



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Trinity Church of England High School

Higher Cambridge Street  
Manchester  
M15 6HP

<b>Previous SIAMS grade:</b>	N/A
<b>Current inspection grade:</b>	Outstanding
<b>Diocese:</b>	<b>Manchester</b>
Local authority:	N/A
Dates of inspection:	9 and 10 June 2016
Date of last inspection:	N/A
School's unique reference number:	I37801
Headteacher:	David Ainsworth
Inspector's name and number:	Carol Berry 324

#### School context

Trinity Church of England High School is a secondary school of 1219 students situated in Manchester City Centre. Levels of deprivation are significantly higher than usual and 50% of students are disadvantaged pupils for whom the school receives the pupil premium. A large majority of students are from ethnic minorities and 35% of students speak English as an additional language. The school converted to become an academy in 2012. It was graded as outstanding by OFSTED in 2014. A sixth form centre is planned to open in September 2016.

#### The distinctiveness and effectiveness of Trinity as a Church of England school are outstanding

- The school is a harmonious, multi-faith community which puts the forgiving and redemptive love of Jesus into practice in a challenging urban context. Diversity is celebrated and all members of the community, whatever their faith or culture, feel valued.
- Excellent relationships, founded on the Christian values of love and forgiveness, mean that the school is a warm and welcoming Christian community. Students and staff enjoy their work, feel secure and are able to develop their God given talents.
- The headteacher and senior leaders live the Christian vision, applying Christian values to their decision making and relationships. A rich variety of training opportunities ensure that staff are exceptionally well-equipped to sustain and develop the school's distinctive Christian character.
- Outstanding leadership and practice in religious education (RE) results in students having enthusiasm for exploring questions of faith and results in excellent achievement.

#### Areas to improve

- To incorporate planning for spiritual development and teaching about Christian values in schemes of work across the curriculum, in order to deepen students' understanding of a wide range of Christian values and their relevance to all aspects of life and study.

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

All members of the school feel valued. This springs from a shared commitment to putting the love of Jesus into practice. All members of the school community respect each other and celebrate the rich diversity of faiths and cultures of students and staff. Students have a good ability to explain Biblical teaching about Christian values. They explain how their commitment to always doing their personal best can be seen as a response to the Parable of the Talents, saying, 'God gave us our talents' and 'We should not hide our talents but use them'. Excellent relationships are rooted in Christian values and the teaching of Jesus about love and forgiveness. Students reflect on Christian values and apply them to their lives, for example, anti-bullying representatives link their roles to the great commandments of Jesus to love God and your neighbour. A student said, 'It would be impossible to teach at Trinity if you did not value everyone as equal!' Consequently, the school provides a happy and secure learning environment, where students know that they will face struggles but feel very well supported. This contributes to them achieving well and helps to build resilient characters. The school provides excellent support for students facing difficulties, for example, through the work of the learning support department. Christian values of reconciliation and forgiveness inform behaviour management and result in a very low exclusion rate. The vision for putting the love of Jesus into action informs the positive and supportive approach to attendance. All staff share responsibility for developing the Christian ethos. Christian values and beliefs are considered thoughtfully across the curriculum as staff readily grasp the 'Wow moment' or discuss issues of faith. Examples include considering the nature of truth in mathematics or amazing achievement in PE. RE makes an outstanding contribution to students' respect for diversity by nurturing enthusiasm for exploring different viewpoints. Conversations between children of different cultures in RE contributes to their understanding of Christianity as a global faith. Students, staff and parents have been enriched by the partnership with a school in Namibia.

