

National Society Statutory Inspection of Anglican Schools Report

Bacup Holy Trinity Stacksteads Church of England Voluntary Controlled Primary School

Booth Road
Stacksteads
Bacup
Lancashire
OL13 0QW

Diocese: Manchester

Local authority: Lancashire
Dates of inspection: 20th October 2006
Date of last inspection: 14th March 2000
School's unique reference number: 119414
Headteacher: Mr J Aspin
Inspector's name and number: Christine Hustwick

School context

Holy Trinity Stacksteads C of E Voluntary Controlled is situated close to the small town of Bacup in the Rossendale valley. There are 281 children on roll and almost all of them live in the immediate area which has significant social deprivation. Twenty percent of the children are eligible for free school meals whilst approximately twenty five percent have been identified with learning difficulties and /or disabilities: six have a statement of educational need. Ninety eight percent of children are of white British background.

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

Holy Trinity Stacksteads is a good Church of England Voluntary Controlled School with an effective Anglican ethos and faith base. Christian values and beliefs underpin the life and work of the school and this supports the positive and caring attitudes towards teaching, learning and pupils' welfare.

Established strengths

- Caring and perceptive leadership which promotes positive relationships within the school community
- Informed, active and supportive governing body
- Involvement and independence of learners providing a good sense of personal responsibility

Focus for development

- Develop and ensure continuity of the distinctive nature of the school
- Develop the evaluation of the mechanism of collective worship

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

Holy Trinity Stacksteads has a Christian ethos of care, support and guidance, which informs many aspects of its work. The school meets the needs of all its learners in a positive and effective way. Learners are aware of the distinctive Christian ethos of the school and can explain what it means to them. Relationships within the school are very good which are

characterised by Christian care and concern for others. Children are happy to come to school and are mostly well behaved and responsive and so feel valued for their contribution to the school community. There is a positive climate for learning and the independence and involvement of learners is good. Good work and behaviour, together with respect and help for others, are greatly valued through praise, awards and a celebratory assembly each week.

Parents and governors play a valued role in the life of the school and their views, and those of the children, are actively sought. Motivating learning opportunities are provided throughout the school and displays of children's work celebrate the achievements of all. Children enjoy an interesting range of extra curricular activities; they also work together to support a range of charities. The School Council enables pupils to take responsibility for the school and its environment and it enjoys a high profile role within the school - children see this as their representative voice in the decision making processes in the school. Effective behaviour strategies maintain high standards of behaviour. A worry box enables children to express their views and concerns, creating an atmosphere in which the children feel safe and secure.

The impact of collective worship on the school community is good

Holy Trinity is a welcoming school where Christian values are lived out in daily life. There is commitment to quality worship which supports the school's vision. It is well planned and because of the well-organised and peaceful environment, the experience is one of awe and wonder, thanksgiving and reflection. Children listen and respond well and opportunities for involvement abound, particularly in the celebration assemblies. Worship makes a significant contribution to learner's spiritual and moral development as do the daily classroom prayers. Worship also challenges the children to think about gospel values and explore and understand the essential nature of living as Christians in their school community. However, rescheduling of collective worship to the end of the school day produces time constraints which do affect the impact of the time spent together. The church is also used for worship throughout the year and there are good relationships with local clergy.

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

Governors have a strong commitment to the school and the development of the Christian character of the school. Parents speak very highly of the school and the caring way in which their children are looked after. They feel that this is an open school where their views are listened to and valued; this creates a community in which relationships are built on trust. Parents also recognise that the school has a Christian quality which impacts on learners by providing them with a strong sense of identity. The caring and perceptive leadership of the headteacher, supported by committed staff provide a clear vision for the school. Adults within the school provide good role models which impact positively upon the standards of discipline and behaviour of the children. Children recognise that they are well cared for. The school offers a stimulating and vibrant environment within which to work and play. High expectations of all learners are manifest in the quality learning experiences provided by the staff. Through effective leadership and management, the school provides children with opportunities to grow and develop within a caring Christian setting.