

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bacup Holy Trinity Stacksteads Church of England Primary School			
Address	Booth Road, Stacksteads, Bacup, Lancashire OL13 0QW		
Date of inspection	11 November 2019	Status of school	Voluntary controlled primary
Diocese	Manchester	URN	119414

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Bacup Holy Trinity Stacksteads is a primary school with 270 pupils on roll. The majority of pupils are of white British heritage. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The assistant headteacher is currently on secondment as acting headteacher at another Anglican primary school.

The school's Christian vision

Train up a child in the way he should go and when he is old, he will not depart from it. Proverbs 22:6
To serve the town and parish by the provision of a balanced, high quality education in a caring environment where Christian values and good relationships among governors, staff, parents and pupils are fostered.

Key findings

- The school's Christian vision accurately reflects the work of God in this place. Leaders believe strongly in the vision's biblical roots. This underpinning theology, however, is not yet widely understood by stakeholders.
- The strong Christian leadership of the headteacher drives forward the school's Christian vision and values. His passion and aspiration for the school community is tangible. As a result, pupils and adults are enabled to develop and flourish.
- Collective worship is valued as an important and enjoyable time. The church community provides support in developing collective worship provision. Pupils link the biblical teaching to the school's Christian vision and values. Children evaluate worship but have limited opportunities to plan and lead acts of worship.
- Religious education (RE) gives pupils a good knowledge and understanding of major world faiths. However, their knowledge of core theological concepts and how they relate to Christianity lacks depth.
- The way the Christian vision drives support for vulnerable pupils is very good. Resources are strategically allocated to ensure all are enabled to thrive and flourish, academically and emotionally.

Areas for development

- Explicitly share and promote the theological underpinning of the Christian vision. This will ensure all policies are shaped by the vision's biblical roots and positively impact on the school's effectiveness as a Church school.
- Enable all teachers to develop their practice and engage in professional development in RE. This will provide effective support for teaching about core theological concepts.
- Increase pupils' involvement in planning, leading and evaluating collective worship. This will enable pupils to engage more fully with the Christian vision and associated values.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders express their vision as an education founded in Christian love. They want a school where children and adults feel 'cared for, valued and enabled to use their God given talents'. This vision is shared and promoted in the daily actions and practice of the school community. All policies are child centred and pupil driven, although they do not always make explicit links to the vision or its biblical roots. The partnership with the local authority supports the school's track record of developing future Church school leaders. Several staff have gone on to headship in other Church schools. The links with the diocese are not as strong as they could be. Leaders provide opportunities for governors to evaluate their effectiveness as a Church school. These include data analysis, subject leader reports to the curriculum committee and learning walks to monitor RE, worship and the school's Christian character. All recommendations from the previous SIAMS inspection have been addressed.

This is a happy, friendly primary school. The needs and care of pupils are at the forefront of all decisions and the strategic allocation of resources. As a result, pupils feel safe, listened to and develop as confident, resilient learners. Vulnerable pupils are quickly identified and access a range of bespoke support services. Parents and carers speak highly of how the school challenges pupils of all abilities to progress and achieve their best. Pupils say, 'Teachers give us targets to reach and push us to be our best.' Consequently, the academic needs of all pupils are met, and all are enabled to flourish as unique children of God.

The Christian vision and values underpin relationships in the school. The mutual trust and respect between adults and pupils are evident. This results in the excellent behaviour of pupils. The dedicated headteacher leads by example and is respected by pupils and adults alike. He is seen as a role model who leads staff in living out the school's Christian values. Pupils' well-being and achievement are at the heart of his work. Forgiveness and reconciliation are relentlessly promoted. 'God gives second chances' is a message given consistently by all staff. Support is in place for the good mental health of pupils and staff. An innovative system of staff supervision is under development. Parents trust staff, saying they 'go out of their way' to help families during times of need.

The school has implemented an inclusive vision for its community. Pupils with a range of educational, behavioural and emotional needs are welcomed, nurtured and challenged. Parents say the school does not pre-judge and gives all children 'a chance.' At home, learning from RE provokes pupils to ask deep questions and discuss core concepts for example, Creation. One parent said her child took comfort from the concept of Heaven when dealing with a loss. The school's partnership with a high school provides opportunities for disadvantaged pupils and those with SEND to take part in a range of sports. This builds confidence, independence and resilience. Church members run a Good News club, helping pupils understand the relevance of faith in today's world.

Collective worship is a popular time of day when the Christian vision is actively shared. All staff develop as worship leaders and enjoy the togetherness of the gathering. Pupils sing with joy and enthusiasm and value the regular contributions from the church community. Worship is inclusive and invitational. It has a clear focus on the teachings of Jesus, the school's Christian values and how these impact on pupils' lives. An increasing number of acts of worship and celebrations are led by pupils in Holy Trinity church. Parents speak with delight of these occasions saying the church is 'packed to the rafters'. Visiting speakers inspire all to follow their dreams. For example, a Paralympian wheelchair rugby player taught pupils there are no limits. They say, 'We should never, ever give up.'

Prayer is central to the life of the school. A daily pattern of prayer enables pupils to become reflective and contemplative. One child explained the importance of prayer saying, 'Jesus prayed when he got taken away. He reflected on what was going to happen.'

The Christian vision supports pupils' character development well. Pupils engage in social action, linking an array of charity work to their value of service. The school council chose to support a diabetes charity when one of their friends was suffering. Pupils have a clear understanding of inequality saying, 'It's not fair, we have food and warm, clean water. Others have dirty water.' The global partnership with an orphanage in Sri Lanka led to fund raising for a tuk-tuk. This and money raised by Toast Tuesdays enables pupils to transform the lives of those who 'are not as lucky as us'. Pupils have many opportunities for leadership. Younger children share their problems with the school council because 'They are kind'. Digital leaders lead assemblies on internet safety. Pupils are not

afraid to challenge injustice. They confidently give examples of how they would challenge bullying behaviour. The uniqueness of every child is celebrated in displays around school on the theme of 'This is me!' Pupils say, 'If we were all the same it would be boring.' Outdoor learning in the woodland area and pupil wildlife rangers enable children to experience the wonder of God's creation. Pupils learn about the exploitation of the natural world. They combat this by reducing plastic pollution and tree planting. As a result of these endeavours, pupils are able to look beyond themselves and develop a true sense of courageous advocacy.

The new subject leader for RE is enthusiastic and keen to develop by attending a local RE cluster. Other staff, however, have had no recent training or opportunities to share good practice with other schools. Clear systems of planning and assessment are in place. RE is given equal status to other curriculum areas. Pupils have a basic understanding of core theological concepts. However, not all staff are confident to teach these in depth. RE gives pupils a broad understanding of major world faiths. They speak knowledgeably about Buddhism and Hinduism. Pupils talk thoughtfully about valuing different beliefs. They say, 'You can't put a stop to others' beliefs.' Pupils say having a faith helps you by guiding you.

All who visit this school are left in no doubt as to the school's Christian vision for its community. One display proudly proclaims, 'We are unique and beautiful and together we make God's masterpiece.' The commitment of staff and governors to serving their families was summed up by one parent who said, 'They practise what they preach.'

Headteacher	John Aspin
Inspector's name and number	Anne Barker 959