



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity School, Carlisle	
Address	Strand Road, Carlisle, CA1 1JB

School vision

We believe that every young person in our care is uniquely valuable, important and deserves the chance to flourish. Our vision is of a hopeful, compassionate community which provides every student with the knowledge, skills and opportunities to enable them to lead a full and fulfilling life.
John 10:10

School strengths

- Dedicated leaders, including governors, have a clear understanding of the Christian vision of the school and the way it is rooted in the Christian narrative. The vision guides and directs decisions, creating a culture of care for all where everyone is valued as unique and precious. There is a secure understanding about why this vision is relevant to the context of the school.
- Leaders are ambitious for the adults and students at Trinity. Through their deepening understanding of this as a Church school, they accurately acknowledge that the school is on a journey of development. They have clarity on the strengths of the school and clear ambition for areas they are keen to develop further. This is rooted in a deeply held view that all should have the opportunity to flourish.
- All are valued at Trinity School. Carefully planned support and provision for students deemed to be vulnerable provides a nurturing, inclusive learning environment where all have the opportunity to flourish. Staff break down barriers to learning, ensuring all have the chance to succeed.
- Religious education (RE), led and taught by dedicated specialists, enhances students' religious literacy and deepens their understanding of a range of different worldviews and faiths.
- 'Thought for the week' sets the reflective tone for daily worship. Intentional moments of stillness and reflection provide an inclusive door into the possibility of spiritual growth.

Areas for development

- Enhance partnerships and systems to strengthen the way the school evaluates the effectiveness of how the Christian vision shapes collective worship. This is to develop consistency in the delivery of worship so opportunities for spiritual flourishing are an equal reality for all.
- To further embed the recent work on a shared understanding of spiritual development. Extend the way this is planned within the curriculum, enriching moments for all students to flourish spiritually within the school's Christian foundation.
- Through partnerships with the local diocese, enhance systems to monitor the effectiveness of the RE curriculum. This is to enrich its breadth and balance, ensuring students taking the GCSE RE short course make better progress.

Inspection findings

Guided by its distinctively Christian vision, each individual is treasured within this large secondary school. Despite its size, leaders create a culture where all are known and valued at Trinity School. They clearly articulate that this is inspired by their understanding of the vision that all are, 'uniquely made in the image of God.' Leaders are relentless in their drive that the vision should enhance the lives of students and adults. Highly supportive governors are equally emphatic that the school's vision of flourishing should be 'for all' and not just for some. Through carefully planned systems, and an ambitious ethos, the words of the vision are a living reality for many. Continually developing procedures for monitoring and evaluating the effectiveness of Trinity as a Church school lead to positive change. Leaders know the strengths of their school and accurately identify those areas they acknowledge are less developed.

The carefully constructed curriculum is enhanced through multiple enrichment opportunities. These include a broad number of clubs and the chance to take part in activities such as The Duke of Edinburgh's Award. Students speak with gratitude and excitement about the breadth of extra-curricular experiences they can access. Leaders intentionally make a wide range of A level courses available for students to select. This flows from their vision that each student is uniquely valuable and 'deserves the chance to flourish.' Adults and students accurately highlight meaningful moments of spiritual development within some areas of the curriculum. The extent to which spirituality is a planned and intrinsic part of the curriculum is underdeveloped. Parents rightly speak positively about how the Christian vision shapes students' learning experiences. Provision within the 'Home Group' enriches learning opportunities for all who learn here. This includes students who have special educational needs and/or disabilities (SEND) and those who are considered vulnerable. Leaders describe that this comes from a sense of calling to support those who are marginalised or vulnerable. They share how this is rooted in biblical teaching and the example of Jesus.

