

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity CE Voluntary Aided Primary School

Current SIAMS inspection grade	Outstanding
Diocese	Southwark
Previous SIAS inspection grade	Outstanding
Local authority	Merton
Name of multi-academy trust/federation	N/A
Date of inspection	7 February 2018
Date of last inspection	8 March 2013
Type of school and unique reference number	Voluntary Aided 102665
Headteacher	Ysanne Rickards
Inspector's name and number	Jenny Earp 288

School context

Holy Trinity is a larger than average, 2 form entry urban school and nursery with 455 pupils on roll, serving the community around South Park Gardens in Wimbledon. There are 50 pupils with special educational needs and 32 pupils eligible for pupil premium funding. The area has a rich, diverse community, with residents from a wide range of cultures and faiths. Since the last inspection, the school has been extended considerably and a new headteacher appointed. Attendance and academic achievement are above the national average and there are close links with the local church.

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

- Visionary and highly effective Christian leadership ensures that the school's loving Christian ethos has a strong influence on pupils' academic success and personal well-being.
- Christian values are at the heart of the school's work and have a positive influence on the day to day actions of all members of the school community.
- Worship is an important aspect of school life and impacts positively on pupils' knowledge and understanding of Christian teaching.
- Relationships, inspired by the Christian values of kindness, respect and compassion, are outstanding and make the school a beacon of Christian witness.

Areas to improve

- Develop opportunities for global studies so that pupils increase their awareness and understanding of Christianity as a world-wide multi-cultural faith.
- Embed the new assessment arrangements in religious education (RE) so that teachers can continue to have an accurate understanding of the progress and attainment their pupils are making.

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

A commitment to realise the God-given potential of each child is at the heart of this happy, Christ-centred school. Its motto, 'Growing together as children of God' and the embedded Christian values of love, kindness and compassion are the language of the school, understood and articulated by everyone in the school community. They shape the daily life at the school, creating a secure Christian ethos where all its pupils are unique, loved and cherished. Therefore, personal care and relationships are outstanding. Staff are seen as Christian role models and ensure pupils succeed whatever their circumstances. The well-being of children and their families is central to the distinctively Christian ethos and vision at Holy Trinity School. The headteacher and senior leadership team, supported by staff and governors, recognise that it is when pupils are happy and healthy that they learn well. As a result of this and the warm, welcoming atmosphere at the school, pupils thrive and achieve their potential, regardless of their ability or background. Standards of attainment and achievement throughout the school are above the national average. Pupils are familiar with a range of Biblical stories that underpin Christian values. They say that the values help them to make good choices and to be good friends. For instance, during 'Kindness Week' pupils show random acts of kindness and pupils say this helps to make them think more about how to respond to others and how 'Jesus would act'. Similarly, during the annual 'Friendship Week', pupils learn about the difficulties other pupils face who have special educational needs. Consequently, pupils show empathy and all pupils feel included and loved as part of the school family. The impact of the Christian ethos is reviewed effectively through learning walks and discussions by the Faith Team, who meet regularly to ensure that the distinctiveness and effectiveness of the school as a church school is maintained and enhanced. Provision for spiritual, moral, social and cultural development (SMSC) is excellent. This is because pupils are given an exceptionally wide array of opportunities, both through the curriculum and extra-curricular clubs such as choir, sports, arts and mindfulness sessions, which enhance and broaden their learning. Many visitors are welcomed to the school in order to share their expertise from a broad range of faiths and cultures. As a result, the school promotes an understanding of and respect for diverse communities very well. Relationships are a strength at the school and because of this, there is a highly developed interpretation of nurture and spirituality throughout the school community. Parents say that the headteacher and staff are approachable and helpful and know that any concerns they have will be dealt with quickly and effectively. They say the school is caring and nurturing, helping families out in times of trouble or when they have difficulties at home. RE is very well led and makes a significant contribution towards the distinctive character of the school, fostering a real understanding and respect towards those of other faiths and cultures.

The impact of collective worship on the school community is outstanding

Collective worship is outstanding because pupils have an excellent understanding of the relationship between Bible messages, based on the teachings of Jesus and how they have meaning for them today. The strong partnership with the local church of Holy Trinity is a key contributor to ensuring that all in the school understand and live out its Christian foundation. High quality, inclusive and engaging daily worship, based on Christian values, ensures pupils' participation and significantly influences the Christian ethos of the school. Pupils enjoy worship and participate with enthusiasm and understanding. Consequently, they speak with confidence about how it inspires them. A Year 6 girl said, 'I love singing 10,000 reasons, Bless the Lord; it makes me feel happy even when I'm feeling sad'. Another Year 4 pupil stated, 'Jesus makes a difference. You go to church and you don't come back the same'. The school has recently been awarded the Music Mark in recognition of a commitment to providing high quality music education. As a result of this and the excellent music teaching, pupils sing with great joy and music is an uplifting strength in collective worship at the school. The vicar of Holy Trinity makes a strong contribution to collective worship at the school. He is an important, integral part of the planning process, advising on Anglican tradition and practice. As a result, pupils are very aware of Church of England traditions and volunteer to open worship by lighting the candle and leading the school in the opening liturgy. During traditional festivals in the church year, the whole school community come together to rejoice in their Christian distinctiveness, including celebrating the Eucharist at the school. Pupils have a detailed understanding of the rhythm of the church year because worship is well planned and themes reflect key Christian festivals. For instance, they are able to identify the different colours used in both church and school, linked to the changing church seasons. Monitoring and evaluation of collective worship, an area for development in the previous inspection, is recorded effectively by the senior leadership team and Faith Team. As a result of effective teaching in collective worship, pupils of different ages are able to explain, at an age appropriate level, their understanding of God as Father, Son and Holy Spirit. Pupils take the lead in their own spiritual development by contributing to the school's 'Spiritual Team', made up of two children from each year group in Key Stage 2. Pupils say they enjoy being part of this 'Growing together in Spirit' team because they are charged with the aim of 'bringing people closer together in worship'. As a consequence, prayer is central to the life of the school and children say they appreciate these opportunities to 'talk to God'.

