

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

<b>Holy Trinity Church of England Primary School</b>			
<b>Address</b>	Beechwood Road, Dalston, London E8 3DY		
<b>Date of inspection</b>	20 March 2019	<b>Status of school</b>	Voluntary Aided Primary
<b>Diocese</b>	London	<b>URN</b>	100263

<b>Overall Judgement</b>	<b>Grade</b>	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	Good
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	Good

### School context

Holy Trinity is a primary school with 250 pupils on roll. Over three quarters of pupils are from minority ethnic backgrounds and half speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above the national average. The proportion of pupils who have special educational needs and/or disabilities is above the national averages. The school belongs to a hard federation of eight schools, four church aided and four community. Since the last inspection, the school has moved to purpose-built premises in anticipation of becoming two form entry.

### The school's Christian vision

To inspire a future and a world, learners at Holy Trinity are empowered and prepared through the key values of faith, compassion, endurance and respect. Our learning environments seek to foster these values; that they might be a light to shine before others; inspiring a community of learners and give glory to God.

### Key findings

- The new vision is rooted in the Christian narrative and appropriate to the needs of the school's community.
- Partnerships, especially with the church, are effective and invigorate the life of the school.
- The overall understanding of spirituality is not sufficiently developed in such a way that it infuses the life and learning of the school community.
- There is a strong sense of community and pupils and adults are respectful and appreciative of each other.
- Monitoring and evaluation of areas of Christian distinctiveness are not as focused and systematic as they should be.
- Effective learning in religious education (RE) supports the vision and helps pupils make good progress.

### Areas for development

- Establish an agreed definition of spirituality and ensure there are opportunities, mapped across the curriculum, which will enable pupils to explore their own spirituality in greater depth.
- Capture and celebrate the impact of the school's vision so that the school's Christian character and distinctiveness can grow.
- Determine a systemic and rigorous process for the monitoring and evaluation of Christian distinctiveness in order to learn from the evidence and drive the school forward to excellence.
- Create special places that are appropriately resourced for deepening pupils' understanding of prayer and reflection.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

Holy Trinity's vision has recently been shared between staff, governors and the wider school community. It has been carefully considered to incorporate a Christian aspiration that is very appropriate to the needs and ambitions of the whole school community. Pupils can draw on a realistic understanding of the vision and how it relates to the underpinning biblical narrative. However, the four associated values, embedded within the vision statement, are not sufficiently well known by learners. Equally, they are unable to link them to a biblical foundation. Nevertheless, the essential characteristics of the values have, in most instances, successfully influenced the overall practice of the school.

In line with the school's vision, leaders are committed to a strong sense of community. In response, pupils and adults are respectful and appreciative of one another. During their lessons, and elsewhere, pupils behave well and demonstrate positive and constructive attitudes to their learning. All pupils are treated with due dignity and they treat others in the same way. This happens regardless of their ethnicity, religion, learning difficulties or gender, with conflicts being sensitively and thoughtfully resolved. Rates of absences are below national averages, as pupils want to come to school. Pastoral support is a considerable strength. It is led compassionately, and with great sensitivity shown when dealing with troubled individuals or families. Consequently, the level of mental health support, sometimes working in conjunction with outside agencies, is of a high order. There have been no exclusions in the last three years.

When considering their starting points, pupils' achievements are high overall, including the considerable proportion of disadvantaged learners. This is underpinned by the school's vision for all pupils to 'shine', whatever their personal challenges or circumstances. Pupils are equipped to learn and express themselves across a range of learning opportunities so that they can flourish in all situations. The developing curriculum reflects the school's commitment to stimulating and engaging teaching and learning. It is further enriched by a wide offer of extra-curricular opportunities. Religious education (RE) makes a positive contribution to the Christian character of the school. The subject is effectively and enthusiastically led and a new scheme of work has recently been implemented. The RE curriculum plan ensures that the school meets legal requirements for the subject. However, the units of study have not been customised in order to promote the school's values and its specific programme for spiritual, moral, cultural and social education.

