

## National Society Statutory Inspection of Anglican Schools Report

### **Holy Trinity Church of England Voluntary Aided Primary School**

Eagans Close  
Market Place  
East Finchley  
London  
N2 8GA

#### **Diocese of London**

LA: London Borough of Barnet  
Dates of inspection: 18th October 2006  
Date of last inspection: November 2002  
School's Unique reference number: 101317  
Headteacher: Mr Tim Bowden  
SIAS Inspector NS 298: Rev'd Angela Hopkins

#### **Context**

Holy Trinity is a one-form entry school, with part time morning and afternoon Nursery provision, situated in socially and culturally diverse community. The majority of pupils live within the immediate vicinity. The proportion of the pupils who have learning difficulties or have English as an additional language is high. There is a wide variety of minority ethnic groups in the school with the largest group being of Black African heritage. The school has successfully recovered from a period of staffing instability, with three changes of headteacher and significant other changes of senior staff, over the last three years.

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

It has a clear Christian vision, which is evident in the atmosphere of care and respect within the school. The headteacher and the leadership team are committed to raising the profile of the school within the local community.

#### **Established strengths**

- The school has a very clear Christian vision and high expectations, which are reflected in excellent relationships between staff, pupils, parents and governors.
- Standards in religious education are high through good teaching by an enthusiastic staff and the excellent leadership and support provided by the RE coordinator.
- The school has made progress in establishing good working links with both the parish and other local Christian churches.
- The excellent support provided for the headteacher by an active and informed governing body.

#### **Focus for development**

- Extend the opportunities for the whole school environment to be used to encourage spiritual development.

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

The school makes good provision to meet the needs of all its learners based on Christian values which permeate every aspect of school life. Pupils are happy and secure in school. They are valued as individuals and show care and concern for one another. The school puts considerable emphasis on developing positive relationships and providing a supportive environment based on Christian values. The implementation of the behaviour policy with its culture of "catching children in not out" ensures that behaviour is good with examples of excellence. Excellent relationships

between staff and pupils enable children to develop confidently through a strong culture of praise and reward. The school council spoke about the opportunities to make decisions and they were proud to have been instrumental in both, making improvements to the playground equipment and in the introduction of “healthy eating” school lunches. There are strong links between school, local community and the parish church. The extra curricular activities encourage the pupils to further their spiritual, moral, social and cultural development. Children clearly understand and recognise the need to work together to help others and to care for those in the community through regular charitable giving. There is strong support for the School Association by parents who all spoke of the “strong, special feeling” within the school. The school practises an open door policy and parents of other faiths are also welcomed and encouraged to become involved in school activities.

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

Worship is of central importance to the life of the school and underpins its Christian character. There is a clear pattern of worship throughout the week. The Vicar of Holy Trinity leads worship once a week and the children attend church for the major festivals throughout the year. Worship themes are planned in discussion with the Head Teacher and offer a clear guide. Pupils say they enjoy worship and the senior leadership team regularly gather information from the pupils about the impact of worship through the school council. As a result an “RE Challenge” has been introduced challenging children in a number of ways, for example to learn well-known prayers and to write their own. This has proved popular and evidence of successful challenges was seen in classrooms. In the observed act of worship the children were actively involved, singing enthusiastically, answering questions and keenly volunteering to take part. Pupils make positive gains in their spiritual development and are able to talk confidently about their faith and beliefs. The collective worship includes a time for reflection and this could be developed further by providing opportunities and areas for reflection about the school.

**The effectiveness of Religious Education is outstanding**

Religious Education is recognised by governors, staff, parents and pupils as being integral to the life of the school. The quality of learning and teaching observed was excellent with the pupils showing good levels of knowledge and understanding. There are well-established assessment procedures which are used by all staff. The basis of teaching is the Solihull scheme which is under continuous review and revision. The RE coordinator is enthusiastic and experienced and is able to disseminate knowledge and expertise to the other staff. In observed lessons the questioning was skilful and open-ended, drawing all the children into discussions. The lessons contained a range of teaching methods and the children were involved, both working on their own and in a variety of groupings. The tasks were challenging and encouraged the children to reflect. The older pupils were encouraged to make links between faith and action in the lives of Martin Luther King, Gandhi and Guru Hargobind. The interactive whiteboards were used to support the teaching, learning and in one instance to provide an opportunity for reflection on the story of the Good Samaritan. There was evidence of excellent displays both around the school and in the photographic record kept by teachers. The RE coordinator has provided staff INSET once a term, this has covered planning, websites and other related areas. The subject is well resourced. The coordinator monitors the planning, the children’s books, and RE is part of the school’s termly lesson observation cycle.

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

The quality of leadership by the Head Teacher, Deputy head and chair of governors who work in close partnership, contributes significantly to the strength of the school as a church school. The Head Teacher confidently communicates his vision of a Christian school to staff, parents, children and governors. This is reflected in all public documentation and the mission statement that heads up all the policies. There

is a full complement of Foundation Governors and they provide excellent support to the school and are described as “an outstanding critical friend” in the Ofsted report. Governors are attached to year groups and will follow them throughout their time at Holy Trinity attending class assemblies and other events. The Head Teacher has established a new leadership team and staff have a clear understanding of what is needed to ensure that the school’s vision is put in place. Staff feel valued and are encouraged to work collaboratively. The parents spoken to are very happy with the care and education their children are receiving, they are particularly happy with the “open door” approach; “everyone knows each other and are very welcoming.” There are effective and inclusive recruitment and induction procedures in place to explain and explore the school’s Christian character. All staff appointments explore the appropriateness of the school as Church of England school for applicants. In recent appointments the governors actively sought to strengthen its Christian leadership. The school is well supported by the diocese and the LEA. Views of parents and other stakeholders are regularly sought. All aspects for development since the last denominational inspection have been achieved.

SIAS report October 2006 Holy Trinity Church of England Voluntary Aided Primary School East Finchley London N2 8GA