

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Gee Cross Holy Trinity Church of England Primary School

Higham Lane, Hyde SK14 5LX	
Current SIAMS inspection grade	Good
Diocese	Chester
Previous SIAS inspection grade	Outstanding
Local authority	Tameside
Date of inspection	9 February 2017
Date of last inspection	February 2012
Type of school and unique reference number	Voluntary controlled 106226
Headteacher	Sue Lane
Inspector's name and number	Jean Forward 625

School context

Gee Cross Holy Trinity C of E Primary School is below average in size. Almost all pupils are of White British heritage and come from diverse social and economic backgrounds. The percentage of pupils known to be eligible for pupil premium funding is below the national average as is the percentage of those identified as having additional needs. At the end of KS2 in 2016, pupils' progress in reading, writing and maths was at the national average. Their attainment was above the national average. The school was placed in the Ofsted requires improvement category in November 2015. However, personal development, behaviour and welfare were judged to be good. The parish church is currently in an interregnum.

The distinctiveness and effectiveness of Gee Cross Holy Trinity as a Church of England school are good

- The strong Christian leadership of the headteacher and her vision for the development of the school ensure that the school's Christian distinctiveness and ethos are central to daily life.
- The school creates a loving, secure and inclusive environment rooted in Christian values. This has a direct influence on pupils' well-being and positive attitudes to learning.
- Pupils' spiritual, moral, social and cultural (SMSC) development is rooted in the school's Christian ethos and commitment to Christian values. Pupils become increasingly confident in their social skills, understanding of faith and awareness of the wider world.
- Worship is central to the school's daily life. It sets Christian values in their biblical context and has a positive influence on the spiritual development of the school family.

Areas to improve

- Improve procedures for governors to monitor and evaluate church school issues by including an action plan for church school distinctiveness within the improvement plan. This will enable the SIAMS group to be better informed and more involved in the strategic development process.
- Introduce a range of Anglican responses to open and close each act of worship. This will support the pupils' understanding of Anglican liturgical tradition.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school demonstrates commitment to its Christian ethos and the development of every child. High expectations and encouragement are directly linked to the Christian life experienced by all members of the school community. Pupils talk confidently about the importance of the school's Christian values in their daily life. A pupil said, 'We need Christian values to help us to get on with one another.' As a result, the positive relationships across the community are rooted in a Christ-centred approach. Pupils' SMSC development is central to the school's work and ensures that individual needs are being met through a balanced and creative curriculum. Pupils have access to a wide range of additional activities which broaden their experience and develop teamwork and social skills. Consequently, pupils are articulate and develop high levels of self-esteem. Their behaviour is extremely good. All members of the community know they are valued and the ethos of Christian respect is clearly evident. Pupils enjoy being members of the school council, eco team and RE ambassadors group. They understand that this is an opportunity to demonstrate Christian service in and beyond the school. This is demonstrated in a commitment to Christian stewardship through the school's support of a range of charities, locally and internationally. Pupils recognise the importance of showing generosity to those in need. A pupil said, 'Jesus is inspirational because he helped others.' Pupils are able to share their concerns with staff knowing that these will be addressed in a caring way. A pupil said, 'Our teachers are kind and encouraging.' Children are happy and enthusiastic about learning and school life and this is affirmed by parents. They also say that the school's core Christian values have a positive influence on their children's attitude to and understanding of the needs of others. Displays, Christian symbols and artefacts emphasise the school's Christian character and prompt the pupils' spiritual awareness extremely well. Pupils value the classroom reflection areas and are able to explain that these support them spiritually and are an aid to prayer. The school widens pupils' knowledge of non-Christian faiths through the Tameside agreed syllabus for Religious Education (RE). This contributes well to cultural knowledge and to positive attitudes. The school is committed to developing community cohesion and has links with local schools where pupils are from more diverse backgrounds. The school's Christian care for and commitment to every child and family secure positive outcomes.

The impact of collective worship on the school community is outstanding

All members of the school community recognise the importance of collective worship and the central part it plays in the life of the school. The headteacher is the subject leader for worship and she emphasises the importance of introducing pupils to the 'transformational quality of God'. Pupils enjoy worship and participate enthusiastically whilst maintaining a due sense of reverence. A pupil said, 'Worship helps us to show God that we love Him.' Acts of worship follow a clear pattern which gives the children a sense of liturgical structure and familiarity. However, responses for gathering and dismissing are not used on a regular basis. Worship themes are planned carefully and include biblical teaching, Christian values, major festivals and saints' days. Each half term's theme is based on a Christian value and this ensures that pupils are able to link the values to biblical teaching and daily life. Members of the teaching staff, a foundation governor and the Open the Book team from a neighbouring parish lead worship. The pupils enjoy these varied worship experiences which broaden their understanding of Christian teaching and tradition. Prayer and reflection have a central role in all worship and pupils understand that it is a way of talking and being close to God. Pupils' understanding of the meaning and purpose of prayer is developed further through the classroom reflection areas and prayers at lunchtime and the end of the day. Pupils are involved in worship through music, drama and reading, especially in class-led worship and when celebrating major festivals. Members of the RE ambassadors team now plan and lead worship independently and with confidence. This development has enhanced pupils' understanding of the key elements of worship. Systems for monitoring and evaluating worship and its effect on the life of the school are now firmly in place. As a result, all members of the school family feel fully involved in the development of worship. Pupils speak confidently about God as Father, Son and Holy Spirit.

The effectiveness of the leadership and management of the school as a church school is good

Effective Christian leadership drives everything the school does to develop and promote its Christian distinctiveness. The headteacher and senior leaders have a clear and strong vision for the school based on Christian principles and values. This is rooted in a determination that every child 'will be inspired by the wonder and awe of God's world and be welcomed and nurtured as they experience Christian values in the school's daily life'. Staff are committed to fostering all aspects of pupils' development and well-being through Christian care and love. In doing so, they recognise the importance of creating a Christian ethos which supports effective learning and equal opportunities. Senior leaders have now introduced robust systems to assess pupils and track their progress in order to bring about improvements in teaching and learning. The school knows its pupils and their families extremely well and meets individual needs through a culture of unconditional Christian love. The work of the pastoral leader is at the heart of this drive to support all pupils. It demonstrates the way in which the school puts faith into social action. Parents recognise the distinctive Christian character of the school and believe that it contributes to pupils' sense of security and readiness to learn. Parents are encouraged to be involved in the daily life of the school and contribute in many

ways. The school and members of Holy Trinity church work together on a number of events and this strengthens the school's involvement in the wider community. Members of the governing body ask informed questions and provide a good level of challenge. However, action plans for church school distinctiveness have not been included in the school's development planning since the Ofsted inspection in 2015. The school meets the statutory requirements for RE and collective worship and areas for development from the previous inspection have been addressed. The RE subject leader monitors teaching and learning through observations, book scrutiny and tracking of progress. She provides strong leadership and support which encourages staff and enhances the quality of teaching and learning. The school is outward-looking and is involved in school improvement activities with the local Hyde cluster. It also works closely with two other church schools to develop areas of distinctiveness. A strong partnership with the diocese through discussion and training has contributed to the development of many areas of the school's Christian ethos. The school enhances Christian leadership and management through continuous professional development. The school's Christian ethos draws together every element of leadership and management in order to raise aspirations.

SIAMS report February 2017 Gee Cross Holy Trinity C of E Primary School, SK15 5LX