

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Croston Trinity & St Michael's Church of England / Methodist Primary School	
Address	Out Lane, Croston, Leyland, PR26 9HU
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p>'Stand firm in the faith, be courageous, be strong, do everything in love'. 1 Corinthians 16:13-14</p> <p>At Trinity and St Michael's Church of England and Methodist Primary School we strive to follow Jesus' example and do everything in love. Through living out our Christian values we Learn to Love, Love to learn and do the very best for ourselves, others and the wider world.</p>
Key findings
<ul style="list-style-type: none"> • The impact of leaders upon the experiences of the school and wider community is inspiring. Reviewed, re-energised and embedded, the Christian vision is at the heart of everything. This leads to academic and personal flourishing. There is further potential for leaders to share their expertise more widely. • The relevance and impact of the Christian vision transforms lessons. It promotes pupils' love of learning and their spiritual development. Pupils enjoy each day recognising and celebrating moments of wonderment. • Exemplary relationships reflect the school's vision. Consequently, adults and pupils grow as individuals recognising each other as made in the image and likeness of God. • Inclusive, invitational collective worship creates a precious pause in each school day. Drawing the school and its faith communities together it enables prayerfulness, reflection and a relationship with God. • Meticulously planned religious education (RE), provides pupils with a rich understanding of Christianity, major world religions and worldviews. This extends pupils' awareness of the diversity of beliefs and prepares them for life in modern Britain.
Areas for development
<ul style="list-style-type: none"> • Extend the ways in which the school's exceptional strengths as a Church of England and Methodist school are shared. This is so that the impact of the embedded Christian vision extends beyond the school.



Inspection findings

Trinity and St Michael's is a beacon of Christian distinctiveness serving its families and local community with humility and integrity. Deeply embedded and relevant, the biblically rooted Christian vision proudly reflects and promotes the traditions of the Anglican and Methodist churches. Shaping each policy, plan, decision, action and engagement, it is the root of the comprehensive, robust, self-evaluation and reflection that occurs. The school is a centre of Christian hope and excellence where adults and pupils are happy, supported and thrive. This is possible because leadership, including by governors, is inspiring, focusing on the wellbeing and education of all. School leaders are forward looking and engage in significant collaborations that support the school. Links with local schools, churches, the Anglican diocese and Methodist Trust all assist the development of this harmonious, welcoming community. There is potential to share even more widely the school's substantial expertise as a distinctively Christian school.

The school's success in fostering a love of learning is evident in pupils and adults. Pupils speak excitedly about their work because the adults around them ensure that lessons are creative, engaging and challenging. This applies equally to all pupils. It is possible because adults know the pupils in their care. They tailor work to support pupils with special educational needs and disabilities (SEND). They are sensitive to pupils' strengths and vulnerabilities. This is a school where no one is marginalised. Adults succeed in their roles because leaders ensure they receive appropriate training to support those around them socially, emotionally, physically and academically. This includes as Church school leaders. Consequently, adults feel professionally encouraged, supported and fulfilled. They 'go the extra mile' for pupils ensuring a rich programme of extra activities that stretch and encourage their interests and talents. Spiritual development is encouraged as part of enriching the experience of each person. Teachers plan opportunities to spark a spiritual response and delight in capturing pupils in moments of spiritual wonderment.

Throughout the school community, adults make courageous decisions to support the wellbeing of pupils, the wider community and each other. The deep, biblically rooted understanding of Christian love is the foundation that inspires and promotes this approach. Pupils appreciate how to be agents for change because their learning encourages them to be responsible, use their voices and make ethical choices. They enjoy nurturing outdoor spaces through their eco committee and outdoor learning. They are determined advocates for the environment and consider this as important work in stewarding God's world. Charities are democratically chosen with pupils deciding which to support and how. Often this arises from personal experiences. For example, support for the local hospice arose from bereavements. Praying, spending time with people, and awareness raising are promoted as equally important responses to need as fundraising.

