

Southwark Diocesan Board of Education

Developing Church of England Education



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Form (SEF)

Vision – Provision - Impact

Name of School: Holy Trinity Church of England Primary School

Address: Upper Tulse Hill, London, SW2 2RL

Local Authority: Lambeth

Unique Reference Number: 2083621

Headteacher: Mr David Winn



Every one of our children is unique and special. We are committed to providing an exceptional learning experience for all the children in our Holy Trinity family.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world. At Holy Trinity, we serve our community with compassion, love and kindness in all that we do. Our faith and Christian values underpin the inclusive and welcoming ethos that truly sets our school apart.



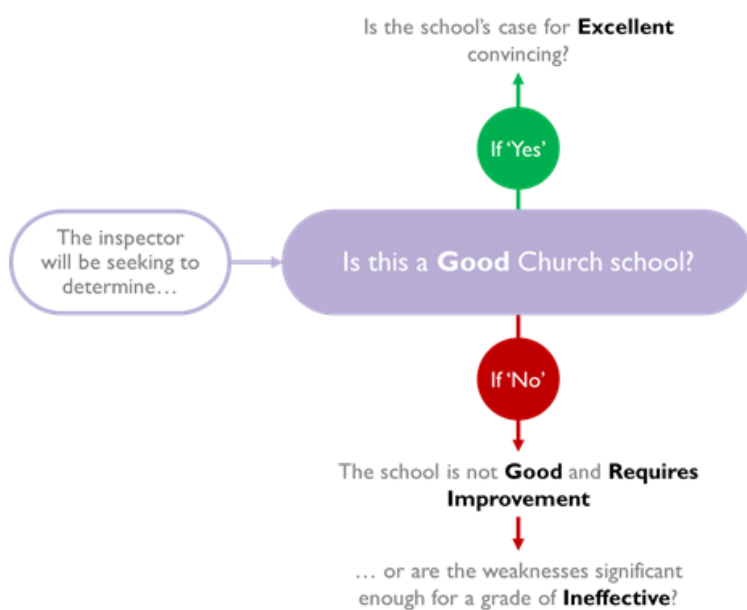
Introduction

In whatever way it is approached, self-evaluation should have in mind the following three questions:

- Who are we as a school?
- Why are we here?
- How then do we live?

This will help the school to articulate its Christian vision. It will also help the school to articulate how this is reflected in the school's provision because it is a Church school, and how this impacts pupils and enables all to flourish. This information will be the starting point of SIAMS which will seek to answer the following inspection question:

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



When awarding a grade to the school the inspector will start by seeking to decide if the evidence supports a grade of Good. If yes, they will then be determining if the school should be awarded the grade of Excellent. The school self-evaluation will be the starting point of that conversation. Schools are advised to avoid duplication. Do not rewrite information that can be found in planning or on websites, just give the link. The seven strands provide a structure to follow. If information has been provided in one strand it does not need to be repeated in another. The focus should be on actions taken and their impact, not on description.

It is the responsibility of the foundation governors, or equivalent in academy schools, to ensure the

self-evaluation process happens, however the whole school community should be involved in developing the SEF document. The views of pupils, parents and carers, the church and other community groups should be sought. Individuals, such as the religious education leader, might take the lead for certain sections but the finished SEF should be a corporate effort.

It is recommended that the development of the SEF should be an ongoing process and not one that is left to the term before inspection. This will help reduce the workload of staff.

Overall the SEF should be seen as an audit tool for Church school improvement; an opportunity for the whole school community to reflect on its provision and seek ways to improve the way the school enables all pupils to flourish and be the best person God made them to be.

Useful documents that should be considered as part of the self-evaluation process:

- [Statutory Inspection of Anglican and Methodist Schools \(SIAMS\): An Evaluation Schedule for Schools and Inspectors](#)
- [Religious Education in Church of England Schools: A Statement of Entitlement](#)
- [Church of England Vision for Education: Deeply Christian, Serving the Common Good](#)
- [Mental Health and Wellbeing: Towards a Whole School Approach](#)
- [Valuing All God's Children \(Second Edition\)](#)

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

Vision

Who are we as a Church school? Why are we here?

