

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Voluntary Controlled Primary School, Blackley.

Vision

As members of the Holy Trinity school family, we work together to make a difference; supporting each other to become the best that we can be.

‘Two people are better than one. They more done by working together. If one person falls, the other can help him up. But it is bad for the person who is alone when he falls. No one is there to help him. If two lie down together, they will be warm. But a person alone may not be warm. An enemy might defeat one person, but two people together can defend themselves. A rope that has three parts wrapped together is hard to break.’

Ecclesiastes 4:9-12

Holy Trinity Church of England Voluntary Controlled 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

- The biblically rooted Christian vision drives decision-making and actions. A strong commitment to ‘working together to make a difference’ enables pupils and adults to flourish in an inclusive, dignified and respectful environment. The school is the hub of the community it serves, reaching out with purpose, care and humility.
- The embedded core Christian values underpin a culture that nurtures and celebrates the richness of its diverse community. Pupils flourish in a caring environment, supported by a thoughtfully chosen curriculum.
- Highly effective partnerships and experiences, including a wide range of extra-curricular opportunities and community links, empower pupils in their spiritual development and wellbeing. This drives pupils to be aspirational for their futures and understanding of diversity and other cultures beyond the school.
- The school’s strong partnership with the local church and clergy enriches the worship life of the school community. Planning and sequencing of collective worship support spiritual growth in pupils and adults.

Development Points

- Ensure the school’s Christian vision is clearly defined, articulated and widely understood by the school community. This is so that the impact of the vision on the daily life of the school is even greater.
- Develop and embed a shared language to express spirituality. This is so that adults and pupils can recognise, plan, capture and express spiritual growth.



Inspection Findings

Holy Trinity Church of England Primary School is a welcoming, nurturing school that celebrates and serves its diverse locality. The school is a special and united community where adults and pupils are happy and hopeful. The biblically rooted Christian vision enables staff and pupils to flourish in working together and becoming the best they can be. Guided by the vision, governors are active and reflective when making choices. Financial decisions are supportive to families. For example, the funding of school trips for all pupils broadens their horizons and enhances their cultural experiences. Governors undertake a range of professional development to support school policy and prepare them for their role as governors in a church school. Underpinning the vision, the Christian values of love, peace, forgiveness, trust, wisdom and friendship provide anchorage to staff, pupils and families. Not only is the school a place of learning, but also a place of solace and support, which parents rightly hold in high regard. They value the help, direction and community links provided for many aspects of life.

The curriculum reflects the school's vision and acknowledges the richness in diversity of the school community. Pupils enjoy their learning and are happy to come to school, recognising the impact their studies have on their future aspirations. Leaders make conscious decisions to enable pupils to see themselves in their learning, for example, the study of Nigeria in geography. Funding enables pupils to take part in wider curriculum activities, including sports clubs and school teams such as the student council and urban crew. This reinforces the school's vision of being the best they can be and working together to make a difference. Although the school approach of 'ows, wows and nows' encourages moments of spirituality across the curriculum, it is limited in its impact. This is because there is no shared understanding and language for spirituality within the school. Thus, the power of the curriculum to foster pupils' personal spiritual growth is underdeveloped.

Relationships across the school further reflect the vision of being stronger together. The dedicated and valued staff provide a culture of warmth and nurture for the pupils. Inclusion is at the heart of the school. Staff use a range of strategies to remove barriers for more vulnerable and disadvantaged learners, including individualised learning plans. Inspired by the vision of achieving their best, some pupils attend alternative provision appropriate to their individual needs. The employment of an art therapist supports pupils' wellbeing, including those with trauma, bereavement and/or who are new to the country. Emotional barometers in each classroom help pupils to understand and manage their emotions. Early identification and support for pupils' wellbeing assists their learning engagement through the school day. Pupils understand and value the policy of 'be seen to be green' and 'pink to think' in managing their behaviour. There are calm areas in classrooms and around the school that pupils use to regulate their behaviour and emotions. The impact of these strategies extends beyond school, with parents sharing the successful use of emotion coaching and shared spaces at home. To ensure readiness for learning, leaders are committed to ensuring pupils have a healthy start to the day, by providing a breakfast for every pupil. The shared language used by staff when speaking to pupils discourages conflict and reinforces the vision of greater strength in togetherness.

Leaders' commitment to the school's Christian vision and values instils a culture of responsibility towards others. Pupils are respectful of one another's cultures and embrace leadership roles and responsibilities. For example, the coaching for Key Stage 1 pupils provided by Key Stage 2 sports leaders, working under the guidance of City in the Community. The choice of reading texts mirror the school's Christian values and support pupils' understanding of justice. Using examples from the texts studied, pupils speak of past and present injustices. For example, those facing the suffragettes. Pupils are confident in voicing their opinions. Older pupils independently expressed their



disapproval of aspects of school dinners, writing letters of thanks when staff listened and acted on their suggestions. A range of highly effective partnerships supports pupils' wellbeing and development. Under the guidance of a local sports club, 'Thrive' sessions support pupils' mental health and wellbeing. Participation in the Manchester International Festival empowers pupils' cultural and aspirational awareness, both within and beyond their local community. Transition to secondary school is high priority with mentors provided for Year 6 pupils moving to Year 7.

Developed in partnership with the Manchester Diocese, the religious education (RE) curriculum is a prominent and regular part of the weekly timetable. This consistency helps pupils build on prior learning. The sequential whole school planning provides pupils with a broad and balanced RE curriculum that enriches pupils' learning. Effectively led, there is a balance between the study of Christianity and a range of world religions, including Islam and Judaism. Captured by the comprehensive and creative use of electronic floor books, a selection of work reflects pupils' understanding, including drama, performance poetry and artwork. Pupils enjoy RE lessons and speak enthusiastically about their favourite Bible stories and the impact on their daily lives. Staff attend relevant training, particularly through the Manchester Diocesan Board of Education (DBE).

Collective worship offers the opportunity for adults and pupils to come together in daily reflection and prayer. Leaders ensure that worship is accessible and invitational to pupils, with staff providing flexible support for those pupils who may struggle. Themes inspire pupils to find meaning in Bible stories, including the importance of trusting others and being ready to accept responsibility. Carefully planned topics that embrace the church year help pupils reflect on the teachings of Jesus, enhanced by visits to the local church. Pupils also explore the church building when studying aspects of the RE curriculum. Daily worship is valued as a special time by adults and pupils, enhanced by music, inspiring images and pupil participation. Worship is mindful of the diversity of the school context and respectful to those who have different religious beliefs and worldviews. Pupils look forward to the weekly services led by the local clergy, who additionally offer support to readers in school. The school community embraces singing, with a favourite hymn of 'This little light of mine' referenced by both pupils and adults as a wow moment of spiritual flourishing and togetherness.

Information

Address	Capstan Street, Blackley, Manchester, M9 4DU		
Date	20 May 2025	URN	105488
Type of school	Voluntary Controlled	No. of pupils	476
Diocese	Manchester		
Headteacher	Liz Fenlon		
Chair of Governors	Bev Allford		
Inspector	Judith Rainford		