

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School, Southport	
Address	Manchester Road, Southport, PR9 9AZ
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	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
At Holy Trinity our vision is to be the best we can be: for God, for others and for ourselves.
Key findings
<ul style="list-style-type: none"> • Rooted in biblical teaching, the Christian vision drives the actions of leaders and governors. This results in a school with a loving Christian ethos. A recently implemented adult ethos team demonstrates a strong commitment to Church school development. • Enriching curriculum opportunities make an effective contribution to pupils' character development. Incidental opportunities for spiritual development are evident but a shared language to discuss spirituality is yet to be established. • Deeply inclusive, the school's resilient commitment to meeting the needs of all results in impressive practice. A host of innovative initiatives support mental health and wellbeing which results in flourishing within and beyond the school community. • Collective Worship expresses the school's vision beautifully. Opportunities for prayer and reflection within and beyond collective worship enable pupils to feel calm. Church links and other Christian partnerships make a significant contribution to spiritual flourishing. • Pupils enjoy a rich and varied religious education (RE) curriculum. They learn about Christianity and a range of world faiths. New systems to support the assessment of RE are in the initial stages.
Areas for development
<ul style="list-style-type: none"> • Secure the impact of the newly created governor and staff ethos team in order to further enhance strategic development as a Church school. • Refine assessment strategies and moderation in RE in order to inform planning and ensure further challenge and progress for pupils. • Establish a shared understanding of spiritual development so that staff can explicitly plan for this across the wider curriculum. This is in order to enrich existing opportunities and support pupils and adults to express their own spiritual flourishing.



Inspection findings

The vision 'to be the best we can be' is central to the life of this diverse and vibrant school. Leaders, including governors, articulate the vision's theological foundations. This motivates them to strive wholeheartedly to enable the whole school community to flourish. As a result, love and kindness characterise this school where the vision drives and shapes the strategic actions of leaders. Dedicated and effective governors know the school well and demonstrate a strong commitment to Church school development. A Christian ethos team enables adults to think deeply about what it means to be part of a Church school. As a result, staff and governors have begun to make long-term plans, considering future strategic Church school development. However, as the creation of the team is relatively new, the impact of these discussions is yet to be seen.

Successful strategic partnerships support the work of the vision. Leaders have a strong and mutually beneficial relationship with Liverpool Diocese. Staff keenly engage in diocesan training, networks and support. Links with Liverpool Diocesan Schools Trust (LDST) enable leaders to share good practice with other schools. Trust monitoring ensures that the school maintains its distinctively Christian nature. Partnerships with local clergy and Southport and Area Schools Work Trust (SASWT) are naturally woven into the life of the school. They are an active Christian presence supporting the school pastorally and in a wealth of rich spiritual opportunities. Alongside worship, events such as prayer spaces and treasure hunts enable pupils to reflect thoughtfully about Christian celebrations. Awesome club, run by SASWT, enables some pupils to explore the fruits of the spirit as 'awesome skills'. Learning to sing 'Ave Maria' with the church choir master, has had a profound impact on some pupils. Consequently, these vitalising collaborations make a significant contribution to staff development and the quality of Christian education accessed by pupils. Partnerships deeply enhance the spiritual flourishing of pupils and adults.

Collective Worship beautifully expresses the vision. Varied elements including music, stillness, story, reflection and moments of awe help pupils to encounter the teachings of Jesus. Pupils, from a range of world faiths and global Christian backgrounds, share their religious practices and celebrations within Christian worship. This inclusive worship leads many to feel welcome and to know they are cherished as precious children of God. High-quality class based worship supports pupils to understand Christian values more deeply. Pupils talk about how this helps them to make changes to their own attitudes and behaviours. This is exemplified in the respectful conduct pupils display to one another around school. Worship motivates some pupils to take part in social action. As part of a trust initiative, the whole school now sponsor a child in Uganda. This enables pupils to see how they can make a difference globally. The pupil worship team meet weekly to look at ways to improve and plan worship. Their recent training on prayer, with local clergy, has led to the introduction of class prayer books. As a result, these pupils now regularly pray for those who have written requests. Opportunities to develop pupils' leadership skills are enhanced through the team's monthly Archbishop of York Young Leader's Award sessions. Consequently, pupils are growing in the confidence and skills they need to become leaders of worship.