Relationships throughout the school are exceptional. They exemplify the school's Christian vision of following the example of Jesus and doing everything in love. There is a tangible sense of each person being valued as equally important and unique. The golden threads of friendship and respect bind the school together and tie it to its local church and village communities. Behaviour throughout the school is exemplary because pupils enjoy their learning and leisure time together. They are confident that they know how to treat each other and how to restore friendships if they break down. In this they understand and value forgiveness and reconciliation as leading to fresh starts and lasting resolutions. Pupils keenly explain that theirs is a happy school where everyone treats each other properly. They are confident in this opinion because they are taught and understand the characteristics of good relationships. They are adamant that bullying, or mistreatment of another person does not



occur and would not be tolerated. They know and understand how to keep themselves safe socially and including online because adults support them to be so. Exceptional importance is placed upon safeguarding pupils' and adults' mental health and wellbeing so that they can flourish in all aspects of their lives.


The determination with which adults prepare pupils to enjoy rich, fulfilling lives beyond the school reflects the ambitions of the Christian vision. This includes expanding their cultural horizons and awareness of the diversity of modern Britain. Music, art, crafts and sport all contribute to pupils appreciating that individuals have different heritages, interests and talents. Pupils apply a sense of fairness to the treatment of everyone. Their sense of justice and purpose arises from the school's vision to do the best for themselves, others and the wider world. Consequently, they see difference as uniqueness and precious in the eyes of God.

Always by invitation and without compulsion, worship is inspiring and inclusive. It brings the Christian vision to life. Adults and the bright lights pupil team, collaboratively plan and coordinate the leading and evaluation of worship. Ensuring they reflect the Christian and secular calendars, they appreciate how to bring God to the heart of the community. Therefore, worship is varied, relevant, thought-provoking and a welcome daily experience. The Bible, candles, music, prayer, reflection and recognised responses are at the heart of interactive, engaging worship. Carefully planned, yet responsive to local, national and global issues and events, worship unites the community in all circumstances. Prayerfulness punctuates the school day; it engages pupils individually and in small and large groups. Reflection tables, self-written class prayer books and the wonderful Reuben's Garden are all deeply significant, relevant and cared for focal points. They encourage and support adults and pupils in moments of worshipful and spiritual reflection. The strength of the school and church ties are reflected in their shared worship. For example, the harvest service, described by the headteacher as a 'goosebumps' moment, symbolised a community united in prayer and thanksgiving.

Pupils are enthralled by their learning in RE. They relish the challenging and interactive lessons that enable them to grow in their knowledge and understanding of Christianity as a living, global world faith. Equally, they find learning about major world faiths and worldviews exciting. Pupils are not fazed by philosophical and theological ideas and tackle them with determination. Visits and visitors bring learning to life. They enable pupils to deepen and broaden their appreciation of religious practices and the impact of faith upon the lives of believers. This is another way that pupils' exposure to, and appreciation of, differences and diversity in society is expanded. Pupils enjoy writing in RE. They use religious terms with accuracy both in written and oral work.

Trinity and St Michael's is a community that flourishes because it stands firm in faith, is courageous and strong and does everything in love.



	The effectiveness of RE is		Excellent	
	<p>The sequential and challenging curriculum ensures that learning in RE is excellent. Pupils are enthused by consistently challenging and engaging lessons. They retain and build upon their learning using religious terms accurately and confidently to express their knowledge, understanding and mature opinions. Rigorous, meaningful assessment ensures pupils know how to improve their learning. This includes those with SEND and the most able. This leads to pupils making excellent progress.</p>			
Information				
School	Croston Trinity & St Michael's Church of England / Methodist Primary School	Inspection date	14 June 2023	
URN	131309	VC/VA/Academy	Voluntary aided	
Diocese/District	Blackburn	Pupils on roll	212	
Headteacher	Claire Procter			
Chair of Governors	Victoria Tayler			
Inspector	Fiona Ashton	No.	860	