Date and grade of last SIAMS inspection	2016 - Outstanding
Date and grade of last Ofsted Inspection	January 2018 - Good
Current Overall School Self Evaluation (SSE)	Good
Current SSE for Collective worship:	Excellent
Current SSE for RE	Good

School context

Holy Trinity Church of England Primary School is a vibrant, inclusive and progressive school in the heart of Tulse Hill. Every one of our children is unique and special. We are committed to providing an exceptional learning experience for all the children in our Holy Trinity family, and we serve our community with compassion, empathy and kindness in all that we do, underpinned by our Christian values and faith.

We are a two-form entry school, and children can start their learning journey in the Reception year group at the age of 4 years old. We are a Voluntary Controlled Church of England school with excellent links with our local church, affirming the strong and supportive Christian ethos driven by our school motto 'excellence in how we worship, learn and work together'.

- Our school serves the eighth most deprived borough in London, and 22nd most deprived in England.
- The proportion of pupils who are eligible for the pupil premium fund is much higher than the national average, at 43.9%.
- The significant majority of our children are from minority ethnic backgrounds – 90.7%. 37.3% of our children are of Black Caribbean origin and 35.1% of Black African origin.
- The proportion of our children with English as an additional language is well above the national average - 53.9%. The most commonly used language other than English is Spanish.
- The proportion of our children who have special educational needs with EHC Plans (4.1%) is above both national and local averages.
- 8.9% of our children are on the SEND and Inclusion register. This will increase next year as we review our SEND and Inclusion criteria, taking into account SEMH and the impact the pandemic has had upon our community.
- Attendance as of May 2021: 95.4% ~ Punctuality: 97.2%
- The rate of persistent absentees is decreasing rapidly, from 13.3% in 2019 to 9.3% in 2021.

Children arrive in Reception from a range of local Nursery settings. Attainment on entry to our school shows that children arrive with a wide range of abilities, and a disproportionate number of children being below age-related expectations. Children make strong progress, particularly in literacy and number work, and they meet age-related expectations in these areas by the time they leave the Early Years Foundation Stage. Children perform very well in the Phonics Screening Check, with 91% of children achieving the expected standard in December 2020. Progress from Reception to Year 6 is good, so that children achieve broadly in line with both national average and local average in the KS2 SATS. 74% of children made the expected standard in Reading and Writing, and 83% in Maths in 2019.

The journey of the school

This is an opportunity for you to provide brief information to explain the journey of your school since the last SIAMS inspection. You should include progress of your school since that previous SIAMS inspection.

Holy Trinity is on an exciting journey towards establishing itself as the school of choice in our local community. We are united on our mission to enhancing the school's reputation, celebrating all that is wonderful about our school and becoming more outward facing in our approach. Consequently, there has been significant improvement in community cohesion, applications for places and in-year transfer requests. We have invested in our appearance, marketing and connectivity with our community and the impact is one of positive momentum and synchronicity. Every one of our staff has adopted our ethos of a child-centred, positive and empathetic approach to teaching and learning. This is palpable as you arrive at our school and spend time within our learning environments.

The headteacher joined the school in March 2020 and established four key priorities with the leadership team; providing an exceptional learning experience for our children, enabling excellent behaviour for learning, focusing on the wellbeing of our community and developing outstanding leadership across the school. We have launched a new ethos and set of values that better reflect the community we serve; curiosity, hope, empathy, resilience, creativity and happiness. These values are distinctly Christian in origin and were designed by a range of stakeholders, including Governors, children, parents, our Reverend and staff. The new school logo reflects our Christian distinctiveness and faith, and was designed by our children. The focus this year has been one of stability, establishing a firm foundation from which we can flourish and developing staff in their roles so that our children receive the very best possible educational and spiritual experience.

Holy Trinity has a rich heritage and tradition of faith. The previous SIAMS inspection found that...

- ✓ 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.'

