



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

Holy Trinity CE Junior School

Bute Road
Wallington
SM6 8BZ

Previous SIAS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Southwark

Local authority: Sutton

Dates of inspection: 26 April 2016

Date of last inspection: March 2011

School's unique reference number: 102991

Headteacher: Shirley Gruffydd

Inspector's name and number: John Viner NS144

School context

Holy Trinity is a large Church of England Junior school serving the Parish of Holy Trinity Wallington. Its 357 pupils are drawn from the immediate area. There is an average proportion of vulnerable pupils for whom the school receives additional funding. Around a third of the pupils come from ethnic minority backgrounds and a lower than average proportion speak English as an additional language. A small percentage of pupils attend church. Pupils make good progress and standards at the end of Key Stage 2 are above the national average. The school was judged to be good by Ofsted in 2014.

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

- The headteacher articulates an ambitious Christian vision for the school which is shared by key staff and governors to the benefit of the whole school community.
- Christian faith and values, as expressed in the school's motto, underpin the school and are evident in every aspect of its work.
- Prayer and worship have a central place in the life of the school so that all pupils, are affirmed, regardless of their faith or beliefs.
- Strong leadership of Religious Education (RE) ensures that it has a high profile in the school.

- The involvement of pupils in the spiritual life of the school promotes the school's Christian distinctiveness very effectively.

Areas to improve

- Revisit the RE curriculum so that, as pupils move through the school, coverage of other faiths is progressive and developmental so that they have a more confident understanding of key elements by the time they leave.

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

The Christian values that underpin the school are summarised in its mission statement that this is a community 'led by the hand of God' and in its motto that, 'only with thee O God, we journey safely on'. This sense of being on a Christian journey is lived out in the life of the school and is seen most readily in the strength and quality of relationships between and among adults and learners. Many of the pupils come from homes where there is no background or tradition of faith and the school recognises this in helping to build their understanding of faith and belief. Through the involvement of pupils in the way in which the school's Christian values are promoted, there is a developing sense of a shared spiritual identity. This ensures that pupils of all faiths and none are supported and nurtured so that their spiritual, moral, social and cultural development is promoted very effectively. Consequently, pupils grow in confidence to ask and respond to deep questions. The weekly reflective questions that engage pupils of all ages are an important step in developing this spiritual awareness. The excellent, warm relationships that are evident throughout the school have a positive impact on pupils' behaviour and attitudes. They know that they are safe, valued and special and recognise that this is a product of the school's Christian character. Because of this, they attend school regularly, behave well and make good academic progress. They are enthusiastic about their learning. Pupils acknowledge the impact that Religious Education has on their own lives and develop excellent attitudes of tolerance and respect for all faiths and beliefs. Regardless of their own faith, all pupils are fully aware of the importance of Christianity as a world faith. Many say how their thinking has been challenged and those of faith say how their beliefs have been strengthened.

The impact of collective worship on the school community is outstanding

Collective worship is central to the life of the school and reinforces the Christian values in which it is rooted. All members of the school community recognise its importance and its relevance. Since the last inspection, the school has made significant progress in raising the levels of staff confidence so that they now contribute to the leadership of the regular and varied pattern of daily acts of worship. Pupils understand that worship is an important part of the school day. They behave respectfully, sit attentively and sing enthusiastically. Worship is specifically Christian and Anglican, rooted in the Bible and in the belief that God is Father, Son and Spirit. It is also inclusive, affirming all who attend and building a shared sense of spirituality, regardless of faith or belief. The changing daily pattern ensures that each act of worship is fresh and interesting so that pupils' experience is rich and deep. Pupils say that worship makes them think. The regular involvement of parish clergy and staff add significant value and ensures that pupils acquire a good appreciation of Anglican tradition and practice. When services are held in church they are so well attended that the school has to run two events to accommodate the parents, of all faiths and none, who wish to attend. Through worship, pupils learn about the nature and purpose of prayer in a context of openness that does not impose prayer but provides an opportunity for non-praying pupils to reflect and think. There are many good opportunities for pupils to write their own prayers for use in school worship and at lunchtimes. Worship is carefully planned in advance by the Faith Group, which includes leaders and stakeholders. A very significant strength of worship is the contribution made by a designated group of pupils – the Reflective Group – which is drawn from pupils across all years