The effectiveness of the religious education is outstanding

RE is an important core subject within the school's wider curriculum and contributes well to its Christian values and the spiritual development of pupils. A coherent RE curriculum has been developed using the recently introduced diocesan scheme of work. This is effective in ensuring that pupils' understanding of Christianity and other religions is developed with a clear sense of direction. The expertise of the RE leader enables teachers to approach RE teaching with confidence, reflecting the high level of practice applied across the curriculum. Attainment is high, with pupils working at or above the expectations of the syllabus. In Key Stage 2, pupils talk with confidence and respect about their beliefs and those of other world faiths. 'We try to use what we learn from RE in our lives', explained a Year 6 pupil. Observations of RE across the school confirm that the quality of teaching is outstanding. This is because teachers use their pedagogical skills and experience well to challenge their pupils, for instance, through excellent questioning and by creating effective learning environments. This can also be seen in RE journals, written work and oral contributions in response to the creative and challenging teaching. Scrutiny of the detailed planning and discussions with pupils confirms that RE has a high profile at the school and the use of 'big questions' encourage pupils to think deeply, creatively and beyond their own experiences. A range of teaching styles enables pupils to develop their knowledge and understanding of facts and concepts supported by a wide variety of appropriate resources, which encourage investigation and enquiry. The quality of RE is effective in supporting pupils' SMSC because pupils make frequent visits to places of worship, such as the local mosque, temple and synagogue. in the local area. These visits impact significantly on pupils' knowledge and understanding of different faiths and beliefs. However, pupils have a limited knowledge of Christianity as a multi-cultural global faith. The local church is an excellent resource, providing first-hand activities and experience of an Anglican place of worship. Leadership and management of RE is excellent with regular monitoring of teaching and learning in the subject. Professional development with colleagues has enabled the quality of teaching to be consistently good and often outstanding. The analysis of the progress of individuals and groups informs planning and this leads to sustained improvement. The RE leader is now developing a new whole school RE assessment structure using the new curriculum.

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

The Christian ethos at the school is very apparent and the headteacher is an excellent role model in demonstrating the values in her everyday work. She ensures that families are involved in the life of the school, so that the school's Christian values are central to pupils' lives. Governors show unswerving commitment in ensuring the Christian distinctiveness of the school. Effective procedures to support monitoring and evaluation of the school as a church school are firmly in place and governors are able to articulate an explicit Christian vision that has a positive impact on standards and the well-being of the whole school community. Minutes from governors' meetings show that this process is thorough and effective in bringing about change. In particular, the school's Faith Team has ensured that the areas for development from the 2013 inspection have been met fully. There are strong partnerships between the local church, the diocese and the wider community, including effective links with another local church school. The longstanding and mutually beneficial links with the local church shape the way the school is perceived as a church school in the community. For instance, the vicar is a regular and valued visitor to the school and makes a strong contribution to the spiritual development of the school community, particularly through his excellent contribution to the Faith Team. Parents and pupils in turn enjoy visiting the church and take part in a number of services there throughout the year. Senior leaders value the outstanding support given by the diocese, which ensures that staff are able to learn and grow with individual expertise used across the school. The management team facilitates relevant training, so that all staff feel more confident and knowledgeable about new schemes of work and initiatives. As a result, leaders are well prepared for future leadership across church schools. The RE leader undertakes book scrutiny and lesson observations and is ensuring that assessment is developed with the new curriculum, in order that the high standards in RE are maintained. The leadership of worship and RE is given a high priority, leading to outstanding practice in both areas. The arrangements for both RE and collective worship meet statutory requirements. Relationships with parents are strong and are founded on the Christian character of the school. Parents are keen to share examples of the distinctiveness of the school and are particularly impressed by the positive changes made by the new headteacher, such as implementing the school motto of 'Growing Together as Children of God'. They believe that this is seen in action and the respect shown by and to staff amongst pupils themselves can be directly attributed to core Christian values. A prayer group, run by parents, meets monthly and prayers written by the children are read at this meeting. Parents value this opportunity to use the school's Faith Room to pray for the school and hold all members of the school community before the Lord.