

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Holy Trinity Church of England Primary School</b>			
<b>Address</b>	Trinity Walk, Maresfield Gardens, London NW3 5SQ		
<b>Date of inspection</b>	01/07/2019	<b>Status of school</b>	Voluntary Aided Primary
<b>Diocese</b>	London	<b>URN</b>	100032
<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>
<b>School context</b>			
<p>Holy Trinity is a primary school with 182 pupils on roll. The largest ethnic group of pupils are of Kosovan Albanian heritage with a wide range of different ethnic groups also represented. The proportion of pupils who speak English as an additional language, who are considered to be disadvantaged or who have special educational needs and/or disabilities are all well above the national averages. There are more girls in the school than boys. Holy Trinity has gained UNICEF Rights Respecting School status and is part of the Erasmus Project, focusing on international understanding. Most pupils come from Muslim family backgrounds.</p>			
<b>The school's Christian vision</b>			
<p>Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength. Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.</p>			
<b>Key findings</b>			
<ul style="list-style-type: none"> <li>• The school's Christian vision and associated values clearly motivate and drive forward this welcoming and inclusive Church of England school. This is excellently underpinned by a well-focused theological and biblical understanding of education, based on the uniqueness and value of the individual made in the image of God.</li> <li>• The vision and associated values are deeply embedded. They are well known and impact powerfully on the strong, mutually respectful relationships, the exemplary behaviour of pupils and consequently on their learning.</li> <li>• Pastoral care for individuals and families excellently supports and expresses the school's vision in practice.</li> <li>• Religious education (RE) is a strength of the school, planning and outcomes are exemplary. It, along with collective worship fruitfully support and enhance the school's vision and associated values.</li> <li>• An ongoing, mutually supportive partnership with the Lighthouse, formerly Holy Trinity Church, with other churches and with the diocese enhance the school's Christian service to its diverse community.</li> </ul>			
<b>Areas for development</b>			
<ul style="list-style-type: none"> <li>• Promote additional opportunities to share locally and at diocesan level, the excellent practice in RE and the exemplary engagement with families, including how these are impacted on by the school's inclusive Christian vision.</li> </ul>			

## **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 school has a Christian vision that is biblically based, with a clear theological understanding reflecting recent developments in Church of England education. It is well known and excellently responded to by adults and pupils. It is convincingly embedded across school life. It is clearly articulated by senior leaders and governors and effectively shared by leaders at all levels. The vision closely determines priorities for school development and decision making. Practical advice received from the diocese to refine and improve practice has been very well incorporated. As a reflective school community, ongoing self-evaluation is rigorous and accurate. Steps for ongoing improvement are thoroughly focused and well actioned. Key areas for development from the previous denominational inspection have been fully addressed. The Christian and inclusive vision leads to high expectations and aspirations across this caring school community. The school's associated values spring from and strongly express its vision in action.

The headteacher effectively leads a dedicated team of teaching and non-teaching staff who place the pupils and their families at the heart of what they do. Staff are very well supported for working in this inclusive church school and their professional development is given a high priority.

There is a broad curriculum, complemented through extra-curricular and enrichment experiences. These include artistic, cultural and sporting activities and indicate the aspirational, holistic and inclusive view of education running throughout the school. This expresses its Christian vision strongly. Growth Mindset, an approach to encourage positive engagement in education, is commendably used to support teaching and learning. There is a calm, purposeful and stimulating learning environment where pupils and staff, 'aim high'. They draw regularly on the imagery of an eagle soaring up, as referred to in the school vision. This means that pupils are excellently supported, whatever their starting point or background, in making expected and often accelerated progress. This is shown in the strong upward trend in attainment and progress, which is consistently above local and national averages. This is especially the case because when many pupils begin in the school they have lower than expected starting points.