RE is well led, resourced and taught. It is given a high profile within school and is underpinned by the school's vision. The varied curriculum is well balanced and meets the requirements of the Statement of Entitlement. Pupils explore theological concepts, think about life's big questions and consider how religion makes a difference to people's lives. Many pupils are able to talk about Christian ideas, such as salvation, in an age appropriate way. Lessons are calm, engaging and purposeful. Pupils enjoy the creative way in which RE is taught. Role play, discussions and thought provoking videos help pupils to connect to religious ideas.




Pupils learn about Christianity and a range of world faiths and worldviews. RE enables pupils to think deeply about their own beliefs in a safe space. Pupils respect the views of others. RE helps pupils to flourish as well-informed reflective learners. Teachers use a range of strategies to help pupils to know and remember their learning in RE. Pupils with special educational needs and/or disabilities (SEND) and those for whom English is an additional language (EAL) are well supported. Teachers are currently implementing new systems to help them to know how well pupils learn in RE. However, as these are not yet embedded, teachers are not able to use them to inform planning and secure challenge for all pupils.

The Christian vision and leaders' perceptive understanding of the school's context shape the wider curriculum. Leaders work hard to ensure the curriculum is adaptable and meets the needs of all learners. As a result, vulnerable pupils, including those with EAL and SEND, thrive. Curriculum themes enable pupils to ask questions about injustice and exploitation. Adults support pupils to build up skills of courageous advocacy by writing letters to those in power. Leaders hold a strong commitment to enriching the cultural experiences of pupils through curricular and extracurricular activities. As a result, the curriculum brings joy through discovery and plays a vital role in pupils' character and moral development. Incidental opportunities across the curriculum contribute to pupils' spiritual development. However, staff and pupils do not yet have a shared language to plan for, and express spirituality. This results in missed opportunities to extend spiritual flourishing.

The vision epitomises leaders' aspirations for this community to flourish in every possible way. It leads to collaborations with a range of organisations including outside agencies, local charities, businesses and the local church. The school serves and is served by goodness. As a result, schools are enabled to offer a host of innovative initiatives which support individual and community wellbeing. The 'helping hands' lunch club for the elderly, at which Year 6 pupils serve on a weekly basis, brings joy and companionship. This enables pupils to develop their confidence and sense of belonging within the community. A local initiative to record a song incorporating every language represented in school is a celebration of each unique individual. Consequently, this is a deeply welcoming environment where every person is enabled to flourish as 'the best they can be'. Initiatives such as the school dog, sanctuary rooms, prayer spaces and highly trained practitioners, impact positively on pupils' mental health. This is demonstrated in pupils' improved attendance, transformed mindsets and ability to access the curriculum. Systems promoting staff wellbeing result in adults who feel valued and well supported. As a result, they thrive professionally and are inspired to live out the school's vision in service to others.



	The effectiveness of RE is		Good	
	<p>As a result of effective staff training and high-quality resources, RE lessons across the school are taught well. Pupils enjoy RE and engage enthusiastically in lessons which are vibrant, creative and thought provoking. Some pupils are able to articulate their understanding of theological concepts. Pupils with SEND are well supported and have opportunities to demonstrate their understanding beyond written tasks. As a result, most pupils make good progress in RE.</p>			
Information				
School	Holy Trinity Church of England Primary School, Southport	Inspection date	21 March 2023	
URN	145454	VC/VA/Academy	Academy	
Diocese/District	Liverpool	Pupils on roll	208	
MAT/Federation	Liverpool Diocesan Schools Trust			
Headteacher	Linda Thompson			
Chair of Governors	Marlyn Banham			
Inspector	Alison Rice	No.	2103	