The new and distinctive school building provides a rich and attractive place for learning. This was built around the needs of the pupils, who were themselves involved in recommending features of the design. Classrooms have a section of display for reflecting RE work. Nevertheless, across the school, there are only limited examples of a visual and vibrant response to the Christian vision and distinctiveness. Lacking a shared understanding of spiritual development means that spirituality does not sufficiently infuse learning across the school. Progressively deeper opportunities have not been mapped across the curriculum; and this impedes pupils' expressions of a personal exploration and search for meaning. Through the curriculum, pupils are learning to question issues concerning matters of injustice and inequality - learning to become agents for change. The curriculum embeds big and challenging questions. This encourages pupils to develop the strategies, and appropriate vocabulary, to help wrestle with the issues raised. One girl (Key Stage 2) had addressed the question, 'Can Buddhist teaching make the world a better place'. This helped increased her understanding of moral issues and choice. The school council have been considering the United Nations goals for sustainability. This led to a whole-school drive to reduce the use of plastics.

The local governing body is very supportive of their school. Along with staff, they have received professional development in matters relating to the school's Christian distinctiveness. There has been some monitoring of the special features relating to the school's religious character, but it is not as focused and systematic as it should be. This was an important aspect of fully addressing the requirements of the last denominational inspection and will still require further attention. One governor said: 'we are good at doing, but need to do more in being'. This insightful response captures the school's own recognition of its need to deepen distinctiveness in response to the new and explicit Christian vision.

Partnerships are effective, they underpin the vision and invigorate the life of the school. The school works closely with the parent community, ensuring a warm and well-supported relationship with homes. Relationships with the

parish church are also strong. The vicar leads worship each week and is a very regular visitor to school. Her recent appointment has given new ideas and strengthened the chaplaincy role. The chair of governors described this as, 'a beautiful thread between church and school'. Good use has been made of diocesan advice and the school has drawn productively on the offer for professional learning for staff and governors. The school's federated arrangements, links it naturally to other church schools and their respective leaderships. This has produced some helpful and productive co-operative working; especially with regard to shared professional learning and implementing the new RE scheme. The schools all draw upon federation-wide policies. Where necessary, these are adapted to meet the specific needs and vision of the church school setting.

Collective worship plays an important part in the life of all members of the school community. Pupils sit in their class groups (not rows) and this helps to enhance a greater spirit of informality and connection, in line with the school's vision. Worship is mainly conducted with reference to the Anglican tradition and a table with cross and candle provides a visual focus. Regular use is made of biblical material and good use is made of music. On the inspection day, pupils' singing was sensitive and harmonious. Patterns of worship are varied across the week and this includes class-based worship. Planning is structured by the church's year and pupils give good accounts of the meaning of Lent and Easter. The school council also organise and lead worship. Prayers are written and read by pupils. However, pupils only have a very limited role in terms, of planning and evaluating the worship programme. Pausing for grace before lunch is another moment for reflection during the day. Nevertheless, pupils wishing to silently pray or reflect during the course of a day would experience difficulties in finding a place to do so. Currently the school building does not have designated and resourced spaces to encourage a deeper understanding of the practice of personal prayer and reflection.



**The effectiveness of RE is Good**

Effective learning in the subject helps pupils make good progress, including the disadvantaged. The standard of teaching is good and teachers use the approach of enquiry-based learning. In Year 2, pupils were seen investigating and comparing gospel texts from the Bible; identifying evidence that Jesus was alive following the resurrection. Older pupils were 'hot-seating' the vicar, framing their questions and writing down her answers in order to generate further discussion among themselves. In other lessons, and from the evidence of the books, pupils are able to draw upon their knowledge of a range of major world religions. In some instances, the design of tasks is not sufficiently challenging for the more able.

Headteacher and Executive Headteacher

Yvonne Barnett and Sian Davies

Inspector's name and number

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