



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity Church of England High School, Manchester	
Address	Higher Cambridge Street, Manchester, M15 6HP
School vision	
<p>Faith in the city, value in people, excellence in education. To provide a Christian educational environment in which young people are safe, secure, cared for and happy, and are able to flourish together and develop into articulate, confident and well-qualified citizens of the world. Matthew 22: 37-40, John 10: 10</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders, including governors, ensure through careful, thoughtful, rigorous and robust evaluation, that the school’s Christian vision underpins decisions and processes. The vision responds to the immense diversity of the community. Consequently, adults and pupils thrive in their academic and professional endeavours.</li> <li>• Pupils’ learning, personal development and aspirations are addressed in a manner that allows them to be ambitious for their futures. They are enabled in their sporting, creative and spiritual flourishing through a rich provision of formal learning and enrichment activities.</li> <li>• Collective worship is meticulously planned and thoroughly evaluated. Reflecting the breadth of the Anglican traditions, it celebrates the rich faith heritage of the school community. It invites all to encounter moments of stillness and spiritual nurture.</li> <li>• Excellent personal relationships that recognise each person is created in God’s image are at the heart of this harmonious community. The 'Trinity Together' approach supports and promotes a culture of dignity and justice. Adults prepare pupils to be role models in society and to advocate for others.</li> <li>• The talented team of religious education (RE) teachers are very capably guided so that pupils enjoy and succeed in their learning. The challenging curriculum enables pupils of all ages to know and understand a range of world faiths and worldviews.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Seek opportunities for the strengths of teaching and good practice in RE to extend within and beyond the Trinity Community. This is so that more pupils can flourish in their learning and wellbeing and meet their academic potential.</li> <li>• Support and develop adults so that they are confident in leading and facilitating acts of worship and reflection. This is so that all are nurtured in their personal spirituality, especially during form times.</li> </ul>	
Inspection findings	
<p>At the heart of the city of Manchester, this diverse community is one with God at its heart. Established to serve a multicultural, multiracial, multifaith population, Trinity succeeds as a place of</p>	



faith, valuing everyone and pursuing excellence. In this, it is true to its contextually appropriate Christian vision. This is because leaders, including governors, rigorously and robustly evaluate both the potential, and actual, impact of their policies and decisions. The 'Trinity Together' approach, built on Christian values, provides a common understanding, of living and succeeding together. It has a tangible impact upon the school community's understanding of difference, diversity and inclusion. This enables all to find their place and know that they are welcomed into a culture of care and respect.

Leaders appreciate that for everyone to succeed, they must be enabled to reach their God-given potential. Therefore, they ensure that, through a focus on professional expertise and development, adults feel supported. Consequently, adults address the needs of pupils whether academic, social, emotional or spiritual. The school's location supports and encourages the vast array of different partnerships that it embraces and pursues to the advantage of all. Partners include Manchester Diocese, local churches, higher education providers and a myriad of groups that enhance the opportunities of individuals. Parents reflect that they choose this school because it represents modern society and mirrors their care and aspirations for their children. The provision for pupils with special educational needs and/or disabilities (SEND) is highly valued. It exemplifies the lengths that the school goes to in order that individuals receive the bespoke provision they deserve. Throughout the school, pupils learn in mixed ability groups thereby maximising pupils' appreciation of equality and equity. Older students are encouraged to pursue their talents and interests when selecting their option subjects at Key Stage 4. As a result, they say they feel excited for their futures. The school's enrichment programme is vast and celebrates pupils' heritage, talents and interests. School leaders recognise the difference that these additional opportunities, particularly in the arts and sport, make to pupils and prioritise facilitating them. Pupils explain that they 'grow' because the enrichment programme has something for everyone.

