

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

## Trinity Church of England/Methodist Primary School

Unity Place, Buckshaw Village, Lancashire, PR7 7HZ

**Current SIAMS inspection grade**

**Outstanding**

**Diocese / Methodist District**

**Blackburn/Lancashire**

Previous SIAMS inspection grade

Good

Local authority

Lancashire

Date of inspection

20 October 2016

Date of last inspection

March 2012

Type of school and unique reference number

Aided 135860

Headteacher

Jill Wright

Inspector's name and number

Paul Adnitt 590

### School context

The school is a much larger than average-sized primary school serving Buckshaw Village, the largest new village in Europe. Currently there are 445 pupils on roll. As a result of ongoing local housing development a very high proportion of pupils have joined the school part way through their education. The proportion of pupils from minority ethnic backgrounds and pupils who speak English as an additional language is below the national average. The school has a joint foundation and is supported, both locally and nationally, by the Anglican and Methodist churches.

### The distinctiveness and effectiveness of Trinity Buckshaw as a Church of England/Methodist school are outstanding

- The exemplary Christian leadership of the headteacher, supported by a strong senior leadership team and governing body, ensures that the school's Christian character has a clear impact on pupils' academic achievement and spiritual growth.
- The outstanding and distinctive Christian ethos permeates all aspects of school life and has an important and affirmative impact on pupils' personal and spiritual development. This is evidenced in excellent pupil behaviour and relationships.
- Strong links between school, home and the local churches, underpinned by gospel values, provide a positive Christian witness in the wider community.
- Inspiring and inclusive religious education (RE) is central to school life. Its quality and vibrancy makes a significant contribution to pupils' spiritual and moral development.

### Areas to improve

- Improve the quality of planning and evaluation of worship to enable a variety of stakeholders, including pupils, to provide insight into how worship can be improved.

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

The school's distinctively Christian ethos nourishes, encourages and challenges the spiritual and cultural development of the whole community. Chosen core Christian values including love, humility and forgiveness are made explicit and are deeply embedded in the daily life of the school. These Christian values clearly contribute to pupils' behaviour which is outstanding. The staff and governors expound these core gospel values by example, evidenced by the excellent quality of relationships between all members of the school community. This, together with the emphasis on caring for others, makes an exceptional contribution to the pupils' social and moral development. The Christian character of the school enables and supports the outstanding spiritual, moral, social and cultural (SMSC) development of all pupils regardless of faith or culture. All pupils feel safe and special and have positive attitudes to their learning. They know they are valued and loved by staff. The pupils are proud of their school and speak confidently about why it is special to them. One pupil commented, 'Our friendships and how we behave on based on our Christian values. This helps us to do the right thing and help each other.' This has a positive impact on the pupils' excellent personal development, wellbeing and high school attendance. Pupils are highly motivated, exhibit a love for learning and enjoy being in school. This has a significant effect on the excellent academic standards and progress achieved by the end of Key Stage 2. Interactive worship and religious education (RE) displays, both in classrooms and central areas, strongly engage pupils and actively promote prayer, reflection and spirituality. They act as a constant and appropriate reminder that the school is a place where the Christian faith is alive and nurtured. The school's work on 'Christianity around the World,' enables pupils to understand culture and life in a part of the world very different from their everyday experience. This also ensures pupils have a thorough understanding and awareness of Christianity as a relevant, multi-cultural and vibrant living faith. This is strengthened by the school's commitment to supporting local and international charities. RE is engaging and of the highest standard which contributes effectively to pupil' outstanding spiritual development.

