



# Holy Trinity Church of England Primary School



## Statutory Inspection of Anglican and Methodist Schools

### Inspection Report

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School address	Sedding Street Sloane Square London SW1X 9DE
Headteacher Chairman of Governors	Miss Deryn Welbourne The Reverend Graham Rainford
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	100490
Diocese	London
Local Authority	Royal Borough of Kensington & Chelsea
Date of last inspection	27 <sup>th</sup> March 2008

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Inspection date	25 <sup>th</sup> April 2013
National Society Inspector	John Hicks (NS 760)

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The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

### **School context**

The school is situated in the south of the Royal Borough of Kensington and Chelsea. It is a split site with the buildings a few minutes away from each other. Socio economically the school's intake does not reflect the immediate neighbourhood which is prosperous. Approximately 50% of the school population live outside of the borough and many families live in association housing. Families choose Holy Trinity for a variety of reasons including those whose parents work locally, the good reputation of the school and the links with Holy Trinity Church. Whilst the majority of families are from a Christian background, 32% are Muslim. Children also come from a wide range of ethnic backgrounds and speak many languages. The school has a significant number of children leaving or arriving during the school year (24%). The buildings have undergone extensive refurbishment over recent years.

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

Holy Trinity is an outstanding school whose learning community is inspired by implicit and explicit Christian values of encouragement, inclusiveness and kindness. The leadership is committed and strong and is very well respected by the school and church communities. Children are highly valued and develop as confident and caring individuals within the strong and tangible Christian ethos which permeates all areas of the school's life.

### **Established strengths**

- The way in which children and staff articulate the Christian identity of the school
- Collective worship being at the heart of the life of the school
- The use of prayer to stimulate reflection and thanksgiving
- Links with the church and involvement of the community
- The variety of RE work and opportunity for discussion.

### **Focus for development**

- To review the marking of Religious Education (RE) work
- To develop further opportunities for training and development in RE

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

Christian values permeate the life of the school. There is a strong commitment throughout the school that all are included and that kindness, tolerance and respect are paramount. The school is a welcoming community and staff are very approachable and available for parents and children alike. It was evident that all those involved in the life of the school have a very high regard for the head teacher and Fr Graham (the Associate Priest) and that this is seen as a significant strength of the school. A great variety of experiences and opportunities are offered to children through the curriculum, to enhance their self-esteem and to enable all to achieve effectively. Children regularly commented that staff 'always encourage us to try our best' and that pupils appreciate each other and have generous and positive attitudes where 'there is no bullying because we have grown up with each other'. The children are highly articulate about the Christian identity of the school. One Muslim pupil in year 6 commented that they 'love learning and love RE because it teaches me about the Christian faith and my own faith'. The school's ABC school rules are known well (**A**lways try your best, **B**e kind to others and **C**are for our school) and outstanding relationships underpin the strong sense of encouragement and individual value which was commented on by staff, parents and pupils. Staff are excellent role models in dealing with issues in an effective and non-judgemental manner. Parents fully endorse their children's appreciation of school and their sense of enjoyment in school. There is an ethos of openness and compassion, which has been evident in respect of the school facing difficult and demanding experiences in recent months following the death of a staff member. All in the school community show genuine concern for each other's personal, emotional and pastoral needs. There are excellent links with the local church community

which gives effective pastoral support and contributes strongly to the school's Christian distinctiveness. Children's behaviour and their spiritual, moral, social and cultural development are outstanding and there is a calm and purposeful atmosphere in the school which is modelled by the head teacher. Children have a strong sense of responsibility both for themselves and others. Older children are examples to younger children and support and encourage them in a variety of ways including working across both buildings. There is enthusiastic support for various charities in the school. There are very high levels of engagement with extra-curricular activities and school clubs which the parents and children value greatly; horse riding, tennis and Samba. The standards children achieve are above average by the end of Key Stage 2 and children make good progress from Key Stage 1 to Key Stage 2. The head teacher is committed to and involved practically in strategies to raising the school's attendance figures.

