

National Society Statutory Inspection of Anglican Schools Report

Tarleton, Holy Trinity, Church of England Voluntary Aided Primary School

Church Road,
Tarleton,
Preston
PR4 6UP

Diocese: Blackburn

LA: Lancashire

Dates of inspection: 6th July, 2006

Date of last inspection: May 2000

School's Unique reference number: 119573

Headteacher: Mrs. Jo Gray

Inspector's name and number: Mr. Neville Norcross

School context

The school is situated in the large rural village of Tarleton. Most of the pupils come from within the village and nearby communities. This is a rapidly-expanding, socially mixed village community. Some families have lived within the area for several generations whereas others have moved in more recently and often travel to work in the towns and cities nearby. The main local industry is agriculture. The majority of pupils are of white British origin and the number of pupils taking free school meals is well below the national average. The number of pupils with special educational needs is also below average. Most pupils have attended some form of pre-school provision prior to starting school.

Summary Judgement

Tarleton, Holy Trinity is a good church school with a distinctive Christian ethos. The day to day life of the school is underpinned by Christian values which enable it to be effective in meeting the personal and academic needs of all the pupils.

Established strengths

- The strong links between the school and church which provide the pupils with a positive image of the Christian Church
- The quality of relationships between all members of the school community
- The daily act of worship which makes a significant contribution to the pupils' spiritual development

Focus for development

- Introduce a system of assessment in religious education in order to ensure that pupils are sufficiently challenged and that their achievements are in line with or exceed national expectations
- Use the well-established self-evaluation procedures to review the school's distinctiveness as a church school.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The way in which the school meets the needs of all learners is good with some outstanding features. The school enables all pupils to feel valued and special. It recognises and celebrates their achievements. The pupils have many opportunities to express their views through the School Council, the Eco Committee and through interactive displays in the corridor. They know that they are listened to and that their ideas and concerns are taken seriously. There is a positive system of behaviour management, a Buddy System and the Circle of Friends scheme which together make for a very well-ordered community. The quality of relationships between all members of the school community is outstanding and this, together with the emphasis on caring for others, makes an important contribution to the pupils social and moral development. These relationships, which are underpinned by Christian values, support pupils' self esteem which in turn enables them to fulfil their potential.

One group of pupils explained very thoughtfully how they had supported another pupil in modifying his behaviour through their Circle of Friends. The pupils spiritual, moral, social and cultural development are good overall although there are some

outstanding features in each aspect. Spiritual development is enhanced by the daily act of worship, the quality of the prayer life of the school and by the interactive displays which invite pupils to write their own thoughts and prayers on post-its. One class had made its own Advent calendar by using a different prayer, written by the children for each day of Advent. There are very strong and productive links between the school and Holy Trinity church and this positive relationship has an impact upon the pupils' views of the local and wider church.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is good with some outstanding features. Worship is recognised as being a very important feature of school life. The pupils also recognise this importance and speak enthusiastically about worship. They particularly enjoy those occasions when they can take part in a drama to illustrate the story. The pupils also appreciate those occasions when they are given opportunities for quiet reflection both within the classroom and within the school hall. These times of reflection, together with the emphasis which is placed upon prayer, make an outstanding contribution to the pupils' spiritual development. They enjoy singing in worship and do so enthusiastically. The daily worship is planned comprehensively. There is a weekly programme based around a theme which contains enough information to provide a clear structure but also enough freedom to allow for creativity by those who lead worship. The overall worship plan contains a broad and balanced range of themes, covering the church's year and special Saints Days. Eucharist services are held both in school and in church on a regular basis. Parents are invited to any special celebrations and speak positively about this opportunity to be involved. The Worship Club is an important school activity. The children within this club have the opportunity to contribute their own creative ideas for worship. There are currently no opportunities to use these ideas in whole school worship. The vicar of Tarleton leads worship in school each week as well as on other special occasions. He gives support to the co-ordinator in the planning of worship and his contribution is a most valuable one. The children see Father Nicholas as a positive role model and appreciate his involvement in a range of school activities. His leadership of worship both in school and in church ensures that Anglican faith and practice is well represented to the pupils.

How effective is the religious education?

The effectiveness of religious education is satisfactory with some good features. The overall planning of religious education in relation to the diocesan syllabus is good and this ensures that the pupils receive a broad and balanced programme. The planning takes account of two non Christian faiths, namely Judaism and Islam. The co-ordinator for religious education is enthusiastic about the subject and anxious to build on current strengths. She has introduced the Godly Play materials which enable pupils to reflect creatively on well-known Biblical material. The co-ordinator has made the teaching staff aware of the need to provide stimulating and challenging activities in response to Attainment Target 2 of the scheme of work. This is beginning to have an impact although some tasks do not provide an appropriate level of challenge. The children say that the lessons which they enjoy most are those in which they "have to think deeply." There is no formal means by which the staff can assess the standards which are being achieved and this is a focus for development. The children's knowledge of and enthusiasm for the Bible is good. The level of resourcing for the subject is also good. The school makes good use of visits, both to the local church and to non-Christian places of worship. This first hand experience of living faiths has a positive impact on pupils and plays an important part in their spiritual development.

How effective are the leadership and management of the school as a church school?

The effectiveness of the leadership and management of the school, as a church school, is good. The school has a very distinctive Christian vision and this is clearly expressed in the School Mission Statement. The Mission Statement says that the school aims to equip the children with those attitudes, values and skills which will equip them for life. The way in which the school is organised, the respect it shows to

its pupils, the opportunities they get to take on responsible roles and the way in which everyone is encouraged to work as a loving family, demonstrate the school's commitment to this aim. The headteacher is passionate about the school as a church school and has worked very hard to ensure that the Christian vision is put into practice. The corridors and classrooms contain many displays which show evidence of the way in which school achievements are celebrated and pupil opinions are sought. All stakeholders are given opportunities to offer their opinions about school life, including parents and pupils and this strengthens the school as a community. The school has well-established self-evaluation strategies although these have not yet been employed to review the school's distinctiveness as a church school. The governors do not have a designated person with responsibility for religious education and worship and this inhibits their ability to evaluate and support the school's work in these areas. The school governors are, however, very committed to the school and work hard to provide the very best opportunities for the pupils.

SIAS report July, 2006 Tarleton, Holy Trinity, Church of England Primary School Church Road, Tarleton, Preston PR4 6UP