

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School, Littleborough	
Address	Victoria Street, Littleborough, Rochdale, OL15 9DB
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)	Requires Improvement

School's vision
<p>'Fide et Labore' (Faith and Labour)</p> <p>Faith in God helps and guides us to reach our potential and to become the best we can be by working hard in everything we do. 'Let all that you do be done in love'.</p> <p>(1 Corinthians 16: 14)</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision drives a culture of hope and aspiration. Leaders are determined that every pupil is empowered to be all they can be. Pupils with special needs and/or disabilities (SEND) thrive as they are sensitively nurtured with kindness and love. • Character development is prioritised. A rich, exciting curriculum ensures that each pupil can harness their God-given potential. However, spiritual experiences across the curriculum are incidental rather than explicitly planned. • In religious education (RE) pupils build a good understanding of Christianity as a living, diverse faith. However, their understanding of a range of other religions is underdeveloped. • Christian values infuse all areas of school life and are lived out daily. Behaviour is exemplary and pupils forgive readily. Relationships are defined by trust, generosity and respect. • Collective worship unites this Church school family. It inspires pupils to live out Christian values, is rooted in Anglican traditions and contributes to spiritual growth. Pupils participate eagerly but are not currently involved in planning, leading and evaluating worship.
Areas for development
<ul style="list-style-type: none"> • Identify how knowledge and concepts within a range of religions build progressively across the RE curriculum. This will enable pupils to deepen their understanding of diversity. • Strengthen pupils' character and spiritual development by involving pupils of all ages in independently planning, leading and evaluating worship. • Deepen the spiritual life of the school by agreeing a shared approach to spirituality. Use this to plan high-quality spiritual experiences across the breadth of the curriculum.



Inspection findings

The Christian vision drives a culture of hope and aspiration at this compassionate Church school. Supported by love, pupils are empowered to be the best they can be in all aspects of their development. They flourish as confident, resilient learners who live out the school's Christian vision and values.

The biblical verse from 1 Corinthians 16: 14 is embraced by all members of this Church school family. Leaders explain how a vision rooted in love drives their actions. They share high aspirations for every pupil to flourish as a unique child of God. This creates a nurturing, environment where everyone is loved unconditionally and supported passionately. Pupils with SEND and the most vulnerable thrive. This is because staff work sensitively to overcome barriers to their social, emotional and academic growth. Whatever their level of need, all pupils are treated with dignity. Parents praise leaders for their willingness to embrace and celebrate difference, so all are valued.

A close partnership exists with the local church. The vicar and lay leaders are actively involved in the daily life of the school. This strengthens the school's Christian ethos and supports spiritual growth. For example, they lead worship, enrich prayers, lead the junior church council and supplement the teaching of Christianity. The leadership of the governing board ensures that the Christian vision drives forward strategic plans for improvement. Governors undertake evaluations of Church school effectiveness. These feed directly into the school development plan. New systems to sharpen the self-evaluation cycle are being introduced. These are to allow governors to drill down into specific aspects of Church school life. Links with the diocese are less developed. Staff have not accessed training on current thinking in Church school education.

Pupils strive to live out the school's core Christian values and are rewarded for doing so. Certificates are awarded weekly for 'walking in the footsteps of Jesus'. Nominations for special awards are submitted to the junior church council for presentation in church. The impact is seen in relationships which are grounded in respect, trust and generosity. Forgiveness is a core school Christian value. Behaviour is exemplary. However, when disagreements arise, pupils forgive readily and are keen to reconcile.

