

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School			
Address	Eagans Close, Market Place, East Finchley, London, N2 8GA		
Date of inspection	4 March 2020	Status of school	Voluntary aided primary
Diocese	London	URN	101317

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

School context

Holy Trinity is a primary school with 265 pupils on roll. The majority of pupils are of White British heritage. Very many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages.

The school's Christian vision

Our vision is to create a family rooted in love for one another where children and adults can flourish and achieve their potential to reach their own spiritual, academic and personal goals.
"Love one another. As I have loved you, so you must love one another" John 13:34

Key findings

- The school has established a strong Christian vision with a clear theological underpinning. Pupils, parents and governors have a firm understanding of the vision and can articulate the positive impact it is having on all aspects of school life.
- The pastoral care and support for pupils and their families is highly effective, enabling all pupils to flourish. It is a testament to how the school is effective in living out its vision to "Love one another", resulting in a positive impact on the whole school community.
- Collective worship is often inspirational. Whilst being distinctively Christian, it is inclusive of all, enabling those of different faiths and beliefs, and those with no religious affiliation to participate meaningfully. The link with the parish church can be seen in the daily life of the school, contributing to the vision and enhancing collective worship.
- The leadership of religious education (RE) is effective. There are opportunities to engage in dialogue, but not all pupils are challenged enough in order to extend their critical thinking. They therefore do not achieve the deeper learning that they are capable of.
- The school needs to embed the vision further so that it challenges disadvantage and enables all groups of pupils to excel in the progress they make during their time at the school.

Areas for development

- Embed the vision so that it challenges and improves all aspects of school life and is a driver in ensuring that all pupils make excellent progress in their learning, including those from vulnerable groups.
- Develop consistency in the implementation of the new RE syllabus, through development of staff subject knowledge, so that it deepens the pupils' knowledge and understanding of key concepts and religious literacy.
- Ensure pupils actively participate in planning and evaluating collective worship.
- Enable pupils to develop a deeper understanding of how the biblical text of the vision relates to the Eucharist service.

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

The headteacher, supported by a passionate staff team, live out the distinctly Christian vision and values that shape this inclusive, loving community. The vision to love one another is exemplified in the way pupils with special educational needs and new arrivals are extremely well supported. They are all nurtured with dignity and respect and encouraged to feel instantly at home in this school that many describe as 'one big loving family'. This is due to the love and absolute care demonstrated by staff to live out the school's vision and values on a daily basis. This is well recognised by both pupils and parents. Although overall attainment and progress is good for the majority of pupils, progress of disadvantaged groups is slower. The school is rightly focused on this and has taken a number of decisions, such as employing a full-time family liaison officer, to work with families and provide support to identified pupils. Senior leaders and governors must monitor the impact of these activities in order to see the impact of their actions which are firmly rooted in living out the school's vision. Decisions and policies reflect the depth of concern the school has, not only for pupils' wellbeing but also for staff and families. There are many examples of the way in which the vision has transformed lives. Families new to the school from other faith backgrounds and with English as an additional language share the many practical ways in which they have experienced the school's love and care. This is clearly attributed to the positive impact the Christian vision and a clear set of values to live by.

The committed governors are a supportive presence and evaluate the school's work and vision effectively. They talk confidently about how the school ensures the vision and biblical principle of showing love to others is at the heart of all they do. They can articulate clearly the work carried out to develop the vision and to ensure it is clearly understood by all. An RE and worship committee meet regularly throughout the year and focus on all aspects of the Christian character of the school. These meetings are very well documented and demonstrate a high level of challenge and engagement from governors. Staff at all levels feel valued and are committed to the school's vision, speaking highly of the support provided by senior leaders. A counselling service is made available to staff alongside opportunities to participate in a variety of wellbeing activities. The school is committed to providing equality for all. An inclusion week focused on developing an understanding of autism. Pupils emotional wellbeing and mental health is supported through a variety of initiatives, with a focus on developing resilience. This work is directly viewed as an outworking of the vision; to see all pupils flourish personally and academically.

The school has carefully considered the meaning of spirituality and developed a well thought through and clearly defined policy which is known and understood by the staff team. This shared understanding of spirituality enables everyone at the school to be reflective, demonstrating a generous and compassionate approach to each other. Parents express many examples of how the school allows for a high level of spirituality which is inclusive to those of all faiths. The learning environment also provides opportunities for spiritual reflection through the use of wisdom trees where children can hang their reflections, class prayer books and a designated 'peace cabin' in the playground which provides space for quiet reflection. Teachers and pupils from each class select the charities they wish to support in order to challenge social injustice and inequality, both locally and around the world. They clearly relate the charitable work they carry out to the school vision of showing love to one another. Examples of this can be seen in the class project supporting the international work of Christian Aid and the charitable work to support the homeless shelter.

The impact of embedding the language of 'loving others' in school life means that pupils are reminded of behaviour and learning expectations daily. The carefully selected Christian values of koinonia, forgiveness and compassion are linked to the school behaviour policy and guide the pupils in their behaviour. The impact of the vision on behaviour is that children support one another both socially and academically. They focus on celebrating the success of one another rather than self. A high degree of trust between children, teachers, parents and governors is palpable. Pupils are able to articulate their opinions confidently because they know teachers consider their ideas valid and are ambitious for them.

Collective worship is central to the life of the school, allowing adults and pupils to learn how the teachings of Jesus can be used in their everyday lives. Worship is planned and evaluated well. Themes related to the values and church calendar ensure that worship expresses the school's vision clearly through music, Bible stories, prayer and reflection. During collective worship, pupils and staff respond to moments of reflection with sensitivity and thoughtfulness. More opportunities for pupils to play an active role in planning, leading and evaluating collective worship will enhance pupil's engagement and understanding even further. The biblical text

describing 'the last supper' is the key text underpinning the school vision but pupils do not fully understand how this biblical text relates to the Eucharist service.

Staff comment positively on the effectiveness of the guidance and professional development they have received, resulting in improvements to teaching and learning in RE. New Bibles with translations appropriate to different age groups have been purchased allowing children to access biblical text more readily. A wonderful display by the staircase demonstrates how the children have used art to illustrate key concepts within Christianity, highlighting a greater religious literacy being taught to pupils. However, these key concepts and images need to be used regularly to support pupils learning and develop their religious literacy. The school works closely with the diocese to establish effective assessment systems which informs teacher planning. As a result, assessment is used to ensure pupils are beginning to develop a deeper understanding of biblical texts. Effective leadership has been demonstrated through the introduction of a new syllabus which is beginning to encourage children to reflect on the big questions within Christianity and other world faiths. They make comparisons between religions, considering their similarities and differences. The improvements made as a result of the change in syllabus now need to be embedded in order to develop a consistent approach to suitably challenging, high quality RE lessons so that all pupils make excellent progress.



The effectiveness of RE is Good

Monitoring is frequent and leaders, together with governors, have an accurate picture of the quality and standards being achieved in RE. All pupils, including those with special needs, make good progress. However, more work is required to enable all pupils, including the disadvantaged, to develop a deeper understanding of the key concepts in Christianity to ensure they make even better progress. Effective leadership, alongside quality diocesan training for all teachers has led to recent improvements in the quality of provision.

Headteacher

Roz Kimani

Inspector's name and number

Allan McLean (NS 823)