



Southwark Diocesan Board
of Education

**STATUTORY
INSPECTION OF
ANGLICAN SCHOOLS**



The National Society

Name and address of school : **Holy Trinity CE Primary School**

Carrington Road
Richmond
Surrey
TW10 5AA

Type of school: Voluntary aided

Diocese: Southwark

School's Unique reference number: 102908

Date of inspection: 29 and 30 March 2010

Date of last inspection: February 2007

Headteacher: Penny Cox

Chair of Governors: Harry James

Inspector's name with National Society inspector's number : Daphne Gibbs 210

School context

Holy Trinity is of average size. It will become two form entry in September 2010. Major building works are taking place. The school is situated in an urban area within the London borough of Richmond. Just over half the pupils are White British with the rest coming from a wide range of ethnic backgrounds. An above average number are at the first stages in learning English. The number of children eligible for free school meals is also above average. The percentage of pupils with learning difficulties and/or disabilities is average. Approximately a third of the children are from Christian families with an increasing number attending Holy Trinity Church.

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

Every child is considered precious at Holy Trinity. They are treated in a way that shows Jesus' love for the individual. This is reflected in the rich learning opportunities and support provided within the school and the wider community. It is confirmed during Collective Worship and Religious Education (RE) lessons. The vision to nurture every child 'within a Christian community' is put into practice by all those associated with Holy Trinity – senior management, staff and governors.

Established strengths

- An inclusive Christian ethos which places the children at the heart of all that Holy Trinity does and respects them as individuals

- Strong ownership of the vision to nurture every child within a Christian community
- Community cohesion which promotes understanding and respect for diverse faiths and cultures locally and in the wider world
- Collective Worship which affirms a positive sense of self and encourages spiritual growth

Focus for development

- Acquire more assessment data and use this to identify areas for improvement

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

The school's community cohesion strategy talks of 'Christian values promoting the preciousness of the individual'. The children feel they are valued for who they are. They say 'everyone is special and God loves us'. The whole school community is focussed on achieving the best outcomes for all pupils. Learning is child-focused. Support is specifically targeted. The school has a reputation for 'turning round' difficult children. A rich curriculum provides a varied range of experiences which are stimulating and fun. Rising standards have increased confidence. As a non-Christian parent governor put it, Holy Trinity is 'more than just an exam factory. They have got the balance right. They are clearly Christian but manage to be welcoming. There are no barriers. It really works.' The children are well prepared to become responsible citizens. They contribute to the school and wider communities so encouraging insight, understanding and compassion. For example, they took part in the recent 'Help for Haiti' appeal and helped raise money to sponsor a parent to work representing prisoners on death row in the USA. They are provided with opportunities to meet those from other countries and cultures through the school's many local and world-wide links. As a result community cohesion is a real strength. Christian relationships are strong. The incumbent speaks of 'people of compassion relating across cultures'; a foundation governor of 'a genuine love, concern and empathy for the children.' The children themselves emphasise 'teachers and pupils working together as a team'. They say the staff are 'fun and caring'. They feel if they did not come to a Church school they 'would not learn about the amazing things God has done for you' and they would feel 'down and lonely without God's forgiveness'. Displays, RE corners and reflection areas in each classroom, examples of current work and photographs of the children further confirm the school's vision that the 'children will learn within a Christian community surrounded by support, kindness, respect and fun'.