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

Collective Worship is central to the life of the school and makes an outstanding contribution to the school's Christian distinctiveness and ethos which children, staff, governors and parents agree. Children enjoy the wide range of opportunities for collective worship and prayer. Children commented enthusiastically 'we pray every day!' The use and regular change of prayer tables is a strength because children can articulate clearly why they pray and why they have prayer tables. Teachers, parents and children all commented on how much they enjoy collective worship and what they personally gain from it. Collective worship is planned for and evaluated. Children and parents commented that Collective worship is very positive and that the parish priest's 'enthusiasm and easy manner makes us want to go to church'. One Year 2 child said of collective worship, 'we love Fr Graham because he teaches us about Jesus... and he really believes in Jesus!' The whole school community appreciates Collective Worship as a time to be together, to reflect and to pray. During the inspection the children approached worship, which was distinctly Anglican, with appropriate reverence and sense of expectation. Children say that collective worship helps them to 'reflect on big questions'. One child commented that Collective Worship is good because Fr Graham 'brings things with him that are important to different religions'. Children particularly enjoy singing in collective worship and the frequent opportunities for them to actively participate. Fr Graham tied the school theme of saints into the recent visits to church and St Mark, which was well supported by artefacts and the church's gold Gospel book which created a real sense of awe and quiet buzz of excitement. Both school and church benefit greatly from a strong and effective relationship. The children understand the use of various aspects of Anglican tradition and liturgy such as the significance of the cross, the candle and coloured clothes used in church and on the prayer tables throughout the school, which reflect the church's liturgical year. The children's understanding and participation in collective worship ensures a firm foundation of Christian teaching and values in their lives and makes a strong contribution to their personal, moral and spiritual development.

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

Since the last inspection the school has engaged in a full review of Religious Education (RE) and its assessment but feels that this could be further developed in light of diocesan guidance. The subject leader's enthusiastic and purposeful approach has resulted in improved standards in RE and more creative approaches to the teaching of RE following whole staff training. The programmes of study are embedded and clearly focused on Christianity. Assessment systems have been developed so that teachers know what progress their pupils are making. However, marking could be extended further to make better use of learning objectives. In Year 5 there is evidence of diagnostic marking which children are responding to with comments such as, 'thank you, I enjoyed sharing my religion with the class'. Learning Journey books have been implemented since the last inspection which shows a greater breadth of the creative aspects of RE learning and teaching. Teachers make good use of opportunities to incorporate RE into other aspects of the curriculum. Pupils are very enthusiastic about RE and say, 'we have good teachers and they make us work hard and are kind and strict'. Because of the good teaching, and good resources used in lessons, pupils learn a lot; for example in Year 2 children could use prior learning and knowledge to develop ideas of belonging. Teachers match work to the needs and abilities of their pupils effectively and are developing ways of using reflective questions to deepen pupils' thinking and application skills. In a Year 6 lesson the children were able to make links between the story of

Matthew, the tax collector and current affairs. One pupil told me that 'St Matthew was a little like Margaret Thatcher, but in a different context' which shows the level of thinking the children were experiencing during the lesson. Pupils say that RE lessons are fun and can be reflective. It sometimes helps them to be aware of, and understand the perspective of others and how faith can help them. Pupils enjoy and talked animatedly about opportunities to learn about other religions and a visit to a synagogue. Pupils are knowledgeable and talk respectfully about their beliefs and the beliefs of others. Parents say that this is an important aspect of RE because their children learn understanding and tolerance as well as 'coming home and teaching us too'. The school judges RE to be good and this is an accurate assessment and they are clear about what they need to do to be outstanding.

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

The head teacher provides calm and focussed Christian leadership and communicates the shared vision for the school clearly. The school's leaders and governors share this vision and have a clear understanding of the school's mission and purpose. Staff, clergy, governors and pupils confirm the importance placed on the school's Christian distinctiveness in a very articulate way. Parents say that the head teacher is readily available at the door most mornings 'with a smile' which they went on to say is especially important as there is no direct access from Sedding Street to the playground. They also say that the school seeks their views and ensures they are used to inform actions including regular access to governors. Parents know that their views are taken seriously; they respect the head teacher and trust her judgement because of her 'personal and professional commitment to the school'. Pupils recognise that the exemplary relationships and atmosphere of respect in the school are because it is founded on Christian values. Governors know their school well because they are fully involved in self-evaluation and reviewing the school's performance as a church school. Governors have a clear understanding of its future leadership needs and how to plan to meet them. Parents speak in an animated manner about the relationship that exists between church, school and community and say that this helps their children to grow in confidence and develop a spiritual grounding that will help them in the next stage of their learning.

SIAMS report, 25/04/2013 Holy Trinity, Sloane Square, London and SW1X 9DE



## Judgement Recording Form (NSJRF)



**Name of School:** Holy Trinity Church of England Primary School

**Address:** Sedding Street, Sloane Square, London, SW1X 9DE

**Date of inspection:** 25<sup>th</sup> April 2013

**Type of Church school:** Voluntary Aided

**Phase of education:** Primary

**Number of pupils:** 236

**URN Number:** 100490

**NS Inspector's Number:** 760

	Rating 1-4*
How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education	Yes

\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate