

National Society Statutory Inspection of Anglican and Methodist Schools Report

Holy Trinity CE Primary School

Carrington Road

Richmond

TW10 5AA

Previous SIAS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Southwark

Local authority: Richmond

Dates of inspection: 12 and 13 February 2015

Date of last inspection: 29 and 30 March 2010

School's unique reference number: 102908

Headteacher: Penny Cox

Inspector's name and number: Kevin Edmonds 828

School context

Holy Trinity is a large two form entry primary school. Year 6 has one class. The school has a nursery and enhanced provision for children with behavioural and emotional difficulties. Over half the children are White British with the rest coming from a diverse range of ethnic backgrounds. Approximately a fifth of all learners speak English as an additional language. Free school meals eligibility is below average. The percentage of children with learning difficulties or disabilities is average. Almost half of the children are from Christian families. The remainder are of other faiths or no declared faith.

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

- The school's distinctive Christian values supports its learners from a diverse community, this contributes to good academic achievement and personal development.
- Teaching, assessment and standards in Religious Education are outstanding as a result of excellent leadership, monitoring and evaluation by senior staff.
- The school's high profile and breadth of worship and prayer has a strong influence and impact on the life of the school and on all members of the school community.

Areas to improve

- Governors to develop an explicit cycle of evaluation of the impact of Christian distinctiveness so it can be used with understanding to support the school's continuing outstanding effectiveness.
- To increase pupils' involvement in the planning, delivery and review of collective worship so they continue to feel involved and strongly affirmed by worship.

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

The school's outstanding Christian character creates a positive and caring atmosphere which supports attendance, well-being and achievement amongst all groups. Because of this, regardless of denomination, faith or belief, every child is valued and enabled to fulfil their potential. Children learn to be reflective in their learning and behaviour, enabling them to make outstanding progress in spiritual, moral, social and cultural development. They are able to make thoughtful moral judgements about their behaviour and conduct. This is because of the way values are illustrated by biblical stories in collective worship and RE. Attendance shows an improving trend as the school has worked hard to engage with parents. This is because living out the Christian values of endurance and forgiveness enables children to persevere and work alongside others when things are difficult. The school says that 'the love of Jesus and the power of the Holy Spirit present at our school have enabled us to radically improve the outcomes for our pupils.' Standards have significantly risen over time; this is because the school meets the needs of its children with the school's strong ethos and values underpinning their learning. Holy Trinity clearly lives out its belief that 'every child is unique and precious.' The school community works, prays and celebrates together, promoting the distinctive Christian vision of the school. Excellent relationships between adults and children and between children themselves make this a place where children feel safe and valued. The school's Christian values contribute to children's excellent behaviour and to the harmonious relationships within the school. Parents strongly appreciate the Christian character of the school, 'the school conveys welcoming, inclusivity and shows Christian love,' commented one. They say that being in a Church school brings them 'together as a family. This is because children live out the Christian value of friendship, understanding that this is part of showing the Christian faith in action.' As a result of careful planning and evaluation of collective worship and Religious Education (RE) the school's distinctive Christian character has a significant impact on the daily lives and achievements of the children.