and of all faiths and none. This group regularly write and lead prayers, evaluates worship and maintains the 'thinking board' for reflective questions. The pupils' work adds capacity to that of the faith group to ensure that worship is of the highest quality.

The effectiveness of the religious education is good

Standards in RE are as good as those in other core subjects, in line with national expectations and sometimes higher. All pupils make good progress from their starting points.

Because these starting points are sometimes quite low, Year 3 is treated as a foundational year and pupils are assessed at the end so that their progress is measured against that baseline. Since the last inspection the school has taken robust steps to improve the way that RE is assessed so that teachers can better plan to meet the needs of all pupils. The school is still developing an even more effective way to measure the way that pupils begin to apply their learning to their lives. Pupils are enthusiastic about RE. They say that their teachers make it fun and that the range of different activities keeps it interesting. They say how much they enjoy learning about all faiths and beliefs, although some older pupils say that they have covered the material before. Because RE is taught effectively pupils of all faiths and none gain a good knowledge of Christianity and are familiar with the Bible. They confidently explain Christian ideas and understand how they link with practice and tradition. They also learn about the other key faiths of Judaism, Islam and Hinduism but, by the time they reach the end of KS2, their knowledge is not always secure. This is because the RE curriculum does not provide a sufficiently progressive and developmental study of other faiths as pupils move through the school. Nevertheless, RE has a high profile in the school's curriculum and pupils remark how it is also evident in many other subjects. This illustrates how well RE supports the school's overall provision for pupils' spiritual, moral, social and cultural development. RE is strongly and vigorously led by a knowledgeable and proactive leader under whose direction the subject has been transformed. She has overseen the recent improvements in assessment and worked extensively to raise teachers' subject knowledge and confidence. She provides high levels of effective and ongoing support for her colleagues, which ensures that teaching is consistently good and no groups of pupils fall behind.

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

The headteacher articulates a sharp and ambitious Christian vision for the school that is shared by senior staff, governors and clergy and lived out in their commitment to the school and the Christian values they promote. This leads to high standards of leadership and excellent systems for self-evaluation. A 'faith group' of stakeholders, including governors, meets regularly to review the school's performance and its Christian distinctiveness. They understand that these values are grounded in a belief that what we do, who we are and who we become, are led by the hand of God. This leads directly to ongoing strategies for development and improvement, strongly focused on the needs of this diverse school community, irrespective of pupils' faiths and beliefs. Leaders and governors have a confident understanding of the future leadership of the school and have well-developed plans to secure it. Since the last inspection, the focus on raising staff expertise in RE and worship and the very good support of Diocesan officers have led to significant improvement. The strong leadership of headteacher, key staff and governors in implementing their shared vision, ensures that pupils' spiritual, moral, social and cultural development is promoted well. Christian values permeate the whole curriculum and the policies which underpin the school's operation. As a result, this is a harmonious and happy school, reflected in the excellent behaviour and attitudes of its pupils and the good academic progress they make. The powerful relationship with the parish church and the other linked churches creates a strong and effective partnership, which is of mutual benefit. The incumbent, other clergy and youth worker regularly visit the school, are known by the pupils and recognised by the parents. The school community has access to the many church organisations. Clergy provide excellent pastoral support for the wider school community.

There are many opportunities for pupils to demonstrate Christian love in action through their support of local and global charities, often in association with the church. As a result, this is a distinct Christian presence that serves the whole community.

SIAMS report April 2016 Holy Trinity CE Junior School, Wallington SM6 8BZ