

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Treeton Church of England Voluntary Aided Primary School

Wood Lane  
Treeton  
Rotherham  
S60 5QS

**Previous SIAS grade:** Good

**Diocese:** Sheffield

Local authority: Rotherham

Dates of inspection: 29<sup>th</sup> January 2016

Date of last inspection: February 2010

School's unique reference number: 106946

Headteacher: Deborah Ball

Inspector's name and number: Alastair Wood 575

#### School context

Treeton is a larger than average school of 327 pupils on the outskirts of Rotherham in a former mining village. Almost all the pupils are white British and the number of pupils with special needs is above average. The school is situated close to St Helen's Church and the headteacher has been in post for 8 years.

#### The distinctiveness and effectiveness of Treeton as a Church of England school are outstanding

- The impact of strong Christian values make Treeton a distinctive Church of England school where every pupil is valued
- A strong leadership and clearly articulated Christian vision and values shared by everyone
- Close links with St Helen's church and the Rivers team ministry

#### Areas to improve

- Ensure the worship group has the opportunity to lead, plan, deliver and evaluate collective worship

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

Treeton's unique Christian character shines through its daily life and celebrates each pupil's talents and skills, as a result, every pupil feels special and valued. Underpinning the school's character are its Christian values and the key value of compassion is clearly expressed throughout the school in all its work. Pupils make very good progress from their different starting points and the school prides itself in knowing every pupil's needs, ensuring that all aspects of each one's development and wellbeing is promoted. Relationships at all levels are

outstanding, this is a happy school where all the staff are encouraged to work together as part of a team focusing on each pupil's individual and unique qualities as a child of God. Staff provide strong Christian role models in their relationships with each other and the pupils. Pupils say they feel safe and that there is no bullying and when tensions do arise from time to time they say they are dealt with quickly and fairly in a spirit of forgiveness. Pupils treat each other with care, respect and politeness and the older pupils look after the younger ones. These are Christian values that are at the very heart of the school and exemplify Treeton's distinctive character. Religious Education (RE) is regarded as a subject of equal importance to maths and English and threads through all the curriculum enabling Jesus' teachings, Bible stories and comparative faiths to be a part of everyday learning. As a result, pupils' spiritual, moral, social and cultural (SMSC) learning is strong, they understand right from wrong, how decisions they make also affect others and respect differences. The school encourages all in their spirituality and ensures that each pupil's spiritual journey during their time at the school is provided with as many opportunities for development as possible. From the wonder of hatching chickens or the pet rabbit for the youngest pupils, to places inside and outside school for quiet moments and time just to reflect and be themselves. There are close links with the clergy and St Helen's church where the major Christian festivals are celebrated and which is also used as a teaching resource. Governors are regular visitors to the school and take part in classroom visits making the most of opportunities to talk to the pupils about their work and wider school issues. Classroom displays are colourful and ask interesting questions that stimulate pupils' curiosity. Each room has an RE display linked to the current theme for the term. The pupils have a good knowledge of Christianity, a respect for different cultures and how other religions worship through projects for example Barnabas themes looking at Christianity around the world and the school's production of the French Nativity. The pupil council has a strong voice and is able to make considerable changes to the environment of the school. Parents appreciate the hard-working staff, the inclusive nature of the school, the excellent communications and the strong family feeling. They feel they are valued partners in their children's learning. The entrance to the school with its large cross on the roof and the immediate and brilliant display leaves no opportunity for doubt that this is a Church of England school of distinctiveness and character.

