



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

Holy Trinity Church of England Voluntary Aided Primary School

Manchester Road

Southport

Merseyside

PR9 9AZ

Previous SIAS grade: Good

Current inspection grade: Outstanding

Diocese: Liverpool

Local authority: Sefton

Date of inspection: 10 December 2015

Date of last inspection: June 2010

School's unique reference number: 119368

Headteacher: Sue Mawdsley

Inspector's name and number: Ruth Wall NS548

School context

The school is smaller than average with 210 children on roll. It occupies a restricted site and serves an area of social and economic deprivation in Southport town centre. An above average proportion of children are eligible for support through the pupil premium. The proportion of children entitled to free school meals is above average. Those from minority ethnic groups and those learning English as an additional language are above average. The percentage of children with special educational needs is average. Pupil mobility is above average. The school has achieved the Church School Award 2 and UNICEF's Rights Respecting School Award.

The distinctiveness and effectiveness of Holy Trinity as a Church of England school are outstanding

- The highly effective, distinctively Christian leadership of the headteacher and senior leaders drives the development of all aspects of church school distinctiveness.
- The school's outstanding Christian ethos very effectively nourishes and encourages the high standard of the children's spiritual, moral, social and cultural (SMSC) development.
- The very strong relationship with Holy Trinity Church promotes a shared Christian vision for spiritual development and service.
- Daily worship is central to the life of the school and makes a significant contribution to children's spiritual development.

Areas to improve

- Support children in developing self- and peer assessment in religious education (RE) in order to further improve the effectiveness of assessment.
- To further strengthen the links with the church in serving the community through achieving the Church School Partnership Award 3

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

The mission statement reflects and inspires the impact of the school's Christian ethos: 'To be the best we can be: for God, for others and for ourselves'. The headteacher explained, 'Christian values are at the core of all we do'. Each class has a Christian value focus which enables them to grow in their understanding as they move through the school. Behaviour management is consistently linked to the core values. As a result it is excellent and parents affirm that the focus on values also positively influences children's attitudes at home. Referring to her children, a parent commented, 'They consider the need for trust and forgiveness when sorting out problems'. Relationships are strong throughout the school. In this secure, happy environment children are enthusiastic learners. Teachers use data highly effectively to track children's progress. Intervention strategies ensure they achieve their targets. Often from very low academic starting points on entry, children's overall progress is at least good. The learning mentor takes a strong lead in supporting children who experience difficulties and helps them to develop learning and life skills. High quality 'Prayer Spaces' enable children to explore their spirituality and reflect on the bigger questions in life. Children's SMSC development is excellent as a result of the focused Christian perspective given to planning in RE and across the curriculum. Through this, and the UNICEF's Rights Respecting agenda, children understand their rights and responsibilities towards each other in school, in their neighbourhood and globally. They initiate and lead fund-raising events for charities and are active in the local community. This included working with Sefton Council to design play areas in the local Hospice. Older children can confidently explain the principles behind the Convention of Human Rights of the Child. Year 4 children campaigned in defence of disadvantaged pupils across the world. Reflecting on Teresa of Avila's prayer, a Year 6 boy explained the Christian vision which inspired this: 'We are God's feet and hands to make the world a better place'.

The impact of collective worship on the school community is outstanding

Collective worship makes an excellent contribution to children's spiritual and moral development. The headteacher plans themes around Christian values, the Bible and major Christian festivals. Thoughts and ideas are then gathered from staff and children to further enhance the planning. There is always flexibility to respond to school or world-wide issues as they arise. This included a reflection on the terrorist atrocity in Paris, which inspired a thought-provoking art display incorporating children's personal responses. Children have an excellent understanding of the nature of worship, the Christian faith and Anglican traditions and practice. The children's worship group is developing their leadership skills. In the worship observed they skilfully involved the school community in reflecting on the significance of lighting the three candles to represent the Trinity, in thinking about why Christians celebrate Christmas and in learning about the tradition of Christingle. There was an opportunity for singing and quiet reflection and children responded very well and respectfully to this. Reflection and prayer are important aspects of worship. The school is proactive in giving children opportunities to explore, encounter and experience prayer, from the traditional to the creative. Children understand the value of saying their own personal prayers and demonstrate their confidence for spontaneous prayer. Children appreciate the vicar's regular input in leading worship and this strengthens their awareness of the wider Christian family in Sefton. Children express their thoughts and views on worship. This contributes to development planning, including choosing the songs for praise worship. Parents' requests resulted in the highly popular weekly praise worship being held in church to accommodate children and parents. The quality of singing is excellent. This not only enhances the worship experience, but is offered as further service to the community in singing at numerous residential homes to build relationships and bring joy.

The effectiveness of the religious education is outstanding

The school has a strong commitment to developing all aspects of teaching and learning in RE. Progress is at least good and this is achieved through varied teaching and excellent use of a wide range of resources. The subject is taught in a creative way and there is a strong emphasis on developing Christian values within each lesson. One child in Reception thought that the innkeeper in the Christmas story could be on their 'Golden Promises' chart for demonstrating kindness. In Key Stage 2, children develop their understanding of the miracles Jesus performed through role-play, discussion and group activities. They respond confidently when asked to express their opinions and ideas. The sharing and careful consideration of ideas and opinions make an outstanding contribution to children's spiritual and moral development. Moments for reflection are incorporated into lesson planning and further enhance children's spiritual awareness. Diocesan training has been beneficial in developing a curriculum that is relevant and leads to children asking the big questions. The subject leader is highly competent and rigorously monitors the provision of RE through observation of teaching and learning, book scrutiny and cross-checking of standards. This ensures that highly effective teaching and learning take place. Children learn to respect and appreciate diversity because there are a wide variety of faith traditions in the school. Children understand and make links between the beliefs and practices of faiths, other than Christianity. This gives them a deeper understanding of their own and other cultures and prepares them for life in our diverse global society. A sound programme of assessment activities and effective recording of attainment ensure the school maintains high standards in the subject. The RE action plan correctly identifies next steps for improvement. This includes developing children's skills further in self- and peer assessment.

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

The headteacher is a dedicated Christian leader who takes every opportunity to promote the school's distinctive Christian character. Leaders and governors are highly effective in articulating the Christian ethos and in promoting and establishing it throughout the school and beyond. Through their ethos committee, governors rigorously monitor and evaluate the work of the school. This process ensures that church school issues are identified and addressed through the school's improvement planning. All action plans and policies are overtly linked to the specific Christian mission and aims of the school. Areas identified for improvement at the previous inspection have been fully addressed. Collective worship and RE are extremely well-led with commitment to continuing improvement. Parents' views were sought on how the school could best support the hopes and dreams of their families. As a result of this survey the mission statement and aims were drawn up. Leaders and governors recognise the importance of the school's Christian character in creating an ethos which supports effective learning. The strong link with Holy Trinity Church contributes a valuable dimension to the school's Christian ethos. This is evidenced in the numerous ways school and church serve the wider community together, including the weekly 'Helping Hands' lunch-time activity for senior citizens. Leaders have benefitted from diocesan training to support the Christian character of the school and future leadership. There are numerous examples of how the learning mentor provides invaluable support of a practical and pastoral nature to individuals and families. Her work is rooted in the Christian ethos of the school. Children value their key role in decision-making and take their responsibilities in school and in caring for younger children very seriously. One teacher's comment echoed those of many staff, parents and governors, 'It is a pleasure and a joy to be part of this special Christian family'.

SIAMS report December 2015 Holy Trinity CofE Primary School Southport Merseyside PR99AZ