The impact of collective worship on the school community is outstanding

Collective worship is seen by the governors as being 'hugely important'. It forms an indispensable 'circular' link feeding into all parts of life at Holy Trinity 'fostering an atmosphere of care'. A focus for development from the last inspection was to 'continue to develop the place of prayer and worship in the daily life of the school'. This has definitely been addressed so that collective worship is now a natural part of the school day. The children appreciate it is a special time and enter the hall in a quiet respectful manner. They are eager to participate and confident in sharing their thoughts and feelings. When the candle is lit they say they know 'we can communicate with Him', and that they feel 'happy and safe that God is always with you'. Learners and staff derive inspiration, spiritual growth and affirmation from worship. One member of staff says they became a Christian 'partly as a result of the assemblies at school'. Another stated 'it has made an impact on my life, as the love of God is shining through the worship and prayers.' The acts of worship observed were enthusiastically delivered with warmth and humour, one reaffirming the importance of children even in the Easter story. Assemblies focus on current or forthcoming Christian festivals or important events in the church calendar so developing the learners' understanding of Anglican traditions and practice. The worship team from Holy Trinity visit once a week. The prayer life of Holy Trinity is strong. Children are happy to pray spontaneously and without preparation during collective worship. The school day starts with prayer and reflection. Collective worship is 'not an add on' as one of governors put it. Every opportunity is taken to celebrate and confirm the Christian ethos of the school. Prayers were recently said by staff and pupils over the new building being constructed and then the builders buried the children's prayers in the foundations.

Religious Education is good

Standards in RE are good. They are at least as good as in other core subjects. Teaching and learning is good. Lessons observed were good to outstanding. They were well thought out, stimulating and fun, each emphasising the relevance of the Easter story for us today. Approaches varied from Year 6 making a video to Year 1 having their own Last Supper. The children were integrated, interested and wanting to learn more. The last report drew attention to the need to raise standards in RE through assessment and monitoring, and to put in place systems 'through which governors can monitor and evaluate'. The enthusiastic and committed co-ordinator has driven forward improvement and raised the profile of RE by, amongst other things, encouraging cross curriculum links. Assessment and monitoring strategies are now in place. In some areas this is at an early stage so more assessment data needs to be acquired and used to identify further areas for improvement. There is now a RE governor who meets with the co-ordinator and has recently made a report on the subject to the full governing body. The children obviously enjoy RE and repeatedly used the word 'fun' when talking about what they did. They felt they were given time for reflection and the opportunity to 'express how we feel' and 'understand how other people feel' so encouraging spiritual and moral development. They learnt of other faiths and how to 'communicate with people of different religions without offending', again confirming the strong commitment to community cohesion. RE promotes the distinctive Christian character of the school by encouraging improvement in relationships, enhancing the prayer life and again emphasising the uniqueness of each learner. There is a picture of the learner on the cover of each book so that the teacher is reminded to consider each child as an individual when marking work.

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

The whole school community has been involved in developing the vision for Holy Trinity and this has encouraged ownership and commitment. The head sees herself as the public face of the school and feels the 'burden to make the message known'. The governors say she 'knows who she is and what she stands for. She is a competent and committed professional with a strong faith' who is always accessible. She wants to be challenged. The governors see themselves as 'hands on'. They are continually asking questions, looking for aspects to be developed and keeping up the momentum in their effort to follow the vision and preserve and improve the Christian character of Holy Trinity. There is a strong ethos of consultation. The incumbent sees his role as 'ensuring we do not lose sight of the distinctiveness'. The vision is evident around the school and in documentation. The school development plan checks that the school is meeting the vision so reminding stakeholders of what the school stands for. The community cohesion policy states that '100% of staff understand or mostly understand and agree with the school's values and vision'. Conversations with members of the school community and observations of RE lessons confirm this. The school is preparing for future leadership by constantly recognising, encouraging and tapping into available talent - be it financial or ICT expertise on the governing body or leadership of the parent teacher association. A clear statement has been incorporated into recruitment guidelines for a headteacher stating that the governors would appoint a practising Christian. There is 'free flow between the church and school' as the incumbent puts it. Members of the church lead the Year 6 debating society, take sewing groups, work in the reception class and supply support for literacy, music and photography all the while nurturing and modelling a Christian lifestyle. The school uses the church for Christmas, Easter and end of year services and collaborates on certain projects - for example, Samaritan's Purse Christmas Boxes. The school has a positive relationship with all groups of parents and carers. They are consulted and kept well informed. An increasing numbers of church parents are sending their children to the school. The Self-Evaluation Form declares that Holy Trinity is 'a school where a spiral of decline has been halted and a cycle of improvement has been embedded'. This is clearly apparent and so strongly indicates that Holy Trinity has the capacity to improve, develop and grow even more as a Church school.