



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Tarleton Holy Trinity Church of England Primary School

Church Road,
Tarleton,
Preston,
Lancashire.
PR4 6UP

Diocese: Blackburn

Local authority: Lancashire

Date of inspection: Thursday 26th June 2014

Date of last inspection: 23rd January 2009

School's unique reference number: 119573

Headteacher: Mr. Stephen Smith

Inspector's name and number: Mrs. Anne B. Woodcock 445

School context

The school serves the urban village of Tarleton, a mixed socio-economic community in west Lancashire. The majority of the 156 pupils are of white British heritage. They are taught in six classes, two of which are mixed-age groups. The school experienced a period of leadership and staffing disruption from 2011 until September 2013 when the current headteacher took up the post.

The distinctiveness and effectiveness of Tarleton Holy Trinity Church of England Primary School as a Church of England school are outstanding.

- Explicitly expressed Christian values permeate all aspects of school life and have a very significant impact on pupils' personal and spiritual development.
- Outstanding behaviour and attitude of pupils.
- Excellent mutually supportive relationships between all members of the school community based on shared Christian values.
- Strong links with the church actively support pupils' spiritual understanding and growth.
- Highly committed leadership provided by staff and governors who sustained and developed the school's Christian character through a difficult period of disruption.

Areas to improve

- Involve pupils in assessing their own work in RE (religious education) so that they have a better idea of how to improve.
- Broaden pupils' experience of different styles worship by involving a wider range of Christian faith groups.

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

The school's distinctive Christian character and ethos is immediately evident to the visitor. All members of the school community express their understanding of embedded Christian values through very positive and nurturing relationships. "We all have Christian values here," explained one child, "they teach us to treat each other fairly and with respect." Children are eager to learn and they behave extremely well, following the school's golden rules. They describe how each class has one special Christian value which is reflected in the prayer corner and interactive displays. Highly effective teaching inspires and excites pupils who strive to attain their targets and meet challenges. All pupils, including those with additional needs, make good progress and achieve well. They relish responsibility and collaborate very well on agreed projects such as the Parable Project. Children's spiritual, moral, social and cultural development is very well-supported by the creative curriculum and use of the school's outdoor learning environment. Pupils reflect upon their learning and express their ideas and beliefs confidently. Religious education (RE) together with the excellent support provided by the church make a significant contribution to pupils' spiritual growth and personal development. Links with organisations in Belarus and Uganda provide pupils with valuable experiences of other cultures and beliefs. Pupils talk knowledgeably about global issues such as poverty and fair-trade. They seek to help the less fortunate through raising money for charities such as Children in Need because, "It is what Jesus would do."

The impact of collective worship on the school community is outstanding.

Collective worship is a highly valued and integral feature of the daily life of the school. It is very well-planned and managed with a clear focus on Christian values and festivals and Bible teaching. Pupils really enjoy their worship experiences, particularly those led by Mr. Marshall, the collective worship and RE subject leader, as they are 'fun and memorable'. Children are engaged and enthusiastic about the level of participation they now enjoy, explaining that this is a result of their feedback. This enthusiasm was clearly demonstrated in the worship observed. Pupils' understanding of the ten commandments, and how they relate to their own behaviour, was advanced through the imaginative use of role play and resources. All pupils were fully engaged by the drama, the impact of which could be seen in their verbal responses. Children say, "Worship shows us how we should act towards others and it gives us a chance to talk about and understand God." Pupils plan and lead worship regularly. Year 6 children lead worship in-class for younger children. All pupils participate actively in class-led and whole school worship events to which parents are invited. Prayer is a key feature of all worship. Pupils are highly reflective, often writing and using their own prayers. They have a well-developed understanding of the nature and purpose of prayer, freely offering their own ideas during worship. Clergy support worship effectively, supporting planning and regularly leading worship. The church is used for festival services and throughout Lent. Although pupils are familiar with Anglican traditions through the use of liturgical colours and the experience of sharing the Eucharist, they would benefit from experiencing other styles of Christian faith worship. This is an area for development. Worship is extremely well monitored and evaluated by the subject leader. Staff, pupils, parents and governors provide regular feedback. The school has a very clear idea of the impact of collective worship on pupils' spiritual and moral understanding and growth.

The effectiveness of the religious education (RE) is outstanding.

Pupils are very positive about RE. They enjoy and are inspired by their lessons. One pupil explained, "RE is probably the most important subject because it helps you to understand about God and how to live your life." Lessons are very well-planned and differentiated, using creative approaches which fully engage all learners. Pupils are challenged to consider their own beliefs and their relationship with God, with others and the wider world. They produce work of an exceptionally high standard and make very good progress. This is reflected in the extensive RE class scrapbooks, pupils' work books and thought-provoking displays. Children

are thoughtful and reflective learners. Their knowledge of the Bible and stories Jesus told is very good. RE makes a very significant contribution to pupils' spiritual, moral, social and cultural development. Through the study of Judaism, Islam and Buddhism pupils have gained an understanding of how others worship God. They say, "It is important to know about how others lead their lives and worship God. You don't want to upset anyone because you don't understand their ways." Effective use is made of visitors who, for example, help them to prepare food to celebrate the Jewish Passover (Pesach). Clergy provide very valuable support for the teaching of RE. In one lesson observed, the vicar took the part of St. Paul, answering questions the children had prepared earlier. RE extends across the curriculum, often providing the stimulus for special enrichment days and weeks. The monitoring and evaluation of RE is robust and purposeful. Work sampling and levelling provide a very clear picture of the impact of RE and the standards achieved. The school recognises that involving pupils more regularly in assessing their own work in RE will lead to further improvement and this is an area for development.

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

The school was very successfully steered through a difficult period by governors and staff who were determined to maintain and develop the school's distinctive Christian character. The explicit Christian vision of the recently appointed headteacher has had an immediate and positive impact, which is recognised by all members of the school family. All feel included and valued. Governors have a very clear understanding of their role. They monitor and challenge the work of the school robustly, ensuring that church school issues feature prominently in school improvement planning. Issues from the previous inspection have been fully addressed. Links with the diocese are strong, having been used to support the school during difficult times and to provide ongoing professional development training for teachers and governors. The pupil voice is very strong. Children know that their opinions are valued and acted upon. They are proud of the way in which they help to raise funds to purchase new resources such as computers and play equipment. Pupils form part of the new worship and justice committee. They explain, "We've already designed displays and given our teachers some ideas." Parents are very supportive of the work of the school. They are confident that their children are happy and nurtured within a distinctly Christian environment saying, "Teachers know our children really well, they care for each one and treat them with respect." Parents have welcomed the increased opportunities to share in the work and worship of the school, saying that events, such as the Parable Project held in April, inspire and make them feel included. Partnerships with other schools and the local community are effective in supporting pupils' understanding of the wider world and the ways in which they can make a difference.

SIAMS report June 2014 Tarleton Holy Trinity Church of England Primary School, Tarleton, Preston, Lancashire PR4 6UP