

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity CE Primary School	Upper Tulse Hill, London SW2 2RL
Current SIAMS inspection grade	Outstanding
Diocese	Southwark
Previous SIAS inspection grade:	Outstanding
Local authority	Lambeth
Date/s of inspection	5 October 2016
Date of last inspection	27 September 2011
School's unique reference number	100622
Headteacher	Lascelles Haughton
Inspector's name and number	NS144 John Viner

School context

Holy Trinity is a larger than average primary school, located in Tulse Hill and serving the parish of Holy Trinity and St Matthias. Its 382 pupils reflect the rich diversity of the area. There are higher than average proportions of disadvantaged pupils, those with special needs and those who speak English as an additional language. Around two thirds of pupils attend a Christian church, with a small proportion attending the parish church. Pupils make very good progress and standards at the end of Key Stage 2 are above the national average. In 2013, Ofsted judged the school to be good.

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

- Christian values lie at the heart of the school. They are visible in every aspect of its work and define its character.
- Collective worship becomes a natural consequence of the underpinning values and regardless of belief, develops a real worshipping community where spirituality grows and faith is nurtured.
- Prayer is deep, purposeful and the heartbeat of the school.
- The warm, trusting and respectful relationships between adults and learners make this a place where all feel safe, valued and affirmed.
- Their strong partnership ensures that the school and parish church serve the community in an expression of the faith that binds them.

Areas to improve

- Improve the way that Religious Education (RE) is taught so that the work set challenges all pupils and deepens their thinking.

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

This is a school that places Christian values at its heart in such a way that they infuse every aspect and element of its work. A carefully planned programme of values education is grounded on six core Christian values that underpin the relationships between adults and learners, which are warm, caring and respectful. Both pupils and their parents say that it is like a family, where everyone cares for each other. Pupils speak proudly of the charity work with which they engage but they add, 'we don't see it as charity – we do it because we want to'. These Christian values are the driving force behind the desire of staff and governors to make this a place of educational excellence. As a result, pupils are keen to come to school, behave well and work hard. They make very good progress, often from low starting points and, by the time they leave the school, the majority attain standards that are higher than the national average. This is a significant improvement from the time of the last inspection. Children and staff are nurtured, with careful attention paid to their personal development and their wellbeing. Parents know that the school is well-ordered, adding that, 'discipline comes from the right place – children really feel cherished and respected.' It is because it is part of the very fabric of the school, that pupils' spiritual, moral, social and cultural development is promoted so successfully. Consequently, pupils develop great respect for all faiths and beliefs and celebrate the diversity of their school. They acquire a deep understanding of faith and spirituality, acquiring a real spiritual personality. Parents say that the school gives their children a 'strong foundation – a strong belonging where everybody feels like somebody'. Pupils understand that respect brings responsibility, which they take seriously, saying that, 'adults treat us with respect and we expect to set the example of the value'. Pupils and their parents hold the school's provision of religious education in high regard and, regardless of their own faith, recognise that it is an important part of the school's Christian distinctiveness.

The impact of collective worship on the school community is outstanding

Collective worship flows from the school's Christian distinctiveness – it is a natural response to the spiritual growth that the school promotes. Worship and prayer lie at the heart of the school and are recognised by all stakeholders as an essential component of every day. All who attend, both adults and learners, regardless of their faith and belief, are affirmed and enriched by attending. Worship is uncompromisingly Christian, grounded in the person of Jesus and in the understanding of God as Father, Son and Holy Spirit. Pupils come to worship reverently, sit attentively and participate enthusiastically. Many speak of the way that they feel close to God through worship and pupils of other faiths agree that their own faith is enriched by the opportunities for prayerful reflection. They say that, 'it's called collective worship, not collective Christianity'. Parents of all faiths comment that the prayerful attitudes that their children develop through school worship are frequently reflected in their attitudes at home. Prayer is threaded throughout the school: staff meet to commit the day to God or lead a reflection and prayers are said with pupils at lunchtimes and the end of the day. Reflection areas in each class are valued by pupils as opportunities to commit their deep, personal thoughts and prayers to God. Worship is carefully planned around the key values that the school promotes. Over two years, pupils learn about a different value each month. They speak about these values knowledgeably and reflect on how they influence their own behaviour and relationships. This helps pupils to build a deep personal spirituality. A variety of leaders, from school and the parish church, keeps worship fresh and interesting. Pupils say how much they enjoy the serialised Bible stories told by the vicar. They enjoy the many opportunities available to them to lead aspects of worship, through readings, prayers, role play and technical support. When worship takes place in the parish church, pupils play a key role in planning and leading it. They and their parents enjoy the occasions when they go to church for Eucharist where, through receiving bread and grapes, all pupils can experience the core of the sacrament, regardless of faith or tradition. These occasions provide pupils with an informed understanding of Anglican tradition and practice. Parents who occasionally attend collective worship agree that it is an uplifting and joyful experience. Since the last inspection, Leaders and governors have developed excellent systems for the review of worship, taking views of parents and pupils into account, so that there is an ongoing process of evaluation and development leading to further planned improvement.

