

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Triangle Church of England VC Primary School

Vision

Stand firm in the faith; be courageous; be strong. Do everything in love.

1 Corinthians 16:13-14

Triangle Church of England VC Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision is at the heart of the school's community, which enables them to flourish. It is an intrinsic part of school life, bringing everyone together.
- The vision is lived out in how adults and pupils treat one another. Therefore, they benefit from positive mental health and wellbeing.
- Leaders care deeply about the school community with the vision driving them to support individual needs. As a result, pupils flourish including those who are deemed to be vulnerable and those with special educational needs and/or disability (SEND).
- At this school, collective worship creates a firm sense of belonging. It is a special time of the day, which is cherished and brings the community together.
- Religious education (RE) is well-led and managed. It is effective in enabling pupils to have a deeper understanding of a diverse world.

Development Points

- Establish rigorous systems to support governors in their evaluation of the impact of the school's Christian vision. This is to enhance the school's Christian foundation.
- Deepen spiritual opportunities across the curriculum. This is in order to embed pupils' spiritual growth.



Inspection Findings

The Christian vision brings unity. Thoughtfully crafted by different members of the Triangle community, it underpins the school's identity. Pupils and adults are surrounded by love in this happy, welcoming school. It is a special place of nurture. Leaders show a deep commitment to provide an appropriate and creative experience at this vision-led Church school. Adults are driven by the determination that pupils are supported to achieve their best. Staff are nurturing and appreciative of each other, resulting in a strong and effective team. The vision shapes relationships within the school, and as a result, Christian love permeates 'Team Triangle'. Pupils develop confidence underpinned by the values they encounter. Governors are knowledgeable and mindful of the vision. However, the lack of robust monitoring limits their understanding of the vision's impact.

Inspired by the biblically rooted Christian vision of 'doing everything in love', leaders have developed a culture where people are treated well. Policies implemented ensure that wellbeing is given precedence, so relationships across the school are warm and trusting. There is a mutual respect for each other. Love and care demonstrated by leaders enables staff to feel supported through difficult times. This results in excellent relationships and high staff morale. One staff member, described the school as being a 'healing environment', which creates a strong sense of belonging and feeling cherished. Parents also recognise this and appreciate the care their children experience. Working in partnership, staff create positive attitudes in pupils, resulting in good behaviour and therefore, they flourish.

The curriculum enables pupils to engage in a wide range of learning opportunities, which expands their horizons. The school's five core Christian values are carefully woven throughout pupils' experiences. This gives opportunities to explore each value through a variety of activities. The curriculum includes space for spiritual development, for example being exposed to nature in outdoor learning and creating artworks. Likewise, staff pose big questions in lessons enabling pupils to think more deeply. The recent implementation of planned times for reflection ensures that there are spiritual moments within the curriculum. Therefore, the full impact of this on pupils' spiritual growth is in its early stages. Leaders' passion for inclusivity and aspiration for every pupil shines through. Creative approaches to curriculum planning enable pupils with SEND to succeed. Personalised support enhances this provision. Parents praise the school for the tailored care offered by staff, who go 'above and beyond' to meet their children's needs. As a result of the vision driving key decisions in the school, pupils benefit from their specific needs being met. The gifts and talents of individuals are embraced and celebrated. This boosts self-esteem and promotes confidence. To enrich pupils' lives the school offers a range of extra-curricular clubs. As such, pupils explore different activities that increase their range of interests and widens their outlook. Staff deliver a variety of clubs, drawing upon their own talents, which in turn inspire pupils.

Collective worship offers a warm welcome and is embedded in the heart of the school. It is well-planned, including thoughtful strategies to ensure that it is easily accessible for both different age groups and needs. Worship delivers clear messages and is a focal point of the school day. Enthusiastic singing fills the school hall, which is central to worship and is both joyous and uplifting. This creates an atmosphere of the community coming together as one. Pupils approach this time with respect and a sense of expectation. Worship is led by a variety of different leaders, which strengthens the sharing of the vision. Reflection time in worship enhances pupils' and adults' spirituality. Pupils and staff value the regular delivery of collective worship by church leaders. This develops knowledge of the life and teachings of Jesus and the Bible. Special services in church, at times such as Easter and Harvest, punctuate



the Christian year, which brings the community together. Staff and parents speak animatedly of how they look forward to this time of togetherness.

The Christian vision underpins RE. The time and value placed on the RE ensures that it has a high status within the school. Access to specialist training is effective in growing teachers' subject knowledge and confidence. Pupils benefit from a reflective approach and the implementation of key questions promote deeper responses and thinking. The curriculum ensures that pupils are introduced to a variety of religious and non-religious worldviews. Planned times for debate, rooted in respect and moments of reflection, are built into the RE curriculum. A pupil shared that, 'having different opinions is OK because we all respect each other'. Therefore, they feel safe and supported when sharing their views, beliefs and faith with others during RE lessons.

The school is enriched by significant partnerships such as the diocese, local authority, sports associations and a local network. Subject leaders work alongside staff at other schools, strengthening practice and sharing ideas. There are varied leadership opportunities for pupils across the school. They are taught how to reason, argue their position, and to be able to listen to others. A young people's news resource in class worship also supports this. Consequently, this develops skills such as debating and responding to current world topics. Pupils relate their roles to the value of responsibility, such as buddy groups. An older pupil buddies up with a younger pupil and becomes their role model for the year. These responsibilities exemplify the sense of accountability towards others and beyond the school. Engagement in projects such as RotaKids and pupil leadership groups enables the pupils to be agents of change. Therefore, they make a positive difference to the environment and enrich lives in the wider community.

Information

| | | | |
|--------------------|---|---------------|--------|
| Address | Butterworth Lane, Triangle, Sowerby Bridge, West Yorkshire, HX6 3NJ | | |
| Date | 04 March 2025 | URN | 107540 |
| Type of school | Voluntary Controlled | No. of pupils | 187 |
| Diocese | Leeds | | |
| Headteacher | Joseph Allen | | |
| Chair of Governors | Ashley Evans | | |
| Inspector | Lyndsay Ranby | | |