Collective worship unites this Church school family. It is invitational and inclusive. Pupils explain how worship enables everyone to participate at their own personal level. Rooted in Christian values, it impacts positively on pupils' actions, attitudes and relationships. For example, worship recently inspired pupils to support the Turkey-Syria earthquake appeal. Pupils engage fully with a varied pattern of worship. This includes interactive activities, story, music and singing. It is a joyful experience. Pupils sing with enthusiasm and participate eagerly. Involvement from the local church introduces Anglican traditions such as opening and closing prayers and the lighting of candles. Pupils regularly encounter the teachings of Jesus and the Bible. One pupil explains, 'In worship I feel as though Jesus is walking beside me.' Spiritual nourishment is provided through times of reflection, questioning and prayer. These moments provoke deep and thoughtful responses from pupils. However, worship is mostly led by adults. Pupils do not have the opportunity to plan and lead worship independently. Worship is regularly evaluated and feedback is provided. Although this drives improvement, this process also lacks pupil involvement. The Church school family attend church services to mark special events and Christian festivals. Parents explain how they look forward to church services and find them spiritually uplifting.

Planned and spontaneous prayer is embedded within the daily rhythm of this Church school. Pupils write their own prayers. These are placed anonymously into a class prayer box to be



shared at the end of each day. Prompts within the learning environment stimulate reflection. For example, displays, worry boxes, artefacts and ask-it baskets. However, there is no shared approach to spirituality that is understood by all staff. Spiritual experiences are incidental rather than explicitly planned across the curriculum. This means that chances to deepen spiritual growth are missed.

RE is on a renewed journey of improvement and new subject leaders are appointed. Pupils develop a good understanding of Christianity as it is central to the school's current curriculum. An enquiry-based approach promotes spiritual growth and enables pupils to safely express their personal views. Leaders are keen to promote an understanding of diversity and pupils encounter a range of religions. However, staff are unclear how knowledge of sacred texts, beliefs and practices builds progressively. This means that expectations are inconsistent and activities sometimes lack challenge. Within the timetable, there is often insufficient time to explore religions, other than Christianity, in depth. Currently, pupils do not visit different places of worship and engage with faith representatives. This is a barrier to building a deep understanding of the living religious traditions in the local area. Teachers have received advice from subject leaders on lesson content and assessment practices. However, they have not accessed training to develop their subject knowledge. Monitoring activities take place however they sometimes lack rigour. For example, assessments are not moderated and analysed to check whether pupil outcomes are of a high enough standard.


Character development is prioritised. A rich and ambitious curriculum widens life experiences. Pupils engage with a varied range of stimulating extra-curricular activities and residential visits. Many pupils excel at a range of musical instruments and are skilled at sports including lacrosse. Thrilling residential visits to Europe and outward-bound centres develop resilience and responsibility. A Christian based personal, health and social education programme supports pupils' character development and emotional wellbeing. Pupils aspire to a range of leadership roles. For example, joining the junior church council, sports council, school council and becoming a reading ambassador. Alongside a growth mindset approach, these experiences greatly support character development.

Pupils' support for a range of charities is testament to their growing compassion. They support charities close to their hearts. For example, in support of leukaemia, downs syndrome, cancer and bereavement. They aspire to improve peoples' lives and make the world a better place. However, curriculum plans do not explicitly include links to justice issues in the global society. This means that pupils lack inspiration to act as courageous advocates for change.

Staff surveys show that adults feel cared for, listened to and highly valued by Christian leadership. Workload is carefully managed and monitored. During difficult times adults draw strength from each other. Staff flourish as a cohesive team because a culture of compassion ensures good provision for mental health and wellbeing.

Holy Trinity is an ambitious school with a big heart. Pupils flourish as they are instilled with a determination to achieve their God-given potential within a community of love.



	The effectiveness of RE is		Requires Improvement	
	<p>The RE curriculum is rich and engaging. Pupils make good progress in their understanding of Christianity. However, the teaching of a wider range of beliefs and practices is inconsistent. Pupils' outcomes across a range of religions are sometimes not high enough. This is because it is unclear how knowledge and concepts build progressively across the school. A lack of rigorous monitoring and quality professional development are also barriers to pupils' broader academic flourishing in RE.</p>			
Information				
School	Holy Trinity Church of England Primary School, Littleborough	Inspection date	6 July 2023	
URN	105814	VC/VA/Academy	Voluntary aided	
Diocese/District	Manchester	Pupils on roll	212	
Headteacher	Mark Kenyon			
Chair of Governors	Ian Bullock			
Inspector	Alison Lloyd	No.	2141	