

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

<b>Tarleton Holy Trinity Church of England Primary School</b>			
<b>Address</b>	Church Road Tarleton Preston Lancashire PR4 6UP		
<b>Date of inspection</b>	28/March/2019	<b>Status of school</b>	VA primary
<b>Diocese</b>	Blackburn	<b>URN</b>	119573

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

<b>School context</b>
<p>Tarleton Holy Trinity is a Voluntary Aided Church of England primary school with 185 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is in line with national averages. Since the last denominational inspection, the school has been graded as good by Ofsted.</p>
<b>The school's Christian vision</b>
<p>'Value...Dream...Achieve...' As a loving Christian family, our aspiration is for all pupils to flourish, safe in the belief that we, "...can do all things through Christ, who strengthens us" Philippians 4:13. Everyone is valued, we all achieve and our dreams for the future begin.</p>
<b>Key findings</b>
<ul style="list-style-type: none"> <li>• The school's vision is clear, focused on Christian values and deeply rooted. This now needs to be underpinned by theological understanding, reflecting the Christian foundations of the school.</li> <li>• Relationships at all levels are founded on Christian values and rooted in love. The high quality of pupil's behaviour and sense of social justice is evident in their positive and caring choices and actions.</li> <li>• The school learning environment provides a safe and stimulating space for pupils to explore and challenge questions of faith and belief.</li> <li>• Collective worship truly inspires the whole Christian community. This motivates purposeful social action as well as enriching prayer and spirituality.</li> <li>• Religious Education (RE) is of the highest quality. It is led by a passionate and committed subject leader, who inspires the work of both staff and pupils.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• To embed the theological underpinning of the school's vision, so that everyone understands its Christian foundations.</li> <li>• Strengthen the pupils' Biblical knowledge to increase their understanding of the old and new testaments.</li> </ul>

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

The leadership of Tarleton Holy Trinity is immensely proud of their Christian school. United by their vision, they strive to enrich the lives of everyone, enabling them to flourish within an aspirational, loving and engaging learning community. The Governors effectively monitor and challenge the school to evaluate the impact that it has on learning, progress and development of all pupils. The recent review of the vision has underpinned the deeply embedded mission statement with the scripture, '...we can do all things through Christ, who strengthens us' Philippians 4:13. This now needs to be embraced by the whole school so that pupils, staff, parents and the wider community can explicitly know and rejoice in its Christian foundations. Governors ensure that all policies reflect this inclusive and respectful school. This is evident through the curriculum, support for the most vulnerable pupils and the learning environment. Everyone is respected and given the opportunity to flourish in all that they do. Individuality and diversity is celebrated and pupils feel nurtured to grow as unique individuals, loved by all.

The focus that the school has on growth mind-set provides all pupils with an ambitious and aspirational attitude to their learning and social action. This ensures good rates of academic progress for all pupils, including those with special educational needs or disabilities. When barriers to learning or social difficulties arise, staff work hard to eradicate issues and support families in need. Attendance rates are excellent and the children's attitude towards their learning is exemplary due to the safe and inspiring learning environment that is fostered throughout the school. This is enriched by thought provoking and interactive displays and spaces for the pupils to pray, reflect and develop spiritually. The curriculum includes a range of innovative activities, including bell ringing and Christian art projects that enhance the learning environment and provide space for contemplation and reflection. The children are inspired to achieve more through the introduction of 'Giants of Faith' and Christians who have overcome adversity. For instance being introduced to the life of Katie Davis Majors and the charitable work of a member of staff. The school has built a close friendship with two schools in Uganda with whom letters are exchanged. They also provide practical and prayerful help and support.

Relationships are firmly rooted in the Christian values and the golden rules that the school has adopted. Priority now needs to be given to the Biblical foundations of these values, so that the children's theological knowledge can improve and that the school community can grow in faith. The values ensure that the pupil's behaviour is exemplary and that an inclusive and supportive environment exists. The overriding value of love is felt by staff, pupils and their families. One parent explained, 'This school is about children flourishing and providing skills and values for life.' The wellbeing of everyone is prioritised and the ethos of forgiveness and reconciliation embraced by all. Staff feel encouraged to progress in their careers through professional development and feel supported in the caring family environment in which they work. They also support each other both professionally and personally. Partnerships with the parish, local community, neighbouring schools and diocese all make a significant impact on the effectiveness of the school. The work of the Faith Group has united local parishes and schools to share expertise and provide opportunities for combined services and training. This has improved the quality of worship and supported the school improvement agenda, such as the review of the vision statement and moderation of RE work. Parents and governors see the school, in unison with the church, as a beacon in the community and a hub of community events. The professional development of staff is central to school improvement. The impact of this since the last denominational inspection has been significant, particularly on raising the quality of teaching and learning in religious education.

Collective worship inspires the community to live out its vision and to be advocates of change. 'We need to stand up for people who don't have a voice,' explained one pupil from the highly motivated and inspiring worship and justice committee. Worship is invitational, inclusive and valued by all. Staff express the impact that it has had on their own faith and spiritual journey. One member of staff explained, 'It would be hard not to be moved by worship in school.' Pupils relish the opportunity to plan, lead and evaluate worship and feel a deep responsibility to inspire younger pupils to engage and be inspired. Rooted in Anglican traditions, worship provides the school with a daily opportunity to praise, reflect and spiritually grow together. It also provides pupils with an age related understanding of the Eucharist. The school has a rich prayer life, which enables the pupils to grow in confidence to openly reflect and pray together, as well as uniting to say the unique school and many traditional prayers. The school and parish church offer joint services each week, which are also attended by members of the wider

community. Worship now needs to provide pupils with a deeper knowledge of the Bible so that they can strengthen their understanding of the vision and values that are central to the daily life of the school.

The pupils feel a deep responsibility to be advocates for change. This is as a consequence of the unique and purposeful curriculum that uses every opportunity to inspire and inform pupils of situations where damage is being done to God's creation. Pupils are proud of regular social action, such as writing letters to parliament concerning social injustice and slavery, providing practical resources to partner schools in Uganda and raising awareness of the importance of Fairtrade. They have a deep sense of responsibility to make a positive contribution to the world. The school website is used effectively to demonstrate the wide and varied response from pupils to current issues of concern, as well as celebrating the rich and purposeful worship life of the school.



### **The effectiveness of RE is Excellent**

The quality of teaching and learning in religious education is excellent due to the inspirational, passionate and effective leadership of the subject. Robust monitoring and extensive professional development opportunities and support for teachers provide pupils with engaging, stimulating and creative lessons that ensure rapid rates of academic progress alongside spiritual development throughout the school. Since the last denominational inspection, strategies for assessment have improved so that progress of individual pupils is closely tracked alongside other core subjects. Pupils deeply value and enjoy RE and have extensive knowledge of Anglican traditions, world faiths and cultural diversity. Innovative spirituality days equip pupils with inquisitive minds and a mature respect for world faiths. RE inspires the pupils to be advocates for change locally, nationally and globally. It now needs to equip pupils with a deeper knowledge of 'God's Big Story.' Spirituality days have deeply enriched the pupils understanding of the liturgical year and united the community in faith.

Headteacher

Stephen Smith

Inspector's name and number

Kathryn Pym 726