

National Society Statutory Inspection of Anglican Schools Report

Holy Trinity Church of England Voluntary Aided Junior School

Bute Road
Wallington,
Surrey
SM6 8BZ

Diocese:**Southwark**

School's Unique reference number: 102991

Date of inspection: 11 June 2008

Date of last inspection: October 2004

Headteacher: Shirley Gruffydd

Inspector's name with National Society inspector's number: Hilary Ferries 276

School context

Holy Trinity is a three form entry junior school in the town of Wallington. The infant feeder school is a community school. The large majority of learners are of White British origin and come from the local area. A few families attend the local churches, of which there are three. The headteacher and Religious Education (RE) coordinator have been in post since September 2006.

The distinctiveness and effectiveness of Holy Trinity CE Junior School as a Church of England school are good.

Holy Trinity is a good Church of England School. The headteacher, RE coordinator and governors have worked closely together to promote, develop and improve the school as a Church of England School after a period without a substantive head and clear leadership. This has re-established the distinctiveness of a strong, positive Christian ethos.

Established strengths

- The strong Christian commitment and very positive leadership of the headteacher, ably supported by the RE coordinator and governors
- The leadership team's commitment to developing opportunities for Spiritual development
- The full, comprehensive and rigorous self evaluation that consults and listens to stakeholders
- The positive relationships that exist between all members of the school community, displayed in lessons, reflecting the Christian values of the school

Focus for development

- Implement assessment procedures in RE throughout the school to enable teachers and learners to know where they are and what to do to improve
- Secure the recently introduced RE syllabus to ensure that all learners continue to receive a broad and balanced RE curriculum
- Review and refine Collective Worship in light of the views of the stakeholders

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

All staff have been working successfully to develop the Christian character of the school. Policies are rooted in Christian values which are made explicit to the learners. As a result, most learners are able to talk about what makes their school special as a Church school and describe some of the elements that are important to them. Pupils interviewed during the inspection were very positive about all staff and this is supported by the questionnaires in which a very large majority feel that all members of staff listen to their feelings and opinions. The school council feel they are involved in the development of the school – most recently interviewing parents about their views of

the travel plan.

There has been a 25% rise in the number of pupils who say they feel safe at school since the survey of 2006. Most recent results have shown an increase in most areas of pupil enjoyment, but a minority of learners still feel this is an area for improvement and the school is seeking ways to explore this further in order to improve the well being of every child.

The learning environment is used well to promote reflection and spiritual development. There are prayer corners in every classroom where pupils' prayers are displayed and used daily. Displays around the school, such as a feature about the local churches, make explicit the value the school has for its Church school status. There is a rolling programme of subjects for corridor displays and at the time of the inspection this was RE. In the pupil survey, the majority said that the displays around school helped them learn and the RE coordinator has been able to use these to promote the subject, celebrate the new syllabus and collect information about improving standards in RE.

Spiritual development has been a main focus as a result of self evaluation. This is being addressed through RE and Collective Worship, with a focus on big questions and what it means to be part of a Christian community. The school's evidence from questionnaires and interviews shows that learners are becoming more aware of what this means. Moral development is good. Pupils are aware of the school rules and positive about golden time and some pupils referred to the ten commandments upon which the school rules are based. They feel that behaviour is good and this was supported by observation during the inspection.

Pupil questionnaires carried out by the leadership team show that the very large majority of pupils believe that it is important to respect people of all faiths and of none. All pupils from faiths other than Christianity interviewed said they felt that that they were valued and respected. Social development is also good. Most feel that school shows care and concern for the community. The school raises money for a range of different charities, reflecting the Christian care that the school is promoting.

The impact of Collective Worship on the school community is good.

The headteacher is worship coordinator. She has developed Christian themes and a clear pattern and structure and she leads worship twice a week. Her sessions are very well planned and there are opportunities for pupil participation, involvement and discussion. The theme for worship on the day of the inspection was 'Where is God?' which demonstrated these well. Learners say they find these sessions 'interesting and fun'. Consultation with learners has shown that they value lively and interactive worship. The different members of the school and parish who lead worship are all working on this. It is being monitored by a foundation governor who comes in twice a year to interview pupils. The set of interviews last term showed that views were already more positive across the school, although there is still a way to go, particularly in the view of the older learners. The school attends Holy Trinity Church for the major festivals, where each year group takes responsibility for leading the service. Learners enjoy these and the class assemblies to which parents are invited. There are strong links with local clergy who come once a week to lead worship. These are aimed at developing learners' understanding of the Anglican tradition and are well received. The learners sing well and enjoy modern songs. The school discovered that almost no pupils knew what a hymn was and so the school is teaching them, using a CD of the church congregation singing, which enhances links.

Pupils said they enjoy Collective Worship in school: 'We can share our ideas with the whole school', 'We can learn about Jesus and Moses', but are clear about what they want: 'The fun ones stay in our heads and then we think about what has been said'.

The effectiveness of Religious Education is satisfactory.

Evidence shows that RE has become much more important in the life of the school. Last year, monitoring showed that it was inadequate. Standards were below national average, there was inconsistency in teaching and the syllabus was not being followed in all classes. As a result the school has introduced the Southwark Diocesan Board RE syllabus across the school which has

led to breadth and also a balance of Christianity and other religions. All class teachers teach their own RE and the quality of teaching observed during the inspection was at least good. The learners enjoyed the content, pace and style and effective techniques such as talk partners, group working and thinking time along with carefully structured planning. The lessons observed had a good mixture of learning about and learning from religion. All classes observed demonstrated a positive attitude to the subject, a willingness to listen and a respect for the ideas of others. The use of artefacts made the lesson about Hindu worship come alive, the depth of questioning challenged pupils' thoughts about giving and all lessons observed contributed well to learners' Spiritual and Moral development.

Standards across the school are now satisfactory, but not as high as in other subjects and this remains an area for development. However, progress is good and this is particularly apparent in the Year 6 books which have been used for several years and show a huge improvement over time. Work scrutiny shows that there is a lack of informative marking which means pupils do not always know how they are doing or how to improve their work. The school has planned to introduce assessment using 'I can' assessment tasks. This has happened in one year group and teachers will be sharing their work. This has been identified as an area for development.

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

Since their arrival in September 2006, the headteacher and RE coordinator have addressed all the issues from the previous inspection. Supported by the foundation governors, they consulted stakeholders and carried out a rigorous self evaluation of the school as a Church school to get a baseline position. From this they have planned improvement and the positive impact is evident in all areas of school life. The team recognise that there is a long way to go, but they have made a huge difference in a relatively short period of time.

The head, working with staff and governors, gives the school very clear Christian direction and vision, underpinned by her personal faith. She has sought advice and support from the Diocesan Board and used this effectively to lead the different areas of development. She has very high expectations of staff and pupils, the majority of whom welcome the strong Christian leadership she has brought to the school.

The governors are very positive about their school and fulfil their role as critical friend very well. The foundation governors are involved in the monitoring and evaluation of the school as a Church school and support with the completion of the self evaluation. There are elements of Church school improvement embedded in the school improvement plan, based on the results of this very thorough self evaluation.

There are good links with the three parish church congregations, including youth workers, holiday clubs and the headteacher writes reports for the church. The head welcomes the support she receives from the school prayer group who meet half termly to pray for the needs of the school.