The impact of collective worship on the school community is outstanding

'Surely the Lord is in this place' states the plaque in the school hall. Collective worship is an integral part of school life. Great value is placed on collective worship. Staff, parents and children understand that worship supports the school's ethos and Christian values. Collective worship is described as 'creative, inclusive and accessible.' This is because there is high level of participation from all staff and children. Themes are planned annually by the school and clergy. Content is varied and appropriate to all key stages. Children can identify Anglican traditions from those included in worship whilst it remains inclusive, enabling all participants to grow from it. Children have a clear understanding of the liturgical year. Worship is led by the head, deputy, clergy and visitors. This has provided opportunities for the children to worship God and develop a relationship with Him through Jesus. Worship regularly includes references to the bible and Christian teaching. As a result all children acquire outstandingly mature knowledge and understanding of the life and teaching of Jesus, the meaning of the Holy Trinity and the key features of the Anglican tradition. The children enter the hall quietly and respectfully, eager to participate and to listen to the suggestions and contributions of others. Music is used effectively. Children know why a candle is lit because 'Jesus is the light of the World.' Two outstanding acts of collective worship were seen during the inspection. Children were confident to offer their prayers to the whole school. Their thoughts are received sensitively. 'When we are saying prayers God helps us.' Children's prayers are spontaneous. Children know that prayer is not just limited to collective worship. A teaching assistant said that the children's thoughts and reflections are 'very poignant.' Children talk about the importance of worship and can articulate the value they place on it. 'Worship makes us feel safe,' and that it 'helps me to live as a more holy person.' Children talk at home about their enjoyment of worship. Regular monitoring and evaluation, with feedback from a range of stakeholders, is used to ensure continuous improvement. Children are not sufficiently involved in the planning and delivery of collective worship to accelerate further improvement.

The effectiveness of the religious education is outstanding

RE is outstanding at Holy Trinity. It has a very high profile. Across the school pupils are achieving very well in RE. Attainment and progress is in line with Literacy and Mathematics and largely above national expectations. The quantity and quality of written work is very good, as is the quality of discussion and reflection. The co-ordinator is very skilled and well supported by senior leaders and clergy. A clear action plan is in place. The issue for focus since the last inspection has been successfully addressed. A robust system of assessment and tracking is in place; children are tracked in order to monitor progress and inform future planning thus ensuring improvement. This is evidenced by detailed class and school records. The majority of teaching observed in RE was outstanding. Relevant links to the current collective worship theme of prayer and the Lord's Prayer were made. The children delight in RE as the lessons are interesting and varied, enabling them to both learn about and learn from religion. RE is a lively subject that is taught through cross curricular areas including art and drama. Children are challenged to think at a deeper level, for example when considering differences and similarities of the miracles of Jesus and the importance of forgiveness. Children are given activities to match their abilities. High quality resources enhance lessons. RE displays and interactive prayer corners are evident in every classroom; the children write prayers and messages in these areas. Children pray in the school's contemplation area. One child said that the picture there shows that 'the school is always open to God'. As a result of strong teaching in RE the children are developing a religious literacy which leads to an excellent understanding of the Christian faith. Reception children have an appropriate understanding that the Holy Spirit is within their hearts. The children know the symbolism of Holy Communion. Visits to the Richmond Synagogue and Kingston Mosque, have taught the children skills and values to understand similarities and differences between faiths.

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

Leadership and management of Holy Trinity are one of its greatest assets. The head is seen as a 'strong Christian leader' by parents who say that she 'makes all the children feel secure and valued.' Leaders can articulate a vision of the school as being distinctively Christian within its diverse community. The faith group has been involved in developing the school's Christian vision which encourages and supports the spiritual development of children and staff. As a result of strong self-evaluation, school leaders and some governors are clear about the school's performance and areas for development. Not all governors are aware of the school's self-evaluation and action plans for RE. Governors do not have a fully developed understanding of church school development to ensure further improvements. Governors have a succession plan for securing future Christian leaders. Leadership of worship and RE is given a high priority; as a result these areas are outstanding. Staff receive quality training from the co-ordinator. Children receive a rich experience due to the strong contributions made by parents, the diocese and the wider community. The school raises money for local and international causes. It has links with Karis Kids; a Christian based charity in Uganda. Children therefore develop an understanding of the local, national and global communities of which they are a part. Great value is placed on the work of the school in supporting families, in particular the role of the Chaplain who leads parent workshops and offers individual support to families. She supports the development of worship, works and prays with members of the school community and provides pastoral support for the head. This has provided clear Christian guidance for leaders, ensuring that the presence of the Holy Spirit lives in the school through prayer and that all are loved and valued. The relationship between school and clergy is strong.