Recently revised daily worship time provides students and adults with moments to be still within the busyness of the day. AMOS (a moment of stillness) time builds on the carefully prepared 'thought for the week.' Through worship, students have the opportunity to reflect on Bible verses and how they link to the weekly themes. Although worship can provide moments for spiritual flourishing, some inconsistencies in delivery impacts on the way this is a reality for all. Leaders are committed to strengthening their recent monitoring of this and strengthening partnerships with the diocese and church to enhance worship. The chapel, designed by students, is an oasis of peace within the school, offering weekly services where all are invited. Chaplaincy support for all is highly valued and deeply impactful on worshipping life at Trinity. Special services reflecting times within the Christian calendar such as Christmas and Easter are screened throughout the school. This, together with a close relationship with the Cathedral, creates some meaningful moments to enhance the spirituality of students and adults. The school is rightly keen to extend planned moments for clergy and visitors to enrich how worship provides opportunities for spiritual encounters.

Effective, nurturing, pastoral care enriches lives. Recently introduced behaviour systems, underpinned in reconciliation and forgiveness impact positively on behaviour throughout the school. Inspired by biblical teaching, a culture of fresh starts inspires the school's 'keep them in' culture. Second chances are a meaningful reality through bold financial decisions by governors to fund additional staffing and enhance the learning environment. This is perfectly aligned with the deep commitment of adults to support students, opening new doors of opportunity. A highly visible staff presence throughout the day ensures a respectful atmosphere is evident. Students speak of the way this helps them feel safe and cared for. The wellbeing of all is a priority for leaders. An 'open door' policy by pastoral staff is valued and ensures students have access to a listening ear when this is needed. The highly inclusive culture of the school is rooted in the Christian vision where all are

equally valued. A tangible sense of acceptance of difference permeates through the school. Staff benefit from access to a wide range of professional development opportunities. Leaders seek to support staff workload and wellbeing through practical actions. This creates a sense of togetherness which they describe as being part of ‘team Trinity.’

Rooted in the vision which recognises the value of all, leaders accurately articulate how human flourishing is interlinked. They strive, through their actions and example, to extend the ways that students enhance the lives of others within and beyond the school. Practical examples of this are evident such as Sixth Form students readily volunteering to support those for whom English is a new language. The Archbishops’ Young Leaders Award is embedded within the personal development curriculum. This extends students’ understanding of the school’s value of community, providing them with practical opportunities to enrich their local area. They demonstrate an understanding of how to challenge injustice and make ethical choices. Worship positively impacts on this, providing examples and moments to reflect on positive actions. Students are starting to develop an understanding of practical ways in which they can be agents of change in the local and global community.

Students in all year groups benefit from specialist teaching and leadership in RE. Teaching is engaging and challenging, encouraging pupils to be fully involved in their learning. An ongoing review and monitoring of the curriculum ensures that the content is relevant to students. An example of this is a new unit of work in Key Stage 3 on ‘women of faith.’ Students generally display a sound religious literacy and vocabulary with an understanding of a range of worldviews and faiths, including Christianity. Staff model longer assessment questions, providing clear instructions in preparing for examinations. Retrieval of information from previous lessons is enhanced through short recall activities which enhance memory skills. Input from Carlisle Diocese about the RE curriculum enhances it and the school are rightly keen to strengthen this collaborative work. Although relatively low numbers of students take the full course RE GCSE and A level, progress is generally good. The evaluation of results from the short course RE GCSE highlights a variance in progress which the school is actioning. Leaders are highly ambitious for teaching and learning in RE. A recent introduction of a course for all Sixth Form students provides time to reflect and immerse themselves in relevant discussions. The impact of this is not yet fully established.

A time of significant and positive change is firmly rooted in a distinctively Christian vision, creating a highly inclusive culture. It is the driving force which underpins leaders’ aspirations that flourishing is a living reality for all at Trinity School.

The inspection findings indicate that Trinity School is living up to its foundation as a Church school.

Information			
Inspection date	28 September 2023 - 29 September 2023	URN	137369
VC/VA/Academy	Voluntary aided	Pupils on roll	1707
Diocese	Carlisle		
MAT/Federation			
Headteacher	David Samson		
Chair	Brian Armstrong		
Inspector	Paul Rusby	No.	938

