

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School			
Address	40 Carrington Road, Richmond, TW10 5AA		
Date of inspection	4 February 2020	Status of school	Voluntary Aided
Diocese	Southwark	URN	102908

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

Holy Trinity is a large primary school with 434 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. Since the last inspection, a new headteacher has been appointed.

### The school's Christian vision

Our vision is that children are nurtured to love learning, love one another and love God. We seek to provide a home for all within an inclusive and inspiring Christian community.

*'Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself.'* Mark 12

### Key findings

- Pupils, including the most vulnerable, benefit from being in this safe, happy place, where they develop a love of learning in an ethos of aspiration, love and community.
- Governors and the new headteacher have taken steps to implement the new Christian vision, but it is not yet completely embedded and its theological roots are not fully understood by all stakeholders.
- The intrinsic partnership between the school and the church community provides valuable pastoral support and offers a variety of ways to encounter God, as well as providing opportunities for spiritual growth.
- Collective worship is engaging and relevant, offering a secure space for personal reflection to think about the big questions of life, within the context of biblical teaching.
- The teaching of Religious Education (RE) is good and this leads to high quality outcomes from pupils, who have a good understanding of Christianity and other faiths.

### Areas for development

- Embed the new Christian vision, ensuring that its theological underpinning is made clear and understood by all without any ambiguity, so that it expressly drives and supports ongoing development.
- Governors to strengthen formal review systems for monitoring the impact of the Christian vision in order to evaluate Holy Trinity as a Church school more effectively.
- Expand opportunities for pupils to deepen their understanding of living in a multicultural and diverse world by re-establishing global links and partnerships. This will enable the school to be more outward facing and support pupils' understanding of cultural diversity and social injustice.

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**

Love and care for others are at the heart of Holy Trinity's work and ethos. Staff, parents and pupils all feel supported and nurtured as part of a family. Leaders have recently developed a new Christian vision, which is just being implemented this term. Therefore, there has been insufficient time to capture impact fully and not all are able to articulate the vision or its biblical roots confidently. Despite this uncertainty about the Christian vision, everyone is committed to the three associated values of love, aspiration and community. These values are constantly reinforced within a Christian context and are understood well by the pupils. Their impact is seen in the high standards of pupil behaviour, positive attitudes to learning and strong academic achievement. Governors and leaders are dedicated to fulfilling their responsibilities and are determined collectively to do the very best for all the pupils. They make bold strategic decisions that reflect the school's vision and values, such as reviewing the admissions policy with a view to making it more inclusive. However, the evaluation of the effectiveness of Holy Trinity as a Church school by leaders and governors is not as robust as it should be.

Support for vulnerable pupils is a strength. Dedicated staff meet a diverse range of needs through a personalised, loving approach. The inclusive aspect of the school's vision means that the growing number of pupils, for whom English is not their first language, are helped to flourish. Pupils with SEND are nurtured well, so that they, too, reach their potential. Opportunities across the rich, broad curriculum including art, technology and music, support pupils' spiritual development and foster a love of learning. This is also evident during annual Prayer Space events organised by the faith group. These have a positive impact on both pupils and adults. 'You know you can always pray to God and ask him for help.' Clubs and activities, such as Forest School nurture groups, provide a wide range of activities that often target disadvantaged pupils. This demonstrates the school's inclusive vision in action.

Pupils are inspired by the school vision and values to make a difference in their local community and further afield. Year 6 pupils visit a local residence for the elderly to befriend and talk to the senior citizens. The junior leadership team are effective at raising money and deciding which charities to support. For example, the school supports charities such as EducAid, NSPCC and Macmillan Cancer Support. In December, the school supported a local charity for the homeless by holding a 'reverse Advent' event, where gifts were brought into school and distributed over Christmas. Global links have dipped recently and are less strong, but the school is currently reconnecting with Karis Kids, a charity working with orphaned children in Uganda. As eco champions, pupils show their love and concern for the world by being active agents for change. Every week one class wins the Eco Bear Award in celebration worship for the best quality recycling. This is another example of the outworking of the school's vision to love one another and care for God's world.

Relationships between members of the school community are positive. Staff at all levels feel valued and are committed to the school's vision, with one stating, 'I feel very lucky to be here'. The school has adopted a range of techniques to help support good mental health. These include zones of regulation, a self-control approach to behaviour, as well as mindfulness. The London Trailblazer initiative is beginning to have a positive impact on the mental wellbeing of members of the school community. The nurture of all pupils throughout the school is exceptional and everyone is treated with kindness and respect. This is enabling all to thrive, living out the school's biblical inspiration to, 'love your neighbour as yourself'.

Christian worship is central to the life of the school. It is well-planned and expresses the school's vision to be inclusive and love learning. The close partnership with the church enriches the worshipping lives of the whole community. The chaplain works with the headteacher to create a comprehensive long-term plan for worship. The vicar, together with the faith group, makes strong contributions to the leadership of worship. The staff from the RiverBank Trust, also based at the church, offer love and invaluable practical support for families in need. This regular input from the church community empowers pupils to learn to love God. A Year 4 pupil commented that after he had read the Bible, 'It completely changed my mind when I realised what God had done for me'. Since the worship team was established, pupils now make creative and evaluative contributions to worship. This addresses an area of development from the previous inspection.

RE has a high priority at the school. It makes a good contribution to pupils' spiritual development and to the school's desire for them to love learning. Pupils are able to describe the impact of faith in action in Britain and around the world. 'Martin Luther King was a Christian and he helped black people have equal rights with white

people.’ They are able to reflect deeply on Bible stories, religious convictions and their significance. For instance, young pupils in a Year 1 lesson were able to reflect confidently on the question, ‘Which symbols remind us of the promises Christians make?’ Pupils who find other academic subjects challenging, thrive noticeably in RE, where they can be critically reflective and express their views.

This is a caring, nurturing school with a positive learning environment in which everyone flourishes. It enables all to love learning, love one another and love God.



### **The effectiveness of RE is Good**

Effective leadership provides good guidance and support for staff in their teaching of RE. As a result, pupils’ attainment and progress in RE is consistently good and in line with other core subjects. Teachers plan work for different needs well, helping pupils to be challenged in their learning. The school worked collaboratively with another church school to revise its assessment strategies. This is improving practice to capture pupils’ deeper knowledge and understanding of RE.

Headteacher

Alison Bateman

Inspector’s name and number

Jenny Earp 288