

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

### Holy Trinity Church of England Primary School

Sedding Street, Sloane Square, London SW1X 9DE	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Kensington and Chelsea
Name of multi-academy trust / federation	N/A
Date/s of inspection	20 June 2018
Date of last inspection	April 2013
Type of school and unique reference number	Voluntary Aided I00490
Head of School	Deborah Lloyd-Wright
Inspector's name and number	John Viner NS144

#### School context

Holy Trinity is a small primary school on a split site, located near Sloane Square and close to the parish church of Holy Trinity. Pupils come from a wide area and reflect its rich diversity. There are higher than average proportions of pupils with special educational needs or disabilities, disadvantaged pupils for whom the school receives additional funding and those who speak English as an additional language. Just over a third of pupils attend church. Pupils make exceptional progress and standards at the end of Year 6 are higher than the national average. Ofsted has recently judged the school to be good.

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

- The link with the Chelsea Deanery Partnership adds significant capacity to the school's leadership.
- Because of the Christian 'virtues' promoted by the school, pupils develop a deep awareness of spirituality and understand the importance of faith and belief.
- Collective worship is at the heart of the school and has a profound impact on pupils' spiritual development.
- The recent developments in Religious education (RE) are continuing to extend pupils' knowledge and experience of religion and belief.
- The strong and seamless partnership with the parish church ensures that, together, church and school are a beacon of Christian witness to their community.

#### Areas to improve

Improve the provision of RE by: -

- Extending all teachers' subject knowledge to better meet the increased demands of the new curriculum.
- Ensuring that lessons are always accurately matched to pupils' cognitive and spiritual development.
- Developing teachers' marking skills so that pupils' thinking is consistently deepened and challenged.
- Focusing more teaching to develop pupils' skills of reflection, evaluation and analysis and so deepen their understanding of the nature and importance of faith.

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

This is a school of contrasts: the affluence of its location is not reflected in its intake of pupils and many join the school with high levels of social and academic disadvantage. Despite this, they make excellent progress, often from

low starting points, and achieve standards that are consistently above national averages. The school takes as its foundational premise that, in line with the Church of England's vision for education, its purpose is 'education for fullness of life'. It interprets this through six core values, which it teaches as 'virtues' to underline their importance as life characteristics. While these core virtues are not as clearly linked as they might be to their biblical justification, they are securely embedded in the life of the school so that a deeply Christian thread runs through all aspects of its life. This is recognised by stakeholders: parents almost universally agree that their children's spiritual development is helped by the school's ethos and all members of staff say that, irrespective of their faith or belief, they are affirmed by working here.

The school's Christian character infuses its work with love and compassion so this is a place where pupils feel safe, valued and special. As a result, they are keen to come to school and most attend regularly. They work hard, behave well and make extraordinarily good progress. They look out for one another and say that bullying is vanishingly rare. The excellent warm, productive relationships between and among adults and learners make the school a harmonious and inclusive learning community where pupils thrive. Pupils' spiritual, moral, social and cultural development has a high importance and, as they move through the school, they develop a profound sense that, regardless of faith or belief, they are spiritual beings. This gives them confidence to ask deep questions and express their views. As a result, pupils recognise, enjoy and celebrate diversity. They appreciate that one of the strengths of the school is the way that people of all faiths and backgrounds are welcomed and valued. Parents report that the virtues that their children acquire help to prepare them for life beyond Holy Trinity, into secondary school and even influence their attitudes as adult students. Pupils understand that Christianity is a world faith. Regardless of their own faith or belief, they are excited by religious education, which confirms the significant contribution that the subject makes to the school's Christian character.

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

Collective worship is the beating heart of the school. It takes place daily in both buildings and pupils recognise that it is an important and powerful part of school life. Because it is so carefully and thoughtfully planned and delivered, it has a significant and positive impact on the spiritual development of individuals. All who attend worship, adults and pupils, regardless of their faith or belief, are affirmed, strengthened and challenged by it. Pupils are deeply engaged by worship: they gather reverently, sit attentively and participate enthusiastically. The quality of music and singing is excellent. Worship is both inspirational and inclusive and sometimes it is deeply moving so that both adults and pupils speak of its impact on their lives. For example, the recent commemoration of the Grenfell Tower disaster, which touched many families in the school, is remembered by pupils and their parents as a special and challenging act of worship.

Worship is skilfully and carefully planned in depth by clergy and school staff and this depth of planning, its prayerful intention and the great attention to detail lifts it beyond the mundane to the deeply spiritual. The school's underlying virtues, together with the church's year, provide most of the themes on which worship draws so that planning is cohesive and progressive. It is led by a variety of leaders, including clergy who regularly lead worship on both sites. Sometimes it takes place in church and parents of all faiths say how much they value the opportunities to attend, saying that they find the church services inspiring. Pupils have many excellent opportunities to lead aspects of worship and help out in practical ways and almost all say how much they enjoy these times.