Collective worship provides daily moments of quiet contemplation for all. As a result of careful planning, worship reflects the rich breadth of the Anglican traditions, the Christian calendar and secular priorities. This maximises pupils' opportunities to encounter worship to which they can relate. Worship allows for all to meet as academic year groups, tutor groups and pastoral houses. On each occasion, pupils are invited, without compulsion, to engage with prayer and scripture so as to elicit personal responses. In particular, the 'pause for thought' tutor group worship encourages pupils in their personal spiritual flourishing. However, not everyone feels confident in leading and facilitating these occasions and therefore, important spiritual growth opportunities are not fully realised. The relationship with local churches and ministers provides enriching mutual support to both church and school worship. Significant Christian feasts including Christmas and Easter are celebrated in church and offer opportunities for the school to gather as one community. Local clergy provide admirable support enabling adults and pupils to participate in the Eucharist regularly. A pupil explained that 'Eucharist isn't only for Sundays'. Clergy also engage with pupils through the established Christian Union meetings. Prayer groups for staff and pupils add to the rich tapestry of the school's prayer life and spirituality. Pupils' confident contributions to planning, leading and evaluating worship promote its continuing relevance.

Inspired by the Christian vision's intention of 'care and happiness', pupils know the value of dignity and respect for all. This empowers relationships throughout this large, friendly school. Differences of race, religion and circumstance are acknowledged, valued and supported. School leaders are creative in their approaches to meeting needs. Carefully considered pastoral approaches and systems ensure that pupils are known and cared for socially and emotionally. Those who are vulnerable, even temporarily, are nurtured to be stronger. There is an emphasis on physical and mental wellbeing that embraces the whole community. Mental health ambassadors, trauma informed responses and the established work of the school's art therapist offers support to pupils and adults. Leaders are mindful of the needs of the community and proactive in their care for all.

There is an understanding that behaviours and relationships sometimes fail but the school culture is such that forgiveness, reconciliation and fresh starts abound. Pupils say they feel safe within the school. This is because adults educate, support and encourage them to be so and consequently, attendance and enjoyment are high.

The Trinity school community appreciates that each person is equally important in the eyes of God. This leads to a community faithful to its Christian vision and focused on justice and responsibility. Within the school, this is recognised in the equity of relationships and opportunities. Anti-bullying and anti-racism projects are particularly important. Adults are proud of their work to decolonise the curriculum. Pupil leadership roles are many and respond to pupils interests and strengths. Pupils' opinions are sought and listened to on all manner of issues. This results in pupils who want to be positive role models and to make a difference to their communities. Advocacy to enable life in all its fullness is essential in this generous community. Underpinning the brave decisions leaders and other adults make, it promotes the wellbeing of pupils and each other. It is reflected in the actions pupils take to improve their communities locally, nationally and internationally. This they accomplish through acts of kindness, fundraising and stewardship of their environment.

RE is a strength of learning provision. It is distinguished by the enthusiastic and capable team of subject specialists who bring learning to life for pupils. The talented subject leader has ensured challenging, appropriate and well received programmes of learning for all pupils. This includes an ethics-based core RE offer for all in the Sixth Form. At Key Stage 3, pupils gain a deep understanding of a range of world religions and world views. Examination syllabi for GCSE and A-level qualifications are selected to be relevant to pupils backgrounds and ambitions. They successfully lay the foundations for continuing academic study. Pupils make excellent academic progress and achieve enviable outcomes in RE. A generous programme of visits and visitors enriches exciting class-based learning and contributes significantly to pupils' engagement. Visits to different places of worship open pupils' eyes to the life and faith experiences of others. Pupils retain their learning and can evaluate and make connections between religions, including Christianity, and the worldviews that they study. This contributes to the harmony of the community and prepares pupils for life beyond school. Accurately applied religious literacy is a strength of pupils' writing and enables learners to demonstrate the depth and breadth of their knowledge and understanding. Leaders within RE take full advantage of the networks and professional development available to them. They provide support to other local RE departments. However, there is unrealised potential for this expertise to be shared more widely within and beyond the school. RE provision successfully meets statutory and church requirements.

The inspection findings indicate that Trinity Church of England High School is living up to its foundation as a Church school.

Information			
Inspection date	21 November 2023 - 22 November 2023	URN	137801
VC/VA/Academy	Voluntary aided	Pupils on roll	1513
Diocese	Manchester		
MAT/Federation			
Headteacher	Julian Nicholls		
Chair	Peter Scott		
Inspector	Fiona Ashton	No.	860