The effectiveness of the religious education is good

For the majority of pupils, standards of attainment in RE are in line with the diocesan expectations for their age. However, although pupils make good progress and achieve well, these standards are not as high as they are in core subjects and pupils take less care with their work. This is because, while teachers are enthusiastic about RE and pupils say they make it fun, the work that is set does not always challenge them enough and too little attention is paid to extending their thinking. Although there have been significant improvements in teaching since the last inspection, teachers sometimes lack precision in their explanations so that pupils' understanding of key concepts is not sufficiently deepened. This is, in part, a consequence of the excellent work that the school does around Christian values. As an improvement since the last inspection, this produces pupils who are very knowledgeable about the way that learning about religion impacts on their lives and their personal values. Teachers do not always recognise these high starting points in teaching RE. Nevertheless, pupils are enthusiastic about RE and say that one of the highlights is learning about-faiths other than their own. A Christian pupil remarked that, through learning about the Bible at school, he could read and pray with deeper understanding at home. Through the well balanced curriculum, pupils acquire a deep knowledge of Christianity and learn key facts about a range of other faiths. Parents agree that this is important because it 'builds their character'. The curriculum is enriched by a range of visitors and through visits to places of worship. Good use is made of the parish church as an educational resource. There is also a well-established partnership with a Muslim school where mutual visits play a key role in deepening pupils' understanding of Islam in the context of a diverse society. This adds significantly to the promotion of pupils' spiritual, moral, social and cultural development. Good use is made of a wide range of religious artefacts. RE is well led by a knowledgeable subject leader who, as a senior member of staff, has a significant strategic role. She has driven the introduction of a new syllabus, organised external training for teachers and has a careful routine of monitoring both pupils' and teachers' work. She is aware of the weaknesses that currently prevent RE from being outstanding and understands the priorities for addressing them.

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

The headteacher, key leaders and governors share and articulate an ambitious Christian vision for the school that is driving improvement, raising standards and impacting positively on the distinctive Christian character of the school. Through their shared commitment to living out the Christian values that the school promotes, they place the well-being and personal development of staff and pupils at the centre of their work. As a result, staff are fully committed to the school's ethos and have high expectations, both of their pupils and of themselves. They are part of the outworking of this vision. Governors are skilled and knowledgeable in the leadership of a church school, having recently worked towards the Bishop's Certificate in Church School Governance. They work closely with the headteacher to ensure that they know the school well. Their ongoing, well-informed evaluation leads to effective strategic planning so that there is a sense of exciting onward development. The rapidly rising standards that the school achieves are evidence of their effectiveness. There are effective systems for keeping the school's Christian distinctiveness and effectiveness under regular review through a governor committee. Leaders and governors have a clear understanding of the school's future leadership needs and are implementing strategies to meet them when the time is right. The school enjoys excellent and productive links with local schools, including church schools. The longstanding and mutually beneficial partnership with a Muslim school adds a dimension of shared experiences that is building relationships and promoting tolerance and respect in practical ways. There is a powerful partnership with the parish church from which each benefits. Parents regard the church as inseparable from the school so that they are, together, a beacon of Christian love and compassion that serves their community.