### **The impact of collective worship on the school community is outstanding**

Collective worship is central to the life of the school. Students have excellent attitudes to worship. They say the worship leaders make them think deeply and that they particularly enjoy the music of the choirs and band. A teacher said when he first joined the school he was 'overwhelmed' by the way students engaged with and responded to worship. Effective planning ensures that students consider a range of Christian values, themes, beliefs and festivals. Consequently students have a good understanding of important beliefs, such as God as Father, Son and Holy Spirit. They enjoy special services to celebrate different seasons, for example, using symbols of candles, darkness and light to think about the Advent hope. Experiencing different types of prayer, including silence, helps students to explain its importance. One student said, 'It helps me to get rid of the load of stress I have on my shoulders'. Students effectively support the leadership of worship. The worship group write prayers and evaluate worship. Some themes are decided in consultation with students and therefore students think about big questions which matter to them. Recent developments in training students to lead worship are making a significant impact and they are keen for this to be extended. In an outstanding act of tutorial worship, a Year 7 student led worship about courage and endurance. Students engaged enthusiastically in discussion, beginning with reflections on the teaching of Paul. They left better equipped to cope with the challenges they face. Collective worship is distinctively Christian but is also inclusive, referring to the faith experience of other religions. A Muslim student said he knew his faith was respected and that reflecting on it at school helped it to grow. Collective worship effectively supports the spiritual development of adults as well as students. Staff say worship prompts deep thinking and reflection. A teacher said, 'Children are so respectful that staff are able to step back and think about their own faith'. The chaplain also provides pastoral support for staff. Parents are very enthusiastic about the services they attend, for example, the Carol Service in Manchester Cathedral.

### **The effectiveness of the religious education is outstanding**

Achievement in RE is outstanding and students make excellent progress across both key stages. RE GCSE results are significantly above the national average and are the highest in the school. Students are passionate about RE lessons. They appreciate the exciting range of teaching strategies and the chance to discuss their own views. RE makes an outstanding contribution to personal development by providing a safe space where students can ask big questions. It also helps students to learn to respect difference, both between and within religions. Diversity within Islam was considered during an outstanding lesson about things Muslims consider to be 'haram' or forbidden and a 'mystery box' was used to engage students' curiosity. A strength of RE is the confidence with which students share their own experiences of faith. Students are passionately interested in the views and experiences of others, for example, a group of Christian and Muslim students discussed their own experiences of fasting independently of any prompting by the teacher. Students have an excellent understanding of Christianity as a multi-cultural faith and of the practices of other faiths. This is supported by a rich programme of visits, including Manchester Cathedral, local churches, a Mosque and a Buddhist Centre. Teaching and learning in RE is outstanding. It is underpinned by excellent use of assessment with the result that students know what they need to do to improve. They regularly reflect on their learning and their ideas are used to support future planning. The curriculum secures progression in skills, including evaluation and analysis. Leadership of RE is outstanding and the subject leader is an experienced practitioner who inspires her team of highly skilled and enthusiastic specialists. They work collaboratively to produce high quality shared teaching resources. The department is recognised as a centre of excellent practice and holds the RE Quality Mark Gold.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher lives the Christian vision and exemplifies Christian values. He ensures that the Christian vision, summed up by 'Faith in City, Value in People, Excellence in Education', is shared by staff, governors and parents. Governance is very effective and academy trustees ensure that the Christian vision is sustained. They are fully involved in self-evaluation and regularly offer challenges regarding the school's Christian character. The school provides exceptional support for staff through an innovative range of training opportunities. New staff attend a weekend retreat. They reflect on what working in a church school means in practice and approaches to pastoral care founded on forgiveness and reconciliation. Consequently, they are well-equipped to grasp opportunities for spiritual development as they arise in the classroom. However, there is no formal curriculum planning to secure consideration of Christian values in the wider curriculum. Leadership of collective worship and RE is excellent and ensures that they meet statutory requirements. Self-evaluation informs strategic planning, for example, it has resulted in developments in student leadership of collective worship. The chaplain's doctoral study on collective worship is being sponsored by the school. This has resulted in high levels of reflection on students' views and some new ideas about collective worship are informing developments. The school's excellent practice is widely disseminated through the chaplain's role in supporting other school chaplains and through outreach by the RE department. The RE teacher with responsibility as second in department recently spoke at a national RE conference. RE is valued as a core subject. The department is very well resourced in terms of staffing, budget and allocation of curriculum time. The subject leader is an assistant head alongside the leaders of other core subjects. There are excellent and mutually beneficial partnerships with local clergy and the university. Clergy make much valued contributions to collective worship and lead the voluntary Eucharists. Students from the university support the Christian Union and the school has been involved in curriculum development contributing to research projects. The Christian vision has been central to the development of the new sixth form and the school is excited about the potential offered by this innovation.