

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School

Vision

Living, loving and learning with God. At Holy Trinity, we strive to grow a flourishing community where living well together is key, inclusivity and support are embraced to ensure everyone feels loved and valued and learning allows us to achieve and succeed. This is rooted in Mark 12:30. 'Love the Lord your God with all your heart, all your soul, all your mind and all your strength.'

Holy Trinity Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Strong Christian leadership and formal partnerships have a significant impact on the development and expression of the Christian vision. Close links with the academy trust and diocese unquestionably enhance the life and work of the school. This enables pupils and adults to aspire, flourish and succeed.
- The Christian vision ensures those who experience barriers to learning are welcomed, included and nurtured. The quality of support they receive enables them to access the curriculum, progress and thrive.
- Proactive and creative links with local church communities enhance provision for collective worship. This contributes to the spiritual development of pupils and adults.
- Mutually supportive relationships and compassionate pastoral support foster a culture of trust. This enables the school community to live well together and impacts positively on wellbeing.
- Religious education (RE) is led with passion and expertise, resulting in a rich curriculum. Consequently, pupils display a sound knowledge of Christianity and a range of world religions.

Development Points

- To fully embed the new RE syllabus. This is to ensure that the RE curriculum continues to be well-balanced and pupils reflect deeply on their own beliefs and those of others.



Inspection Findings

Holy Trinity Primary School is a welcoming hub in the centre of the community. Those who enter are immediately embraced into its happy and loving environment. The Christian vision is the lifeblood of this school. Purposeful partnerships, including with the Sycamore Trust and the diocese, challenge and steer the vision forward with commitment and determination. The vision and values of the trust closely align with those chosen by the school. This creates unity in strategies to support pupils and staff. Deeply Christian leadership at all levels displays a common purpose of living, loving and learning together. Highly relevant biblical roots and five pertinent Christian values underpin the vision. They explicitly drive the school's day to day life. This determined approach ensures relationships are strong, so that pupils and adults gain the confidence and desire to develop and flourish. Governors have an impressive knowledge of the school and rigorously monitor the impact of the vision. In this way they are supporting the ongoing development of Holy Trinity as a Church school.

The school has high aspirations for all its learners. The Christian vision ensures the curriculum meets the needs of pupils extremely well. It is thoughtfully constructed and explores, 'Where are we going and who will we meet?' In this way pupils gain a deep understanding of diverse cultures and how people's lives interconnect. Parents and carers appreciate how pupils are treated as unique individuals. They recognise the support given to those with special educational needs and/or disabilities (SEND). Additional needs are swiftly identified and early, bespoke interventions are put into place. For example, speech and language programmes develop communication skills in the early years of school. As a result, pupils are effectively supported to progress and achieve. Abundant opportunities for spiritual development are included within the rich curriculum. Visits to farms and country parks allow pupils to wonder at the natural world beyond their community. Vibrant artwork displayed around the school demonstrates the creative ways pupils express themselves and their feelings. In this way, spontaneous and planned activities enable pupils to gain a deepening spirituality as they move through the school.

Collective worship is central to the school day and meets the needs of this diverse community well. Staff appreciate it as a time to gather together, to reflect and pray during the busy school day. Training for staff enables them to lead worship with confidence. The exploration of big questions allows both staff and pupils to develop and explore their spirituality. The pupil worship committee enthusiastically plan and participate in acts of worship which explore the Christian vision and values. For example, the re-enactment of the story of Samson and Delilah helped pupils consider how Christians put their faith and trust in God. Spiritual development is effectively nurtured through reflections within pupil led prayer. They know that prayer can give them comfort and enable them to be positive and strengthened during the day. Joyous singing brings a deep connection within the school community. Worship is considerably enriched by contributions from local church communities. The local Anglican churches and the Salvation Army help pupils and staff deepen their reflections on Bible stories. This has motivated pupils to pray for others in a prayer walk. It has also inspired a 'shine day' that celebrates the talents and achievements of the school community. Pupils of all ages are enthused and engaged in worship. For example, pupils in the Early Years take part in 'Wiggle Worship' that introduces them to the Bible through singing and dancing. Similarly, visits from the 'Open the Book' project teaches Bible stories to older pupils in a fun, interactive way. This enables them to link the teachings of the Bible to the school's Christian values.

At Holy Trinity, the Christian vision ensures all feel safe and cared for. The school is valued as a haven where love and help are guaranteed. Pastoral care is central to the culture of trust and the close relationships that exist.



Families feel listened to and are sensitively supported during times of difficulty. This gives them hope and a sense of belonging. A close working partnership with families results in an impressive improvement in pupils' attendance at school. Pupils' emotional needs are effectively met through a range of strategies that focus on overall wellbeing. The 'peace garden' also offers a quiet space to reflect and think. Thus a calm learning environment is created. Staff feel appreciated and inspired to take part in professional development. They describe themselves as a big family who care for one another. They know they can approach leaders in times of difficulty, which impacts positively on their wellbeing. New staff are quickly enveloped into the team and receive the support they need to flourish.

The Christian vision creates an active culture of justice and responsibility. The school believes that everyone is unique in their own way and has a right to be respected. This is evident in the way both adults and pupils act as role models and treat each other with compassion. For example, peer mediators help to sort out disagreements at break times. The vision inspires the school community to take action to improve the lives of others. A wide variety of charitable events are carefully chosen by each class. For example, pupils provide toothpaste and toothbrushes for homeless people and collect money to provide water tanks for farmers overseas. Pupils discuss environmental issues, which moves them to become involved with a community group. Here, pupils care for the natural world by litter picking and gardening on an allotment. Times for regular discussion about world issues and current affairs are built into the curriculum. Consequently, pupils can voice how they stand up to injustice and speak with maturity about discrimination and inequality.

RE provision is effective. From the early years, pupils build up their knowledge sequentially. This gives pupils a sound knowledge of Christianity, which develops over time. The enquiry-based approach to RE interests and engages pupils. Older pupils relish the opportunity to discuss 'big questions'. This empowers them to confidently explore their own and others' convictions with a good level of understanding. In this way they extend their knowledge of core Christian concepts. Pupils also have a broad knowledge of a range of world religions. This fosters a respect for others. They compare features of different faiths, for example, comparing the way Christians and Muslims pray. The diocese plays a big role in facilitating professional development for RE enabling staff to deliver the subject with confidence. Membership of a local RE Hub and trust cluster group provides valuable opportunities to share effective practice. This impacts on the professional development of senior leaders and RE curriculum development.

The quality of RE teaching is good. Extremely strong subject leadership has led to the introduction of a new RE curriculum. The structure and balance of the curriculum, combined with the passion with which it is taught, ensures pupils make progress from their starting points. Assessment systems are linked to current learning in RE. They indicate a clear progression of skills and enable teachers to assess knowledge and plan for future learning.

Information

Address	Cecil Street, Bury, Lancashire, BL9 0SB		
Date	16 January 2025	URN	146308
Type of school	Voluntary Aided	No. of pupils	233
Diocese	Manchester		
MAT	The Sycamore Trust		
Headteacher	Alison Knott		
Chair of Governors	Cath Hilton		
Chair of Trust	Mark Granby		
Inspector	Anne Barker		