



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

<b>Full name of school:</b>	<b>Holy Trinity CE Primary School</b> Dartmouth Road, Forest Hill London SE23 3HZ
<b>Previous SIAMS grade:</b>	Good
<b>Current inspection grade:</b>	Outstanding
<b>Diocese:</b>	Southwark
Local authority:	Lewisham
Dates of inspection:	3 and 4 February 2015
Date of last inspection:	30 March 2010
School's unique reference number:	100723
Headteacher:	Judith Standing
Inspector's name and number:	Daphne Gibbs 210
<b>School context</b>	
<p>Holy Trinity is a smaller than average primary school with increasing numbers and an ethnically diverse intake. The majority of pupils come from areas of high deprivation. Pupil mobility is high. 30% of pupils have English as a second language. The proportion of pupils with additional needs is approximately 18% and just over 42% percent have free school meals. The majority of pupils are from Christian families with two attending Holy Trinity Church. Both the head and deputy head have been appointed since the last inspection.</p>	
<b>The distinctiveness and effectiveness of Holy Trinity as a Church of England school are outstanding</b>	
<ul style="list-style-type: none"> <li>• The Christian values which are made explicit and are deeply embedded in the daily life of the school.</li> <li>• The creative, tailor-made learning opportunities which enable groups and individuals to grow academically and personally within a caring Christian family.</li> <li>• The rich, reciprocal relationship between school and church which enriches the lives of learners</li> <li>• Collective worship which spills out into the local area and has a positive impact on the school family and the wider community.</li> </ul>	
<b>Areas to improve</b>	
<ul style="list-style-type: none"> <li>• Use assessment in Religious Education (RE) to identify progress and trends over time enabling the learning needs of all pupils to be accurately identified and addressed.</li> <li>• Raise attainment in RE for all groups of pupils including the more able and ensure rapid and sustained progress is made.</li> </ul>	

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

The warm inclusive Christian family feel is apparent in all areas of Holy Trinity. A large impressive display of crosses in the entrance hall completed by all the children exemplifies this. One pupil said 'the school makes me feel I belong to God. I am one of his children'. The school's five core values of forgiveness, honesty, ambition, resilience and respect are rooted in the teachings of the Bible and the Anglican faith. They are embraced by the whole school community. They are having a significant impact on the progress and aspirations of all learners. The headteacher knows every child and support is tailor-made with a strong inclusion team in place. Children progress from a low baseline and the more disadvantaged are catching up with their peers. Attendance figures are rising and persistent absenteeism is down thanks to the creative strategies that have been put in place and the appointment of a family worker and additional office staff. Every child is valued as a unique individual regardless of faith or belief. The school community always endeavours to show the children they are special and worthy of respect. Impressive cups and shields can be won for attendance and responsible behaviour. The wide range of extra curricula activities reflect the interests of the pupils and encourage commitment to the school and education. Relationships are strong reflecting the power of the school's Christian ethos. There is caring interaction between all members of Holy Trinity – 'underlying love and compassion shines out' and the staff are the 'the body of Christ doing his work on earth. It is genuine. You cannot fake it' says a parent. The school values are visible throughout the school and interwoven into Collective Worship and RE lessons. Professional posters of the children illustrating how these Christian values impact on life at the school are displayed inside and outside the building. The children say people know they are in a church school because of 'our values and the way we act'.

