



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Trinity and St Michael's Church of England/Methodist Voluntary Aided Primary School

Out Lane, Croston
Leyland
PR26 9HJ

Previous SIAMS grade: Outstanding

Current SIAMS inspection grade: Outstanding

Church of England Diocese: Blackburn

Methodist Circuit: Lancashire West

Local authority: Lancashire

Dates of inspection: 17 September 2015

Date of last inspection: 13 May 2011

School's unique reference number: 131309

Headteacher: Kay Beatty

Inspector's name and number: Jo Williams

QA officer: Lyn Field 151

School context

The school is an average sized primary school which is situated in the centre of the village of Croston. Only a small minority of pupils have English as a second language and the school population is very stable. The school has fewer than average pupils eligible for free school meals and fewer than the national average number of pupils with statements for special educational needs. Since the last inspection there have been several staff changes including the appointment of a new deputy headteacher. There is currently an interregnum within the Anglican church and a new rector taking up post in November 2015.

The distinctiveness and effectiveness of Trinity and St Michael's Primary School as a Church of England school are outstanding

- Excellent relationships across the school community are consistently attributed to the prominent Christian character of the school and, in turn, this has a direct impact on pupils in their spiritual, moral, social and cultural development.
- The school's distinctively Christian values and vision are deeply entrenched in the everyday working of the school. The whole school community aspire to model the values in their daily lives and this has a significant impact on the achievements of all pupils.
- The distinctively Christian character of the school has a significant impact on the wider community with resilient partnerships that are well established and mutually beneficial.

Areas to improve

- Include specific teaching on Methodism in religious education to reflect the joint foundation of the school.
- Ensure that the monitoring and assessment of RE is analytical and informs strategic planning.

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

The strong, distinctively Christian character of the school permeates all aspects of school life and impacts on the consistently high academic standards achieved by the pupils. The Christian character of the school strongly supports all members of the school community and enables pupils to feel happy and secure. This has a significant impact on pupils' spiritual, moral, social and cultural development. Pupils talk openly of Christian love and its importance in their lives. This is clearly rooted in the school's approach to inclusion where staff are passionate in their view that every pupil is 'one of God's children'. Parents say that their children challenge them at home when they feel that one of their school's Christian values may not be being lived out as they would expect. The same Christian love is demonstrated by the considerable compassionate care the school community continues to extend to those affected by a family's tragic loss, whilst seeking positives in these difficult circumstances. The school's Christian values are thoroughly embedded in daily life resulting in exemplary pupil behaviour where good manners and courtesy are the norm. Children spoke of how they personally experience forgiveness in school in the same way as Jesus forgives. Christian values are also reflected in the solid and meaningful relationships shared across the school community. As a result pupils have a heightened understanding of what bullying is and on the rare occasions when bullying does occur pupils know where to find support. Pupils' personal spirituality is highly developed and as a consequence they are eager to express their thoughts and opinions with both clarity and depth. Having explored the core British values, a pupil commented that they preferred the Christian value of respect rather than tolerance, as it meant so much more in that you had to do something rather than merely accept it. Pupils use a wide range of media to share their thoughts. They take sole responsibility when making recordings for worship to be broadcast to the whole school. The school's approach to RE is engaging and interactive. Pupils reflect on the implications of what they are learning in RE because they are challenged by the type of questions their teachers pose them. Pupils explore their ideas enriching their knowledge and understanding of the Christian faith. Pupils have developed a deeper understanding of other faiths as a result of a greater focus within the RE curriculum. Children respectfully recognise the similarities and differences between various beliefs. They are aware that the school has a joint Christian foundation recognising that the Christian faith can be expressed in different ways. Respect is a core Christian value within the school and this extends to pupils' understanding of and respect for diversity.

