



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Holy Trinity C of E Primary School

Rickmansworth Road

Northwood HA6 2RH

**Previous SIAMS grade: Outstanding**

**Diocese: London**

Local authority: Hillingdon

Dates of inspection: 22 June 2015

Date of last inspection: October 2008

School's unique reference number: 102418

Headteacher: Mr Daniel Norris

Inspector's name and number: Gill Walley NS 644

### School context

This is a one form entry Voluntary Aided school with 231 pupils. It was judged by Ofsted to be good in November 2012, with outstanding behaviour. Its grounds join those of the parish church. There are fewer disadvantaged pupils than average, and fewer with special educational needs, but the number of pupils with English as an additional language has risen to 40% of the number of pupils on roll. Pupils leave the school at levels above those typical for their age. The headteacher was in post at the time of the last inspection. The incumbent became the chair of governors in September 2014. The majority of families worship at the parish church or in other local churches. The headteacher will be the Executive Headteacher of a new church school in Harrow in 2016.

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

- Pupils make outstanding progress in all subjects including Religious Education (RE) because teaching is outstanding and teachers use their sound knowledge of pupils' progress to plan the next steps in their learning.
- Parents are extremely positive about the school's strong Christian ethos because it supports all children and their families equally well, whether or not they are Christians.
- Governors have an excellent understanding of the school's strengths and how it can be improved further because they monitor all aspects thoroughly.

### Areas to improve

- There are no significant areas for development at the current time.

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

The school's mission is 'living and learning in the family of God', helping pupils 'grow and flourish' to make good, and often outstanding progress in all curriculum areas, reaching levels considerably above average. Pupils select six Christian values each year which are developed over several weeks so that they completely understand them. They explain how the values are rooted in the Bible. For example, that Noah showed perseverance during the flood and while waiting to take his family and animals onto dry land. The environment reflects the school's Christian character extremely well with displays celebrating learning in RE, and books of prayers which pupils have written and use daily. Christian symbols and the school logo showing the Trinity, Christ the King and a bishop's mitre on pupils' uniforms remind them of the Christian faith. There are displays showing pupils' learning about different faiths and celebrating visits to many places of Christian and non-Christian worship. Pupils say learning about different faiths helps them to respect one another and prepares them well for life in a multicultural society. There is a Garden of Peace where pupils reflect 'where we feel calm and closest to God'. There are well used prayer areas and prayer boxes in classrooms. Pupils' social and moral development is extremely well supported because staff have very high expectations and praise them for their outstanding behaviour. They explain that this is based on their understanding of Luke 6:31 'Do unto others as you would have them do unto you'. Attendance is very high because all pupils thoroughly enjoy school and feel safe. They say 'the school is caring and loving'. Pupils raise funds to help others who are less fortunate. They are especially proud to support Mkanakhoti School in Malawi with books and sports equipment. This strong link helps pupils understand different ways Christians live and worship.

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

Worship is based on themes such as Pentecost, the fruits of the spirit and the lives of Christian saints. This, together with writing the prayers, helps children to develop their spirituality extremely well. They know the times in the Church year such as Lent and Pentecost, and understand concepts such as the Trinity, because adults explain them in ways pupils understand easily. Worship is engaging and memorable. For example pupils tried to decipher a code to help them understand the contribution St. Jerome made to the spread of Christianity by producing the Bible in languages people could understand. Pupils contribute extremely well through music, dance and drama and by answering questions. They regard worship as a very important part of their day and enjoy it when 'everyone can be together thinking about God and Jesus'. They retell Bible stories confidently, explaining what they mean for them and what they can learn about the way they should live. Governors and senior leaders monitor worship regularly so that it develops pupils' understanding of Christianity extremely well. They seek parents' and pupils' views as part of this process so that worship is always meaningful and meets the needs of different groups of pupils equally. They particularly enjoy weekly worship led by the incumbent or curate. Worship is held in church weekly and during special festivals such as Harvest and Christmas. Some lessons are held there too, so that pupils feel completely familiar with the church building. Visitors from other local churches help them to understand different styles of Christian worship and occasionally visitors explain celebrations from other faiths such as the Jewish Passover meal. Pupils of different faiths and of no faith background say how much they enjoy worship and contribute to it so that they always feel fully involved.

**The effectiveness of the religious education is outstanding.**

Pupils make outstanding progress in religious education and the school has a Quality Mark for high standards in RE. Teachers plan and deliver interesting activities which help pupils to learn about Christianity and other faiths and to relate learning to their own lives. For example, when they learnt about Islam they questioned Muslim pupils and listened respectfully to them reading

the Qur'an. Pupils develop their spirituality extremely well, for example by reflecting on Jesus' leadership and talking about it in the context of the Last Supper. A particularly striking feature of both RE and worship in the school is the quality of Godly Play. Pupils say this really helps them to understand Bible stories in depth and to relate them to their own lives. It is extremely well resourced and delivered and shows how great an emphasis the school places on making RE and worship memorable and relevant for pupils. The school has responded well to the recommendation of the last report. Teachers now assess pupils' progress in RE well and use this information to plan appropriate activities for pupils of all abilities so that they continue to progress extremely well. The RE leader supports teachers well. She has developed their confidence in the teaching of Christianity and other faiths. Pupils particularly enjoy visits to a wide range of places of worship in the locality and further afield. These help pupils to respect the beliefs of people of different faiths and to see the similarities between them. This helps pupils of different faiths to feel fully involved. Learning in RE is monitored extensively to evaluate teaching and ensure that standards continue to rise. Teachers' effective marking and feedback helps pupils understand precisely how they can improve their work. Teachers make very good links between RE and other areas of the curriculum, including writing, art and design. This reinforces what pupils have learnt in RE extremely well and indicates that RE is at the core of the school's curriculum.

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

Senior leaders and Governors monitor the Christian distinctiveness thoroughly, involving parents, pupils and staff, to identify ways to strengthen it. The school has strengthened the distinctiveness since the last inspection, for example by introducing a parents' Lent group, staff worship and Godly Play. The school has developed a very well-resourced room for this, set aside from the rest of the school because of the importance everyone attaches to the impact this experience has on pupils. Governors and senior leaders have considered succession planning because maintaining the Christian character is of fundamental importance to everyone. The community looks forward to the formation of a partnership with the new church school demonstrating its outreach. Staff describe the school as 'joyous and enlightening' with 'a spiritual ethos which is apparent as soon as you walk through the door'. They feel extremely well supported to promote the distinctive Christian character of the school. There is very good induction for new staff in these areas when they are appointed. The school works in close partnership with the Diocese to evaluate its work and to ensure that standards continue to improve. The headteacher supports many church schools as an advisor and the school trains many new teachers, showing its commitment to raising standards elsewhere. Arrangements for collective worship and RE meet statutory requirements. Parents feel that the school's strong Christian ethos influences children's behaviour and attitudes to learning. The school works very closely with the parish church. The head teacher and staff are extremely good role models for the pupils and help them to understand what it means to belong to a Christian family. They strive constantly to develop the distinctiveness further through innovative initiatives such as the week of prayer for the world, Proms Praise, the Year 5 pilgrimage to St. Albans and pupils' recording of their spiritual development in personal journals.

SIAMS report June 2015 Holy Trinity CE Primary School, Northwood