It has been our priority to build upon the success of our heritage, whilst modernising our ethos and values so that our community is better reflected and included. Contextually, it is a challenging time for schools across Lambeth. Pupil numbers have dropped significantly and financial constraints require prudent and sustainable planning. Despite this challenging context, we have achieved excellent staff mobility, increased pupil numbers on roll and a range of improvements to our physical and academic environment. Our School Development Plan is founded upon Ofsted's four main inspection criteria (please see attached):

- 🎯 Teaching & Learning - Our broad, balanced and inclusive curriculum delivers an exceptional standard of education for our children.
- 🎯 Behaviour - Children at Holy Trinity behave exceptionally well, and live out our Christian Values.
- 🎯 Wellbeing - Holy Trinity has a holistic approach to the personal development and wellbeing of our children and staff.
- 🎯 Leadership - Exceptional leadership ensures high quality education for all.

Our ethos is child-centred and inclusive, rooted in our faith and Christian distinctiveness. Every child is unique and special and deserves the very best educational experience as part of our family.

The vision of the school

Every one of our children is unique and special. We are committed to providing an exceptional learning experience for all the children in our Holy Trinity family.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world. At Holy Trinity, we serve our community with compassion, love and kindness in all that we do. Our faith and Christian values underpin the inclusive and welcoming ethos that sets our school apart.

Some additional information

Local church/parish involvement: Involvement of clergy	Holy Trinity & St Matthias Church, Trinity Rise, Norwood, London SW2 2QP ~ Reverend Richard Dormandy, our local vicar, leads a weekly Collective Worship
What charities does the school currently support?	Stand Up For Cancer, Imagine Food Bank, Spirees Homeless Charity, Brixton Soup Kitchen, Norwood and Brixton Food Bank, NSPCC, Comic, Ruach Koinonia Food Bank, Comic Relief, Christian Aid, Macmillan Cancer Support and Genes for Jeans.
Do you have links with other schools e.g. abroad?	We are part of the Windmill Cluster, a group of nine schools working across Lambeth to provide exceptional learning opportunities for our children.
What RE syllabus do you use? Key support resources used, for example Understanding Christianity	Southwark Diocesan Syllabus for Religious Education
Accreditation, awards and quality marks?	Sing Up Gold Award, Arts Mark Bronze Award, Healthy Schools Award and Advanced Healthy Schools Award. In the process of achieving the Primary Science Quality Mark and 360® Online Safety Quality Mark.
Links with diocese, for example partnership agreements, secondments	SDBE Priority Maintenance Scheme New Leadership Induction Scheme
Other?	Part of the Lambeth Church of England Schools Cluster, working together in faith and partnership.

The buildings and grounds of the school

Visitors and special guests often remark upon the welcoming, warm and positive atmosphere they feel having spent time at Holy Trinity. Our ethos is founded upon faith, equality and inclusivity, and staff provide discretionary effort for our children and families with positivity and empathy. Our physical environment enables this distinctive atmosphere.

Our school premises truly reflect our Christian ethos and distinctiveness at every turn. Upon arrival, you are greeted by our warm and compassionate administrative team. Our school ethos and values are celebrated on vibrant displays in the reception area. Before entering the main building the statement 'God Bless You' comes into vision, and the first displays you see are connected to our Collective Worship and curriculum enrichment, celebrating the wonderful life experiences our children receive in their time with us; 'So teach us to number our days that we may get a heart of wisdom' (Psalm 90:12). Our school theme, 'New Beginnings', reflecting the exciting journey we are on together, is another prominent display at the front of our school and is validated by the wonderful passage 'Your beginnings will seem humble, so prosperous will your future be' (Job 8:7). Our six school values of Curiosity, Hope, Empathy, Resilience, Creativity and Happiness are displayed around the corridors, supplemented by biblical passages that connect our faith to the school's values.

Our children are greeted at the beginning of every day by their trusted adults, with a smile and positive word. The Senior Leadership Team are present and visible, come rain or shine, and the community greets one another with respect. The children are ready for another exciting and engaging day at Holy Trinity. The school day begins with prayer and a time of reflection in preparation for focused learning, exploration and the opportunity for all children to feel they will experience success and a sense of achievement. We are reminded, as we walk through the building, of our Christian ethos through the various displays. Each class has an accessible and attractive prayer corner and display of pupils work and prayers, and our RE curriculum is celebrated via class displays that reflect AT1 and AT2 in equal measure. Our learning environments are bright, attractive, consistent and relevant and our bespoke, joined-up curriculum can be identified in every room.