The impact of collective worship on the school community is outstanding

Collective worship is regarded by the school community as a core component of the Christian life of the school, reaffirming the school's distinctively Christian values. This has a direct impact on the pupils' experience of Christianity and their desire to engage fully in worship. Pupils are attentive, keen to respond to questions and sing a wide range of Christian songs with great enthusiasm. They are familiar with both the words and the meaning, very much in Methodist tradition. Additional reflection time in classrooms, after the main worship, impacts on the pupils' deepening spiritual development. Both Anglican and Methodist clergy visit the school to lead worship celebrating the different denominational traditions and enabling pupils to identify the clearly distinctive features. The clergy's work with the school has a positive impact on the effective planning and delivery of daily acts of worship such as celebrating the feast day of St Michael. Other adults, from diocesan advisors to local Christian youth workers, visit the school to lead worship. An annual cycle of Christian festivals is celebrated through worship with members of the community and clergy providing support and taking place in different venues, including the school and local churches. This has the double impact in both reinforcing the school's commitment to the Christian character of worship but also in celebrating the Methodist and Anglican traditions through worship. The school's distinctively Christian worship impacts on the wider community when staff, parents and the community readily engage in planned church services and key assemblies throughout the school year. Worship is regularly evaluated and children's comments are reviewed in staff meetings, impacting on the planning of future worship. Pupils plan and lead worship and some older pupils have recorded and broadcast their worship via the school's own radio network. Worship is distinctively Christian using familiar symbols and objects on the worship table and routines which include Bible readings, prayer and Christian songs. The termly 'Agape' service is enjoyed by the

children and helps pupils to understand the spiritual significance and symbolism of sharing the grapes and biscuits. Prayer plays an important part in pupils' spiritual development. Prayer books of graces and end of day prayers, written by the pupils, are used before lunch and at the close of the day. Pupils value personal prayer in their own lives and they can explain when they use different types of prayer for different circumstances such as thankfulness and saying sorry to God. Prayer enhances pupils' understanding of God as Father, Son and Holy Spirit through a particular special blessing used in worship.

The effectiveness of the religious education is good

RE has a high profile within the school. The quality of teaching of RE is good and sometimes better as a result of support from the subject leader. Reflection time is built into RE lessons which deepens pupils' spiritual understanding of key themes, for example the use of 'I wonder ...' questions. Outcomes in RE are in line with the levels of attainment in other areas of the curriculum demonstrating that pupils make sustained progress in the subject. Teachers assess work regularly and this indicates that levels of attainment match national expectations and are sometimes higher. However, the approach to assessment lacks the detailed scrutiny required to inform future planning and monitoring of RE. The teachers' comments in pupils' books are not sufficiently consistent in providing examples of ways in which pupils can extend their learning in RE. Pupils are inspired by their lessons and enthusiastic about visits linked to RE themes. The pupils particularly enjoyed their multicultural journey through the 'Preston Faith Trail'. The school has a creative approach to the RE curriculum enabling pupils to draw on a range of skills. Experiential learning impacts positively on the pupils' depth of knowledge and understanding in RE such as Year 1 children making flour from wheat, as part of a carousel of harvest activity. Pupils demonstrate a good knowledge of Christian themes and events in the Bible and they have a clear understanding of key festivals in the church calendar but lacked a specific knowledge of ideas linked to Methodism. Pupils take pride in their work and RE books and class reflection demonstrate an engaging RE curriculum.

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

The school's distinctively Christian vision and values are thoroughly embedded in school life by the school leaders. The headteacher takes a clear lead in articulating the school's Christian vision and this is reinforced by the staff's actions ensuring that the same Christian vision is highly visible and lived throughout the school. The Christian values impact on the daily lives of pupils and the wider school community. The distinctively Christian vision has an impact beyond the school gate with pupils applying the Christian values to challenge current issues such as migration, recognising everyone's value in the eyes of God. Highly effective self-evaluation impacts on the school's performance through high levels of pupil progress and this supports leaders' subsequent strategic planning. Leaders ensure that the whole curriculum is underpinned by the school's distinctively Christian vision and this makes a significant contribution to pupil behaviour and pupils' spiritual, moral, social and cultural development. The mission statement of 'Living, learning, loving with God' drives the school's Christian commitment to embrace pupils with challenging needs. Parents were able to provide clear evidence of the school's impact on family life and pupils' spiritual development.

The headteacher takes a lead in maintaining excellent partnerships between the school, the two churches and the wider community. Parents, staff, clergy and governors all spoke of the positive impact the school has in bringing the community together, describing the school as a 'family coming together'. The school benefits from the leadership's strategic approach in developing leaders amongst the staff and governors. This has resulted in the appointment of a deputy headteacher from within the school. Leaders have a clear understanding of the school's academic performance and use self-evaluation effectively to maintain high standards. However, the school leadership recognises the need to extend existing monitoring systems to RE, to guarantee a more analytical approach, that helps to identify priorities for development in RE. Leaders ensure that arrangements for RE and worship meet statutory requirements through RE and worship being a priority in the school and this results in highly effective practice.