

National Society Statutory Inspection of Anglican Schools Report

Holy Trinity Church of England Voluntary Aided Primary School

Victoria Street
Littleborough
Lancashire
OL15 2DB

Diocese:	Manchester
Local authority:	Rochdale
Dates of inspection:	22 nd November 2007
Date of last inspection:	20 th 21 st 22 nd May 2003
School's unique reference number:	105814
Headteacher:	Mr Mark Kenyon
Inspector's name and number:	Mrs Carol Howard 437

School context

Holy Trinity CE Primary School is a smaller than average Voluntary Aided primary school with 122 pupils on roll. It is situated next to the local parish church and serves the small town of Littleborough close to Rochdale. There is little cultural or racial diversity in the population and the number of pupils having statements of Special Educational Needs is below national average as are those eligible for free school meals. The school has a Basic Skills quality mark and Healthy Schools status and has a Leading Edge award for its work in the Foundation Stage.

The distinctiveness and effectiveness of Holy Trinity CE Primary School as a Church of England school are good

Holy Trinity CE Primary school provides a good caring Christian learning environment where the Mission statement and school aims outline its Christian ethos and purpose and its commitment to providing a safe, secure, child-centred Christian environment. Pupils feel valued respected and heard and relationships between all members of the school community are supportive and strong. Collective worship is enjoyed by the children and enables pupils to develop spiritually and morally and to reflect on their attitudes and values. Parents feel welcome and valued by the school.

Established strengths

- Pupil involvement and consultation have a good effect on attitudes and behaviour.
- The school is committed to child-centred education and this is evident in the clearly displayed mission statement
- Ofsted described the spiritual development of pupils as 'exemplary' and that '...pupils respond to encouragement and think and reflect on a wide range of issues both in worship and in lessons.'

Focus for development

- Governors should embed, in the implementation of the RE curriculum, a whole school system for pupil target setting and work scrutiny
- Governors should introduce a system of evaluating collective acts of worship in the school
- Governors should establish an area in the playground, for calm, quiet reflection.

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

Holy Trinity provides a good Christian ethos, which permeates every aspect of the school's life. Evidence for this can be seen immediately on entering the school where there is a display that impacts on the visitor, the Christian nature of the school, its links with the Church and the school's affect on the local community. Relationships throughout the school community are good and this is reflected in the high regard that the pupils and parents have for the school. The Christian ethos is reflected in the good standard of behaviour and understanding of Christian beliefs expressed by pupils. One house captain spoke of how she "really enjoyed" being a playground pal and felt trusted by the new Headteacher to make sure that everyone was wanted and needed at the school. Pupils act responsibly when given roles as school council representatives, house captains, playground pals or members of the school forum. The underpinning ethos of Christian love is evident from comments made by pupils, parents and staff; for example, 'there is a family atmosphere', 'it is a Church school that does what it says' and 'there is a lovely family feeling'. Children visit the Church on a weekly basis throughout their time at Holy Trinity. This partnership of parish church and local school is highly valued by parents and pupils alike. Parents spoke of the real enjoyment that pupils take from their visits. Because of this pupils make good spiritual development.

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

Worship is consistently and recognisably Christian and children gain a good understanding of the Anglican tradition through themes centred round the Christian calendar. Their understanding of Christianity is further deepened because good use is made of the Parish Church for weekly services and celebration of the main Christian festivals. Effective planning by the Headteacher and staff ensures that pupils make good spiritual and moral development. Pupils from Years 4, 5 and 6 completed a collective worship questionnaire. 98% said that they enjoyed collective worship and all pupils recorded that it was good to worship in church with 91% saying that they were proud when their class led collective acts of worship. During the inspection one whole school act of worship was observed. Pupils have a good spiritual sense, as shown by their respect for the occasion of worship, their writing and leading of prayers and their enthusiasm and enjoyment of singing. Their moral and social development is good and strengthened by working together and their sense of worshiping as a school. The Headteacher led collective worship, which was attended by parents. Pupils came into the service in a very orderly way and opened the proceedings by wishing everyone "Good morning and God bless you". The children were very involved in all aspects of the assembly. Pupils performed songs and music they had rehearsed for a forthcoming concert. Year 6 offered the prayers and children, staff and parents knew the hymns and sang with obvious enjoyment and enthusiasm. The Headteacher is aware that the present focal point within the Hall for collective acts of worship lacks significance and hopes to address this issue as a matter of priority. It is suggested that the effectiveness of collective acts of worship would benefit from a brief evaluation.

The effectiveness of the religious education is satisfactory.

Although, there are some good elements in the teaching of RE in the school, the scrutiny of work revealed shortcomings in the presentation and marking of some pupils' work. Pupils are not clear about their abilities in RE or how to improve, because they are not yet involved in the target setting process and there is not embedded a secure whole school system. Since taking up his post in September, the Headteacher has assumed the role of RE co-ordinator. He has formulated a strategy for implementing the RE curriculum, including regular monitoring of the planning, delivery, marking and review of the implementation of the RE curriculum. Pupils enjoy and show interest in RE lessons because they are actively involved and are able to express their opinions and feelings. This is evident since pupils listened well and were keen to answer and discuss lesson content. Throughout the school good use is made of Bible stories and children are well informed and some older children are able to recount passages with accuracy. Pupils have a good understanding of faiths other than Christianity because of the strength of the teaching and parents have expressed their appreciation of the work that the school does.

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

The Headteacher, who has been in post since September 2007, celebrates the achievement and personal development of every child in the school. He leads by example and develops good working relationships with all members of the school community. He articulates his Christian vision for the school very clearly and governors understand and share his vision and note that the Headteacher is "a good listener" who "takes suggestions on board". Pupils who report, "he does what he says", further endorse this. Parents note that the Headteacher, is very visible in the playground at the beginning and the end of the school day and that he understands children and is very helpful. They also praise the new house point system that the Headteacher has implemented and pupils value that they are now praised much more. There are good, wide-ranging systems of consultation for pupils, and staff feel that following a lot of management changes, the school is a lot more settled and everyone has a role to play and feels valued. Governors are effective as critical friends. They are very involved in both school and church and perform their roles well and regularly as link-governors. They are very aware of the school data and with the Headteacher's guidance, they are beginning to use the Diocesan Self-Evaluation Kit effectively. The partnership between the local community, school and the church is strong. The new Headteacher has invested time and funds to make sure that there are attractive, colourful displays through the school. He has promoted a distinctive Christian atmosphere by setting up a display board in the school entrance for church notices and proposes to redesign the school yard to include an area for quiet reflection. The views of parents and pupils are very important to the school