

National Society Statutory Inspection of Anglican Schools Report

Holy Trinity & St John's Church of England Voluntary Controlled Primary School

St John's Road

Margate

Kent

CT9 1LU

Diocese: Canterbury

LEA: Kent

Inspected on 23rd & 24th March 2009

Last inspected: 20th & 22nd March 2006

Unique Reference Number: 118694

Head teacher: Heather Kemp

Inspector: Sue Jackson No.: 410

School context

Holy Trinity and St. John's is a large primary school with a Nursery. There are 458 pupils on roll, mainly from White British backgrounds. Pupil mobility is higher than average, as is the number of pupils eligible for free school meals. The percentage of pupils with learning difficulties and/or disabilities is far greater than average. At the time of the inspection the head teacher was recovering from a period of illness. There is one foundation governor and a vacancy for the second. However, the incumbent is an ex officio member of the governing body.

The distinctiveness and effectiveness of Holy Trinity and St. John's as a Church of England school are good

Holy Trinity and St. John's Church of England Primary School is a good Church school.

Established strengths

- Pupils' sense of being valued and respected and the excellent relationships at all levels, which result from a commitment of all members of the school community to the clear Christian ethos
- The inspirational and creative way in which the Religious Education[RE] and Worship co-ordinators carry out their role
- The Christian vision of the head teacher and deputy head teacher

Focus for development

- Enhance pupils' spiritual development by:
 - ❖ providing reflective areas in classrooms
 - ❖ giving more opportunities for quiet prayer and reflection during Collective Worship and RE
- Make the Christian distinctiveness of the school more explicit and detailed in the school brochure and on the website by including clear information about RE and Collective Worship
- Involve parents/carers in the evaluation of the school as a Church school

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

Pupils enjoy school and say they feel safe. They feel valued and are confident that they are listened to and their views are acted on. Parents say that their children are enthusiastic about coming to school and described the way that staff treat them as being 'very loving'. Christian values underpin the aims of this school. This results in good behaviour and a purposeful,

nurturing atmosphere. Pupils and their parents appreciate the ways in which individual achievements are acknowledged and celebrated. The Christian ethos, together with collective worship and RE, supports the spiritual, moral, social and cultural [SMSC] development of pupils well. Pupils develop tolerance, respect for others and are able to speak about the importance of forgiveness and reconciliation. They are also able to reflect on Bible stories and Jesus' teaching and apply these to how they behave. There are excellent opportunities for pupils to learn about Christianity and other faiths. These include many firsthand experiences such as frequent visits to places of worship and a recent RE week. A broad range of visitors works with the pupils to further enhance their SMSC development. In a year 5 lesson pupils were drawing on their visits to the parish church and the local mosque to discuss similarities and differences between the two faiths in a very meaningful way. The school's Christian values are evident in relationships at all levels. Parents said 'they always speak of the head teacher and all staff with respect'. All staff are described as being approachable and available. 'The way that our children are treated with care extends to us too'. The environment is used effectively to demonstrate the Christian distinctiveness of the school. All classrooms have interactive displays related to RE. The entrance area, in particular, with its prominent cross and display showing the links to the parish church and the diocese, gives clear messages about the importance to the school of developing pupils' spirituality. Each classroom and the head teacher's office have wooden crosses made by a member of St John's congregation and presented to the pupils during Collective Worship. Pupils' growing spirituality would be further enhanced by the provision of reflective areas in classrooms.

The impact of collective worship on the school community is outstanding

Worship is at the heart of this school community. Its importance is demonstrated by the thoughtful planning, the variety of strategies used to engage and involve pupils, and the attendance each day of teachers and the majority of support staff. The development of Collective Worship is included in the school plan. The issue from the previous inspection, 'Collective Worship should be regularly reviewed and evaluated and include an annual report to the governing body', has been addressed in an outstanding way by the co-ordinators. The link governor for worship works closely with the co-coordinators and is involved in planning, leading worship and monitoring and evaluating it. He also reports to the governing body and the Church Council. Pupils are enthusiastic about worship and listen attentively. They like it to be interactive and enjoy being chosen to take part. Pupils also like the wide variety of visitors from worshipping communities in Margate who lead worship weekly. Each year group visits the parish church annually for worship led by the link governor. These occasions and 'Celebration Assembly' were also mentioned by pupils as being particularly valued. Pupils can talk about the significance of worship. One said 'It helps us understand more about Christianity and why we're a Christian school'. In the two acts of Collective Worship seen during the inspection there was a quiet, prayerful atmosphere created by the music played and the calm way pupils entered the hall. The focus of the prominent cross, a display about the season of Lent and use of the candle all contributed to this. Collective Worship contributes, along with RE, to developing pupils' understanding of Anglican faith and practice. Pupils could talk about the seasons of the Church's year and the relevant colours. The monitoring of Collective Worship includes focused discussions with pupils. Further exploration about the helpfulness to them of silence and reflection is needed to develop their spirituality.

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

The head teacher clearly articulates a Christian vision for the school which is effectively promoted by her, the senior management team and the RE and Worship co-ordinators. There is a clear commitment to the realization of this vision. The school plan includes issues for action related to the Christian vision, RE and Collective Worship, supported by action plans giving details of how these will be achieved. This demonstrates very good progress in addressing the area for development from the previous inspection, 'Areas for the development of the school's Christian foundation are to be identified by the senior staff and governors and routinely included in the school development plan'. The school prospectus and website would benefit from more detailed paragraphs about RE and the importance of Collective Worship, emphasizing the fact that RE is part of the core curriculum. The use of

the Diocesan toolkit for self evaluation is well embedded. Governors are also supportive of the Christian ethos and are involved in the school's self evaluation processes by receiving reports on progress and asking challenging questions. Pupils too are consulted about aspects of the school's Christian status. However, as yet parents do not contribute in this way. All adults in school show their involvement in putting the ethos into practice by being excellent role models. There is a need to develop their confidence in their abilities to contribute to the development of pupils' spirituality. There is an active partnership with the parish church and other worshipping communities in the area. The good provision of information ensures that pupils are involved in groups and events. Parents are strongly supportive of school services held in church when these are in the evening. The school makes good use of the advice, support and resources offered by the Diocesan Board of Education.

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