

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Holy Trinity Academy

#### Vision

The mission of Holy Trinity Academy is 'To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God.'

Our core values are. Faith, Aspiration and Unity.

Holy Trinity Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- Relationships throughout the academy are shaped by and infused with the Christian vision. They are nurtured through respect and open dialogue. Consequently, adults and students flourish personally, professionally and academically.
- The provision of pastoral care, mental health and wellbeing support is carefully considered. It is successfully shaped by the academy's vision that the community should experience 'life in all its fullness.' Consequently, robust support is in place to encourage individuals in their personal flourishing.
- There is a deep understanding of justice and responsibility throughout the academy. It enables adults and students to have a voice that they use for the good of others within and beyond the academy walls.
- Daily collective worship is carefully planned. It mirrors the Christian calendar and offers adults and students the opportunity, without compulsion, to participate in prayer and reflection. It nurtures personal spiritual growth.
- Religious education (RE) is well organised with effective teaching and assessment. This promotes students' enjoyment of learning and their understanding of their progress.

#### Development Points

- Build a strategic approach to the evaluation of Holy Trinity as a Church academy. This is so that leaders, including governors, understand the impact of the Christian vision on adults and students within the academy's joint-denominational context.
- Develop the academy's approach to how spirituality is understood and implemented throughout the curriculum. This is to encourage adults and students to recognise, articulate and express their spiritual experiences and growth.



## Inspection Findings

### Vision and Leadership

The academy's Christian vision is embedded in and relevant to the lives of adults and students at this joint-denominational school. This is because it is periodically reviewed to ensure it remains applicable to the academy's context. Each day, it makes a positive difference by influencing actions and interactions throughout the school. It underpins the strategic decisions of leaders, including governors. However, systems to evaluate the academy in light of its vision and context are underdeveloped. Consequently, leaders cannot measure the impact of the vision or the academy's effectiveness as a Church school. The determination that staff and students experience faith, aspiration and unity guides activities and experiences. Adults receive professional development to enhance their personal growth and contributions to the academy community. The vision promotes inclusivity and respect for differences and diversity. Therefore, it inspires the harmony and singularity of purpose evident in this large, calm, and caring community. Staff and students know that leaders value and treat them as individuals made in God's image. This supports them effectively in their personal, academic and professional flourishing.

### Vision and Curriculum

Leaders' determination that students prepare for a 'life in all its fullness' shapes the formal and informal opportunities that they encounter. Learning is organised to provide students with a full range of academic subjects. Students appreciate the time adults devote to supporting and encouraging their aspirations. A 'keep up, not catch up' approach supports students' learning success. This specifically applies to those who have special educational needs and/or disabilities (SEND) or who have even temporary disadvantages and vulnerabilities. In many subjects, adults encourage students to reflect on broader questions that arise from their studies. In this way, learning contributes to spiritual growth. However, there is no shared understanding beyond worship of what constitutes spirituality. Therefore, it is not explicitly planned for, and adults and students struggle to capture and articulate their personal spiritual experiences and growth. An interesting programme of impact days supports students, particularly in the Sixth Form, to prepare for their next steps in practical ways. The weekly 10:10 enrichment programme ensures each student in Key Stages 3 and 4 develops new skills and experiences. This involves recognised leadership awards, team and confidence building and visits to local places of interest and inspiration. An extensive extracurricular programme supports and nurtures students' interests and talents. This includes events through sport, the arts, science, technology and activities more easily labelled as hobbies. If students ask and adults can facilitate an activity, it occurs.