Worship is always Christian, biblical and the daily use of a simple liturgy to open and close each act of worship provides an excellent experience of Anglican tradition and practice. Even young pupils can explain, in simple terms, what Christians mean by God being regarded as Father, Son and Holy Spirit. From the time they enter the school, pupils quickly learn about the nature and purpose of prayer and, regardless of their own faith or tradition, develop their own understanding and practice. They become increasingly aware of how prayer is important to believers and pupils of all faiths say that this strengthens their own faith. There are many good opportunities around the school for pupils to engage in personal reflection and prayer and to contribute their own prayers for use in worship. The systems for the ongoing evaluation of worship involves all members of the school community, including pupils, and results in continued and planned improvement.

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

Because pupils' spiritual development is so well developed, they make good progress in RE and standards of attainment for most pupils are in line with national expectations. RE is treated as a core subject, given high priority in the school, and pupils work as hard in RE as they do in English and maths. Pupils say that they enjoy RE because their teachers make it fun and they learn a lot. By the time they leave the school, they have a good knowledge of Christianity and of many aspects of the other world faiths which they encounter.

Since the last inspection, the school has introduced a new syllabus, which is more demanding than its predecessor. It is enriched by visits to places of worship and makes a strong contribution to pupils' spiritual, moral, social and cultural development. Although teaching is good overall, teachers sometimes set work that is not closely enough matched to pupils' maturity and the development of their thinking skills. This limits the impact if questions are too challenging for pupils' real understanding. Similarly, while the school is highly successful in its promotion of pupils' personal spirituality, this is not always recognised in planning RE lessons. Therefore, sometimes those pupils who are most capable of deeper thinking, do not always have the opportunities to do so. While pupils learn a lot in RE, their development of the skills of enquiry, reflection and analysis is not so strong. Teachers use a wide range of strategies, of which written work is only a part and this helps to sustain pupils' interest and motivation. However, in a few lessons there is an over-reliance on completing pre-printed sheets. This can limit pupils' responses and occasionally leads to incomplete work. The school has introduced an assessment system that helps teachers know how well their pupils are doing and to plan further work. However, teachers' written feedback sometimes lacks challenge and very occasionally relates too much to the written English and not to the RE.

Since the last inspection there have been several changes to the leadership of RE. There is a knowledgeable and experienced subject leader who receives an impressive combination of support from the executive headteacher, clergy, diocesan officers and the head of school. These leaders routinely monitor and evaluate the school's RE provision, including a review of written feedback. They have a good understanding of the strengths of RE and those aspects that need further development. The determination they share is helping to drive improvements in the subject and further raise outcomes for pupils.

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

Leaders, clergy and governors unite behind an ambitious Christian vision for the school that seeks to build in its pupils a character shaped by Christian virtues, which equips them for 'life in all its fullness'. They articulate and live out this vision through their excellent teamwork, ensuring that pupils are well-cared for and their faith nurtured. At the centre of all they do are pupils' personal and spiritual development and their academic achievement. The recently established collaboration with the Chelsea Deanery Partnership adds significant leadership capacity that would not otherwise be available to a small school. The executive headteacher brings experience and expertise and leadership support. The partnership provides many excellent opportunities for the shared professional development of staff, collaborative moderation of work and a network of subject leaders. Governors are able to plan to meet the school's future leadership needs because they can look beyond their school to the wider family of church schools.

There are excellent systems for self-evaluation so that leaders and governors have a clear appreciation of the school's strengths and areas for development. Governors are committed to the school and to its Christian mission. They visit frequently and play an active role in monitoring its work. Their insightful assessment has secured the effectiveness of RE and collective worship through their high quality leadership. Through the deep commitment of governors and outstanding support from diocesan officers, leaders are well-supported and all staff have access to training to build their expertise.

There is an excellent, productive relationship with the parish church whose clergy play a key role in the life of the school. This partnership is so close and the work of the church and school so intertwined that it is of significant mutual benefit. Clergy are as much partners in the school's work as governors and contribute fully to the life of the school. Pupils are also partners in the work of the school and church in making Christian compassion a part of the school's life and there is an inspiring list of charitable partnerships, locally, nationally and globally, which they proudly support. The school and church are an inseparable beacon of Christian witness to the community in which they are located and the wider area they serve.

SIAMS report June 2018 Holy Trinity CE Primary School, Sloane Square, SW1X 9DE