### **The impact of collective worship on the school community is outstanding**

Worship is carefully planned, distinctly Christian, takes place daily and is an important part of the life of the school. It is regarded as a special time of coming together as a school family by everyone. Pupils say they enjoy the Bible stories and writing about them they find worship both an opportunity to express their thoughts and a time to reflect. There is a wide variety of visitors to collective worship and the pupils particularly enjoy the Open the Book group and visits from the team ministry at St Helen's church. Worship has different formats throughout the week and all the staff are present or take a leading part. A special atmosphere is created in the hall which is adapted for worship with an altar, a cross, a candle and an altar cloth representing the liturgical seasons, helping pupils to understand the Anglican tradition. Worship impacts directly on the pupils and they say they like to know about Jesus' life which they find both calming and exciting. For example, in the Bible reading from Matthew's gospel, read by one of the pupils, the co-ordinator skilfully linked judging others to a modern event enabling pupils to make strong learning and understand the pitfalls of jumping to conclusions and judgements. Although a worship group of older pupils has been set up and they help with presentations and take part in readings and prayers, they have not yet been given the opportunity to lead, plan, deliver and evaluate worship restricting their opportunities for leadership development. This area has been partially addressed since the previous inspection. The school has very close links with St Helen's Church and celebrates the major Christian festivals there, however, as the church is small and parental support very strong, some celebrations take place in school which is adapted for the special occasions. The clergy are regular visitors to the school and provide a strong sounding board for leaders to test their thoughts and develop their ideas. Pupils' understanding of the Holy Trinity is good and they can describe features of the Anglican tradition. Prayer forms an important part of each day and

pupils know the Lord's prayer and a variety of responses. The school prayer is proudly displayed in the hall and used in everyday worship enhancing the school's key Christian value of compassion. Collective worship is monitored by the co-ordinator and the governors who present regular reports to the full governing body enabling all to be well informed of the impact of worship on the pupils. This area has been fully developed since the last inspection.

### **The effectiveness of the religious education is outstanding**

RE is a subject of central importance to the school. Leaders describe RE as being a thread through the pupils' learning enabling links between all areas of the curriculum. The subject is led by a committed and enthusiastic co-ordinator with high standards of expectation for the pupils, as a result there is real consistency of pupils' progress across the school. The staff feel well-supported by the co-ordinator. The school has adapted its assessment system to incorporate RE and pupils' progress is accurately followed so that if any should slip behind they are quickly supported and encouraged to succeed. RE is imaginatively taught, for example, in an RE lesson with the youngest pupils they were learning about baptisms and the teacher had provided a wide variety of experiences that enhanced the pupil's understanding of baptisms and the Holy Trinity. Older pupils were learning about Judaism and the observance of Shabbat. They ate some specially made sweet challah bread and drank some grape juice and through the different activities were able to make comparisons with the Christian Eucharist and the representations of the bread and wine. The oldest pupils were given thought provoking questions about Jesus' last supper and through role play were able to act out what Jesus' emotions might have been at this event. The values and character of the school are clearly demonstrated through the high quality of teaching and the experiences the teachers provide for individual pupils. This enables each one to enjoy RE and make good progress from many different starting points. The school uses the Rotherham agreed syllabus for RE allowing pupils to learn from and about RE. Governors monitor RE regularly and give feedback to the full governing body ensuring all are informed about pupils' progress. This area has been fully developed since the last inspection.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher articulates a strong Christian vision which is shared by all. She leads a very effective team who share her vision and put into practice the Christian values that make Treeton's character as a Church of England school so distinctive. The school sets high aspirations for each pupil which ensures that all achieve. The staff say they are proud to be part of Treeton school and its warm and happy community. The links with the Diocese, the vicar and the ministry team are very strong. The ministry describe the school's values as visible and expressed and support the high priority given to RE. They say the school looks for the potential for every pupil to achieve within a mutually supportive community. There is a strong emphasis on staff development and succession planning and the headteacher gives staff frequent opportunities to develop their leadership skills as potential future leaders of Church of England schools. The governors are effective and closely involved with the school's strategic planning they give the headteacher strong support and challenge ensuring that every child may succeed. The school's arrangements for RE and collective worship meet statutory requirements both are well-resourced and allocated specific budgets. Treeton is a school at the heart of the community and valued by everyone. Parents talk about the inclusive ethos, the family feeling in the school and how much they appreciate the way staff and pupils care for one another. They describe the school very positively: 'Everything I would wish for as a parent is here, in this school. They are passionate about the holistic care of every child.'