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

Collective worship reflects the school's distinctive Christian character and is firmly at the heart of school life. All pupils and adults engage with worship. They say that it enhances and uplifts the life of all in the school community. Daily acts of worship enhance the pupils' knowledge and understanding of the Bible, the Christian faith and God as Father, Son and Holy Spirit. Pupils are confident when discussing their faith and demonstrate a growing spiritual maturity. Worship is a valuable experience for everyone in the school family and makes an exceptional impact on their spiritual development. Pupils enjoy worship, display positive attitudes to it and participate well. Worship is a valuable experience for all pupils and it has a positive impact on their spiritual development and on their daily lives. One Year 1 pupil commented, 'Worship is a time to have peace, to pray to God and think about God and what he wants us to do.' Good planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. A range of members from the wider school community contribute to planning. Members from both church communities visit regularly. They are well liked by the pupils who clearly value their part in school life. One pupil said, 'They are special because they are part of our school. They tell us about God and show us how to behave and live as God wants us to.' Pupils enjoy contributing to worship and increasingly take responsibility for readings, prayers and leading some worship. This is often led by the school ethos group. Although pupils have some opportunity to take part in leading worship their involvement in planning and evaluating worship regularly is more limited. There are times set aside for quiet personal reflection and prayer, both in formal and informal contexts. This has a positive impact on pupils' outstanding spiritual and moral development. Many make use of prayer in their own lives and contribute prayers to school worship. Worship enables pupils to recognise their responsibilities to others and to reflect on community and personal values. This is evidenced in pupils' involvement in charitable work and local and national fundraising activities for Children in Need, shoe boxes for Romania and local charitable initiatives such as the local Foodbank. Worship is supported well by high quality displays on Christian values and also by the ongoing development of the outdoor area which includes a prayer garden. This enhances the pupil's

reflection and prayer opportunities considerably.

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

RE lies at the heart of the school curriculum. Because the quality of teaching is outstanding RE has a significant impact on pupils' SMSC development. There is an appropriate balance between teaching which focusses on Christianity and that which focuses on other religious beliefs and practices. Planning of RE is excellent. The RE co-ordinator regularly and effectively monitors lessons, scrutinises teachers' plans and pupils' work, and holds discussions with learners. This ensures the continued high achievement of pupils in the subject and identifies areas for continuing professional development. Attainment and standards in RE are outstanding and in line with the very high standards achieved in other core subjects within the school. Progress made by pupils from Foundation to Year 6 is often outstanding. Pupils say they enjoy RE because, 'It is exciting and interactive. It's more than just a subject. It helps us understand faith.' One Year 6 pupil remarked, 'Christians know that Jesus died on a cross to save them. He rose again. Christians believe he is alive and that the Holy Spirit is available to help them.' Extremely thorough and effective whole school assessment, followed within the RE curriculum, shows that progress made across the school is at least good and often outstanding. Pupils demonstrate clearly the impact of RE on their lives and the life of the school. Outstanding teaching, which has pace and challenge, enables pupils to develop a high level of spiritual maturity and knowledge of many of the key aspects of Christianity and the Bible. One Year 5 pupil said, 'When people read the Bible they have a chance to reflect. It restores their hope and strengthens their faith. It's also God's word to us. It tells us how to live a good life.' Pupils have opportunities to engage with other faiths and this enables them to have a good understanding of cultures and beliefs that vary from their own knowledge and experience. Older pupils apply their learning to possible scenarios in their own lives. They are actively encouraged and supported in this reflection and are keen to discuss their feelings and experiences in lessons.

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

The headteacher leads by example and her Christian faith has a significant influence on the life of the school. This contributes strongly to the school's outstanding Christian distinctiveness. She has a strong and clear Christian vision for the school ensuring that all, including vulnerable pupils, are encouraged and cherished. She is well supported in this by the senior leadership team and the governing body. The governors are fully aware of their roles and responsibilities and make a highly effective and insightful contribution to school leadership. They have a strong commitment to the school's Christian foundation and consistently emphasise the gospel message. Governors have adopted the Blackburn Diocesan syllabus which reflects national guidance. RE and worship meet statutory requirements for the voluntary aided sector. Providing professional development for all staff and governors is a high priority within the school. This has ensured that leadership of both RE and collective worship is a strength of the school. All members of the school family make a positive contribution to church school self-evaluation. This clarifies the present position of Trinity School as a distinctive, motivated and caring church school. The development of the school's distinctive Christian character, together with RE and worship is a key component in the school's accurate and successful development planning. Parents are very positive about the Christian ethos of the school. Analysis of recent questionnaire replies show that parents regard the school as being welcoming and safe with a great Christian ethos. The School Council, together with many other means of service to others, ensures pupils are encouraged to play a responsible role in school. The school works with and for the community and enjoys outstanding links with the churches and the local community. This ensures that it is at the heart of the community. It helps pupils understand the involvement of the church in the local and wider context. Pastoral care, family values and community spirit are highly effective and celebrated. This is a school where all are welcomed and experience the living out of a consistent Christian vision.