



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

### Holy Trinity CE Primary School

Trinity Walk  
Maresfield Gardens  
London  
NW3 5SQ

#### Diocese: London

Local authority: Camden

Date of inspection: 1<sup>st</sup> July 2014

Date of last inspection: 12<sup>th</sup> November 2008

School's unique reference number: 100032

Head Teacher: Mrs Francesca Langley

Inspector's name and number: Miss Gladys Vendy (NS 299)

#### School context

Holy Trinity is a small one form entry school with limited physical space in the parish of Holy Trinity, Swiss Cottage. The school serves an inner city community in an area of high social deprivation. An above average number of pupils are eligible for the pupil premium and speak English as an additional language. The number of pupils who have special educational needs or learning disabilities is below the national average. The majority of pupils are from a wide range of ethnic minority backgrounds. Half the pupils are from Christian backgrounds.

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

- Strong and supportive links with the church nurture the aims of the school and impact positively upon the spiritual and moral development of all pupils.
- The Christian ethos which embraces the tenets of a Rights Respecting School provides direction and is reflected in the harmonious relationships between all groups of the community.
- The school's inclusiveness in which outstanding social, moral spiritual and cultural development leads to a strong respect for all the community within a safe and secure environment.

#### Areas to improve

- Review both the mission statement of the school as a Rights Respecting School and the school motto, in order to provide a clear distinctive Christian statement for the school.
- Promote the Christian distinctiveness of collective worship through raising the profile of the church calendar year and ensuring consistency of class worship.
- Create a balance between recording work in individual RE books and social, moral, spiritual and cultural floor books in Key Stage Two so that it easier to track continuity and progression.

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

The Christian ethos of Holy Trinity School is underpinned by the Christian values of love, care and respect for each child which has a significant impact upon pupils' achievement. Children begin school with skills which are well below the levels expected nationally. At the end of Key Stage Two pupils' attainment is in line with or above the national average overall. Rigorous tracking procedures together with intervention strategies ensure the gap between all groups of learners is narrowed. Attendance is above average. The Christian ethos which embraces the tenets of a Rights Respecting School (RRS) provides direction and is reflected in the harmonious relationships between all groups of the community. The Vicar has been a member of the RRS steering committee and has ensured that the RRS mission statement directly refers to the school's Christian values even though the school motto lacks reference to the Christian foundation. The broad and balanced curriculum is relevant and responsive to the needs of the children. The school's inclusiveness gives outstanding opportunities for social, moral spiritual and cultural development and leads to a strong respect for all the community. This is strengthened through a range of extra-curricular activities. Two clubs, Faith and Massive, are organised by the church team to help pupils develop their knowledge of Christianity and support the transition to secondary school. The work of the Vicar, the children's pastor, the parent advocate and others from the church impact positively on the spiritual approach to school life which contributes strongly to the Christian distinctiveness of the school. Pupils say they feel safe and valued and 'we can ask anyone for help.' The pupils' global awareness is developed through links with church schools in the Cotswolds, India and Pakistan. Each class supports a charity of their choice throughout the year. The improved teaching of Religious Education makes a distinctive contribution to the Christian character of the school.

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

Worship is well planned using the Gloucester Diocesan scheme – 'values for life.' Children are aware of Christian perspectives and can make links between Biblical teaching and Christian values such as the humility shown in the washing of Jesus feet. However, when asked, children were not always clear about the significance of the different church seasons. Children develop an understanding about the Trinity because it is the name of their school. Each year they celebrate their partnership with the church keeping Holy Trinity Day. They engage in a wide range of relevant activities and their work is displayed in the hall. All children visit church for collective worship each week and say they enjoy this because it is more interactive. The weekly pattern for worship includes collective worship in the classroom which occasionally leads to inconsistency of delivery. Worship representatives, including children of other faiths, meet termly with the worship leader to evaluate worship and to suggest changes. Children felt this had made a positive impact on worship and their views had been heard and acted upon. RRS council also collects views about worship from pupils during their annual review. In the observed act of worship children came in calmly to music. One child said the candle was lit 'to let God in'. They were attentive, responded keenly to questions and were encouraged to reflect upon the story of the tax collector and the Pharisee. They were able to say how this linked with the value of humility. Lunchtime prayers which the children have created are said daily and prayer is a regular part of school life. Each classroom has an area for reflection which is clearly Christian. Collective worship makes an important contribution to the spiritual development of the school community.

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

The teaching of Religious Education (RE) has improved since the last denominational inspection. It is now properly timetabled, resourced and well led. A new scheme of work which is distinctively Christian and includes Godly play has been introduced. This has given good support to teachers and led to a greater consistency in delivery. Assessment is very well managed and pupils' progress is tracked effectively. Standards of attainment in RE are very

good and at the end of Key Stage Two are above national expectations. RE is monitored through planning and lesson observations which are sometimes moderated by the diocese. RE is recorded in class books in the Reception class and Key Stage One. A spiritual, moral, social and cultural (SMSC) class floor book is maintained in each Key Stage Two class as well as recording some RE work in individual exercise books. This means there is sometimes an imbalance of work and it is not always easy to track continuity and progression. A SMSC action plan which incorporates rights, responsibilities, respect, relationship with the church, RE and collective worship focuses on the development of collective worship and RE through regular monitoring. A learning walk through the school confirmed that the quality of learning and teaching was good. Children were engaged in learning through Godly play in several classes which is making an impact upon children's spiritual development. Children showed they were able to build on their prior knowledge and experience. In one class they were able to relate their visit to church about the different types of cross they had seen. In another class children showed a very good understanding of the Passover when studying the Seder meal. Visits to support learning about other faiths are made to the synagogue and the mosque.

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

The Head Teacher and Governors promote a distinctive vision based on Christian values and the characteristics of being a RRS which underpins the decision making process. The expectations for this are confidently articulated to the school community and have a clear impact upon the good standards of achievement and the care with which the children are nurtured. The work of the inclusion manager means that children with learning difficulties are identified early and strategies implemented to support their development. The leadership of RE and Collective Worship is effectively carried out by a member of the Senior Leadership team to highlight their importance and to ensure continuity. Staff morale is high and teachers return to the school after gaining experience in other schools. There is a strong culture for professional development at all levels which contribute to succession planning. The Vicar who is the link governor for RE and worship monitors and evaluates these areas and reports regularly but informally to the governors. The Governing Body steers the direction of the school and accurately contributes to the evaluation as a church school. The interviewing process means that candidates understand the importance of supporting the Christian ethos. Open and transparent systems keep the parents well informed and they are welcomed into school for coffee mornings and workshops. Their views are sought and taken into consideration. The RRS council and buddy systems provide children with opportunities to take responsibility. The school has built effective partnerships with local businesses, nursery schools, community and independent schools. The school is very well supported by the Diocese. Good progress has been made since the previous denominational inspection. The school's distinctiveness and effectiveness as a church of England school is now in a strong position to improve even further.

SIAMS report June 2014 Holy Trinity CE Primary School, Trinity Walk, Maresfield Gardens, NW3 5SQ



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

### SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	Holy Trinity CE Primary School
School Address	Trinity Walk, Maresfield Gardens, London, NW3 5SQ
School URN	100032
Date of Inspection	1 <sup>st</sup> July 2014
NS Inspector's Number	NS 299
Type of Church School	Voluntary Aided
Number of Pupils	187
Phase of Education	Primary
Name of Critical Reader	Jayne Pavlou
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	Rating 1-4
How distinctive and effective is the school as a Church School?	2
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?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirements for collective acts of worship	Yes
The school meets the statutory requirement for religious education	Yes