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

Collective worship starts the day at Holy Trinity in a positive and prayerful way. All members of staff attend and enthusiastically take part, modelling their commitment to the children. All teaching staff lead collective worship on a rota basis and each class twice a year. The incumbent leads once a fortnight and ministers from local Baptist and free churches also take part so children are aware of other denominations of the Christian church. Acts of collective worship are complementary and have clear coherent Christian messages. The school's core Christian values are clearly discussed. All learners are challenged to live by them during their school day and beyond. Biblical texts are read by the pupils and Anglican tradition referred to (Candlemas). Pupils are encouraged to participate and it is fun. Everyone sings with joy and conviction. Pupils are happy to pray extemporarily. Since the last inspection Holy Trinity has extended the evaluation of collective worship. Feedback is given twice a week by pupils and questionnaires completed. The Faith Group monitors collective worship. Visitors are invited to comment after attending class assemblies and school celebration services. These strategies have resulted in a consistent and creative approach to collective worship which maximises spiritual development. Candles are now being lit to welcome new born siblings into the family of God. Collective worship spills out into the local community, engages attention and has an impact say the parents. Last year Holy Trinity's Pentecost Carnival paraded through the streets. Year 6 regularly compere school services at Holy Trinity Church. Reception and Years 2, 4 and 6 attend Sunday morning services once a year. A Communion Service is led by the vicar on a termly basis. Pupils appreciate the potency and purpose of prayer. 'We need to pray for the peace of the world'. 'God will try to help you and he will forgive you' they say. They see God the Father as looking after them, God the Son as someone to talk to and God the Holy Spirit as imparting knowledge.

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

Current data shows attainment in RE is improving. It is in line or higher in all year groups

when compared with reading, writing and maths. It is broadly in line with National expectations. Lessons are good or outstanding with effective use of questioning and discussion. The pupils participate with great enthusiasm and confidently express their feelings and opinions. In some cases however it is not always apparent how the more able are being challenged. Many lessons reflected on Christian values (forgiveness) and Anglican traditions (Baptism). Pupils learn from realistic and relevant subject matter how to put Christian values into practice and feel secure enough to express how difficult this can sometimes be. The centrality of prayer is apparent. In the Reception class one group was discussing the power of prayer and who they should remember when talking to God. Since the last inspection the RE coordinator (whom the parents respect for her 'expertise and dignity') and the Senior Leadership Team (SLT) have addressed the issue of assessment which was a focus for improvement in the last inspection. Staff now assess at the end of each topic and give a level and sub-level on work in individual books, yellow class books and responses given in lessons. This information is put on tracking grids and levels compared with Maths and English. These procedures have not been in place long enough to identify progress and trends over a longer period of time so that the future learning needs of all learners can be accurately identified and addressed. Lesson observations, learning walks, pupils' responses to marking and book scrutiny are being undertaken. Feedback from these are improving teaching and learning and encouraging creativity in RE lessons. Cross curricula links are developing. The incumbent is the RE governor offering support and advice and undertaking specific projects. The pupils say they enjoy RE and feel it is a time to reflect and learn about God. A weekly Bible Club enables further Christian discussion. The pupils also talk of learning about other religions and how this helps their knowledge and understanding of others and reinforces their core Christian value of respect.

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

The leadership and management of Holy Trinity is very strong. Christian values are proclaimed 'loud and proud' as the incumbent puts it. The school community are warmly invited to share the vision. It is explained to all new parents what it means for Holy Trinity to be a Christian and Anglican school. They are introduced to the school's ethos and values. Governors and parents are invited to Values Days where they share breakfast, take part in collective worship and see the school's vision articulated during lessons in the classroom. These clear coherent messages are having a marked impact in all areas of school life from engaging parents and pupils to raising standards and reaching out to the wider community. The head is a member of Holy Trinity Church. She demonstrates commitment and passion and has 'breathed new life into the school' say the governors. She is respected but very approachable. The creative incumbent shares the vision and builds a bridge between church and school which enriches the lives of the pupils. There is a strong link also between the diocese and school which supports spiritual growth and understanding. Parents feel they are respected and kept well informed. They are encouraged to contribute and their expertise is valued. The reputation of Holy Trinity as a church school is spreading and the school role is rising. The leadership are looking to the future. The deputy head is undertaking a preparation for headship course. Schools' Direct students gain experience of church school ethos. There is a commitment to the continuing professional development of all staff. The head is mentoring a new church school colleague. The governors have a clear view of what they must do to 'maintain the momentum'. Areas for development from the last inspection have been addressed in a robust and creative way. This, combined with a real desire to look for ways to enrich the learning experiences of all pupils and enable them to become effective members of a multi-cultural community within a Christian family environment, means Holy Trinity has the capacity to improve, develop and grow even more as a Church school.