

## National Society Statutory Inspection of Anglican Schools Report

### Holy Trinity Church of England Voluntary Aided Primary School

Manchester Road

Southport

PR9 9AZ

**Diocese:** Liverpool

Local authority: Sefton

Dates of inspection: 18<sup>th</sup> January 2007

Date of last inspection: 4<sup>th</sup> & 5<sup>th</sup> November 2003

School's unique reference number: 104901

Headteacher (Acting) : Mr. John Gall

Inspector's name and number: Mrs. Barbara Horsfall {434}

#### School context

The school is slightly smaller than average, built on a restricted site and serves an area of social and economic deprivation. The proportion of pupils entitled to free school meals is well above average; those from minority ethnic groups and those learning English as an additional language are above average. The percentage of pupils with learning difficulties or disability is below average. Currently an Acting Headteacher is in post. The school has achieved Healthy Schools' Award and Basic skills Quality Mark.

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

The school has 'God' emboldened at the centre of its mission statement and Christian values are evident in daily life and work. Pupils have good support for their personal development and achieve very well academically as a result of staff's determination to fulfil their mission. The school environment visually encourages spiritual development.

#### Established strengths

- Commitment to the development of emotional intelligence gives good support for spiritual, moral and social provision
- Support for pupils with specific needs is very good especially for minority ethnic children
- The school environment is used consistently to proclaim the Christian distinctiveness

#### Focus for development

- To improve collective worship:
  - so that the worship element is identified as a separate entity and different from the rest of an assembly
  - so that better use is made of different settings and worship leaders to enhance the provision overall
- To develop the Self-Evaluation Toolkit further to include all stakeholders
- To include priority issues derived from the above self-evaluation in the school's Improvement Plan

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

The school visually demonstrates distinctiveness through displays that highlight Christian symbolism: for example, in the Entrance area, a large mosaic design of the school's logo clearly portrays Christian symbols of fish.

The recently reviewed mission statement is a very powerful declaration of Christian values with 'God' placed in the centre.

Pupils enjoy their work and are happy. They feel that the emotional intelligence curriculum supports them in gaining a deeper understanding of their feelings, therefore encouraging them to reflect.

The family atmosphere promotes good relationships and has positive impact on the development of pupils' spiritual, moral, social and cultural skills. Older learners flourish and

make very good progress in spiritual awareness through an exciting and challenging curriculum. They can empathise with 'persecuted Christians' and describe their feelings as 'anxious and perplexed'.

### **The impact of collective worship on the school community is satisfactory**

Pupils understand the importance of worship and recognise that significant festivals are celebrated during the year. They contribute to worship in church through presentation of readings, drama, prayers and music and as a result develop spiritually, morally and socially. The policy for worship is sound and planning includes liaison with clergy.

Leaders need to make a clear distinction, however, between the worship and the secular assembly to emphasise the special-ness and importance of the former in the life of the school.

During the inspection pupils and staff were uninspired by some elements of collective worship. They did not easily engage with the Lord's Prayer although they were able to reflect and pray individually. They sang modern hymns well, tunefully and with enthusiasm.

Self- evaluation has recently been initiated but requires development and should include everyone involved in worship.

### **The effectiveness of the religious education is good with some outstanding features**

Pupils achieve standards comparable to those in other Core subjects and their progress is good. They enjoy lessons and understand the relevance to their own lives of topics studied. Their attitudes to learning are good and are supported by the work done through the emotional intelligence curriculum. Older children are challenged to debate issues such as capital punishment and persecution and make profound statements such as 'how very hard it is to forgive persecutors, even for Christians'.

Information Technology is used to good effect as a tool to provide exciting relevant resources.

Good links with the Core subjects are well utilised to enhance pupils thinking skills and give insight into issues: for example, pupils 'hot seated' as the disciples of Jesus were able to portray their anger at 'lies to God' outstandingly. In another example, pupils gained considerable spiritual and moral development as a lesson seamlessly progressed to conclude in an awesome moment of prayer led by a boy.

Assessment is established and used effectively to inform teachers' planning and evaluation strategies.

There has not been sufficient time given to the subject leader to monitor through observation of lessons, however the management of the subject is good and the co-ordinator has clear expectations. The expertise of leading teachers is not yet used for RE development of teaching and learning.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory**

The Christian vision is evident in the life of the school. Pastoral and spiritual links between the church and school are good, 'school works in harmony with church'. Parents, pupils, staff and members of the Church community speak positively about how they feel valued by the school and how their views are taken into account and acted upon. Parents and staff appreciate the family learning courses and relate the good outcomes to positive impact on their world of work.

Some of the management team have recently begun work on the Self-evaluation Toolkit for Anglican schools, but this exercise needs extending to involve all stakeholders. The areas identified for development should be included in the school improvement plan.

Staff have not received opportunities for training as part of church school improvement, nor are the very good skills of some teachers used to support the development of their peers in RE and Collective Worship.

Following the appointment of a new headteacher, governors need to develop consistent and regular processes for the monitoring and evaluation of the school as a church school.