	Academy	
Diocese/District	Sheffield	Pupils on roll	295	
MAT/Federation	Diocese of Sheffield Academies Trust			
Executive headteacher / headteacher	Deborah Ball / Emma Minhas			
Chair of Governors	K Grandilli			
Inspector	Mark Millinson	No.	2121	