Mirroring its vision, there is a shared understanding of spiritual development and its constructive impact on academic and personal growth. Across the curriculum pupils and adults respond positively when considering the 'big questions' about God and the relevance of faith and ethical behaviour in the world today. There is a powerful emphasis on rights and responsibilities through its positive engagement as a UNICEF Rights Respecting School. This is expressed through, for example, the high quality of courteous relationships between members of the school community. Pupils demonstrate a deep-seated respect for others, '... because God loves everyone,' and, '... respecting and forgiving each other is important in the school and the world'. Pupils respond positively and relish exploring differing points of view. Consequently, pupils of all abilities and backgrounds value themselves, each other and their learning.

The promotion of the Department for Education's British Values is excellently related to the school's Christian vision and associated values. This, along with the school's involvement with the Erasmus programme, impacts extremely well on helping it to be an outward-looking, harmonious and caring 'family'. Difference and diversity are celebrated, and the school effectively promotes respectful relationships. An exemplary example of this is shown as each pupil is greeted at the school gate each morning in their home family language.

The personal and character development of pupils is excellently supported through, for example, the commendable pastoral care. There is an exemplary emphasis on pupils', and indeed staff, wellbeing and flourishing. Pupils explain, 'We care for each other, so we watch out for each other. I find strength and hope in God.' It is also reflected in the high levels of engagement pupils have in addressing local, national and international issues. Equality and justice and personal and community empowerment to 'make a difference for the good' run through the school's life. For example, the school's Christian vision drives its engagement with Citizens UK, a campaigning body focused on improving society.

Fruitful relationships with the Lighthouse deeply enrich the school's Christian and spiritual life. It enhances both the school's and the church's involvement with Christian service to its diverse, and often deprived, local community. Links with churches of other denominations and visits to places of worship from a range of religions enrich pupils' experiences. There is also a productive relationship with the Winch, a local charity which focuses on improving the life-chances of young people in the area.

The daily worship programme is the linchpin of the school's life. It successfully encourages the community in living out its vision and values. The significance of belief in God, self and others and of prayer and reflection are central aspects of the programme. Biblical teaching is excellently applied. This leads to a deep appreciation of beliefs such

as the love of God demonstrated through the life of Jesus. Pupils have a clear understanding of the importance of festivals such as Christmas and Easter for Christians. Hope and aspiration run through the varied programme enjoyed by the school community. The programme is highly inclusive and invitational. This means that pupils and adults from various faith and non-faith backgrounds feel comfortable in joining in and benefit from it. Engagement in worship is consequently very strong.

The RE curriculum has an appropriate balance between a focus on Christianity and a range of other world faiths including Islam, Judaism and Hinduism. Pupils' appreciation of key Christian beliefs and concepts and skills such as investigation and reflection are excellently focused on and developed. Governors and senior leaders ensure that RE is given adequate time and resources, that it meets statutory requirements and positively reflects the Church of England Statement of Entitlement. This demonstrates its importance as a core subject and its positive impact on extending the school's Christian vision and associated values. Through a very wide variety of effective approaches pupils engage extremely well, enjoying RE and finding that it, 'helps me think deeply about things,' and, 'we appreciate that people are different and believe different things'. Written work is exemplary. It expresses a depth of response and understanding of the topics covered and how these relate to life in school and the world beyond. Strong assessment practice, following school protocols, regularly helps pupils to know the next steps in their learning and close monitoring enable staff to adapt their teaching in targeted ways.



**The effectiveness of RE is Excellent**

Teaching shows strong elements of outstanding practice. Teachers are confident in teaching RE and recognise that they are well supported by the subject leader and by the resources available. In-school monitoring of RE, alongside effective support strongly boosts learning so that pupils flourish. Attainment and progress are high and at least in line with other core subjects with many pupils demonstrating greater depth. This is particularly the case when they reflect on 'big questions' where maturity in both written and oral responses is strongly evidenced. The school adopts an exemplary approach to organising RE teaching by ensuring it is taught during the morning session, highlighting the priority given to it by staff and governors. Teaching is enriched through artistic and creative responses and by a wide range of written and reflective activities which broadens the learning experiences of pupils effectively.

Headteacher	Laura Hall
Inspector's name and number	Pamela Draycott (161)