### Worship and Spirituality

Collective worship is integral to each academy day. Thoroughly and thoughtfully planned, it reflects and celebrates the Christian calendar and key events in society. It enriches the community's opportunities to appreciate the place and value of worship in daily life. This applies equally to those who share the Christian faith as to those who hold different or no religious beliefs. The opportunity to witness and participate in prayer without compulsion starts each day. Gathering as tutor and year groups contributes to the variety of worshipful experiences that encourage and support adults and students spiritually. Worship is shaped by recognised words of greeting and sending, by listening to the Bible and by enjoying moments of stillness and reflection. This ensures that it offers something for everyone and promotes personal spiritual flourishing. Local clergy from different Christian traditions provide highly valued additional support when their capacity allows. The work of the academy chaplain and the student chaplaincy group is enriching worship by adding creativity and takeaways to the experience. The support adults receive to facilitate worship is exemplary.

### Vision and School Culture

Creating a harmonious and unified community that recognises and celebrates differences is a definite strength of Holy Trinity. Staff and students are encouraged to celebrate their culture. Visual cues such as flags and lapel



badges highlight the diversity of heritage and the range of first languages spoken among students. This particularly supports students new to the academy in recognising that they are welcome. Mixed-age tutor groups enhance the sense of friendliness among students who enjoy each other's company, regardless of their year group. The vision inspires a culture of respect and good conduct. This aligns with the recognition that sometimes wrong choices lead to discord. When this occurs, responsibility is taken and forgiveness and 'fresh starts' abound. Students speak about enjoying their days. This is because the relationships they encounter and the care and concern that they receive make them feel safe and nurtured. Adults and students receive bespoke support for their mental health and wellbeing. Quiet spaces, approachable, skilled listeners and a culture of actively caring for each other contribute to this. Staff use the vision to shape their approaches to students. Staff responsible for students who have SEND articulate this as being inspired by Jesus' example, so that they 'lift students up.'

#### Vision, Justice and Responsibility

A developed understanding of justice and responsibility pervades the academy community. Policies and practices support and ensure that adults and students are treated fairly and with dignity. Leaders, inspired by the vision that 'all will achieve and grow as unique individuals,' ensure that their decisions consider the implications for staff and students. Varying perspectives on justice and responsibility, explored through the 10:10 programme and in lessons, successfully heighten students' concern and actions for others. Themes as diverse as 'preferential options for the poor' and 'care for creation' inspire students' responses. Consequently, they contribute to and initiate sustainability projects, fundraising and actions both within their local community and further afield. In this way, students act as informed agents for change.

#### Religious Education

RE is taught in each key stage and meets the expectations for RE in a Church academy. Students benefit from the knowledge and insight of teachers whose academic specialism is this subject. Staff work collaboratively, sharing their individual expertise to enhance the department's overall effectiveness. Therefore, students experience learning that is well organised and encourages their knowledge, understanding and appreciation of Christianity, world religions, and worldviews. The topics and themes taught at Key Stage 3 provide firm foundations for GCSE study. However, diversity within Christianity remains underexplored. RE remains a foundation of learning in the Sixth Form. Students develop their academic enquiry through the ongoing exploration of Christianity and previously less familiar world religions, such as Buddhism. For many, it provides the basis for their Extended Project Qualification. In addition, a small number of students successfully study the subject at A level. Students enjoy RE because teachers bring learning to life through engaging, stimulating and challenging classroom activities. Focusing on students' use of religious vocabulary elevates the quality of their writing and oral responses. Visits and visitors further enrich the learning experience.

Teachers have secure subject knowledge and expertly engage students in their learning. The assessment of students' work is regular and designed to involve them. There is an embedded expectation that students review and improve key areas of learning. Therefore, they make the required progress in their knowledge, understanding, and evaluation of religious beliefs and practices and non-religious worldviews. Teachers know their students well and use the insights gained through assessment to adapt their teaching. Consequently, they address students' academic needs. They set aspirational targets and successfully challenge and support students to achieve their best outcomes.

## Information

Address	Teece Drive, Priorslee, Telford, Shropshire. TF2 9SQ.		
Date	28 and 29 January 2026	URN	142067
Type of school	Academy	No. of pupils	995
Diocese	Lichfield.		
Headteacher	Angus Neal		
Chair of Governors	Sue Fitzsimmons		
Inspector	Fiona Ashton		