Collective Worship has taken place remotely in recent times, but our main hall remains a place of Christian distinctiveness. The journey from the main entrance to the hall supports the high profile of our faith. The Fruits of the Spirit adorn the walls, alongside a display dedicated to prominent figures in our Church community. Praise and Worship, our weekly music assembly, is made possible by an excellent sound system and keyboard located with the backdrop of our faith corner. It looks and feels like a dedicated place to reflect and worship. The high profile of Collective Worship is recognised with an engaging display on the ground floor, as are religions around the world upstairs. Time for prayer and reflection is acknowledged with our school prayer and other reflections written by our children. Equality, Diversity and Inclusion is at the forefront of our school's agenda and wonderful artwork created by our Year 6 children is on display just before you enter the hall.

We embrace nature and outdoor learning at Holy Trinity. A great deal of love and care has gone into maintaining attractive outdoor space so that our children can experience the benefits of working outdoors, harvesting the land and connecting with nature. Our Peace and Woodland Gardens offer space to rest, reflect and collaborate and a range of horticultural therapy sessions take place here. A green screen is shortly to be installed to enhance air quality for our children, and add further to the aesthetic value of our school. We understand the limited access our children have to outdoor space and have placed horticultural therapy and outdoor learning at the heart of our bespoke and relevant curriculum.

Our Christian faith, and celebration of all faiths, is a prominent and distinctive feature of our school.

Data box

SIAMS requires assurance that the school is meeting the academic needs of its pupils. If the school is 'below floor' please give some context. A Church school should have a calling to the marginalised. Please include some detail about how groups of vulnerable of pupils (including the more able) are achieving in the school.

Outline **briefly** headline data for all key stages.

EYFS

2019

- ✓ 74% of children made a Good Level of Development (GLD) in 2019
- ✓ 74% of children achieved all learning goals in 2019

KS1

- ✓ 91% of children met the expected standard in the Phonics Screening Check – December 2020
- #### **2020 – Teacher Assessed Outcomes**
- ✓ 76% of children were working at the expected standard in Reading (20% at Greater Depth)
 - ✓ 71% of children were working at the expected standard in Writing (11% at Greater Depth)
 - ✓ 76% of children were working at the expected standard in Maths (17% at Greater Depth)
 - ✓ Expected progress since September 2020 = 3 steps (Target Tracker – internal assessment system)
Reading = 89% Writing = 88% Maths = 89%

KS2

2020 – Teacher Assessed Outcomes

- ✓ 74% of children were working at the expected standard in Reading (34% at Greater Depth)
- ✓ 74% of children were working at the expected standard in Writing (2% at Greater Depth)
- ✓ 83% of children were working at the expected standard in Maths (5% at Greater Depth)
- ✓ RWM Combined – 69%
- ✓ Expected progress since September 2020 = 3 steps (Target Tracker – internal assessment system)
Reading = 77% Writing = 63% Maths = 76%

Please see attached IDSR and 2020 Contextual Profile.

Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?

- 15 children (6%) on **Child Protection or Child in Need Plans**.
- 119 children (44%) are eligible for **Pupil Premium** funding.
- 11 children (4%) with **Education Health Care Plans**.
- A wide and varied range of support is in place to enhance the wellbeing and academic progress for these children:
 - ✓ Academic Catch Up Boosters for one hour a week, run by class teachers, focusing on core skills and concepts
 - ✓ A full-time academic maths mentor employed by the school through the Teach First initiative – supporting over 50 children on a weekly basis
 - ✓ Catch up initiatives such as 'Maths on the Move' established to further enhance academic progress
 - ✓ Full-time employment of specialist staff to support family welfare and pupil wellbeing: Family and School Welfare Officer, and Pastoral and Wellbeing Officer.

- ✓ A range of personal and social initiatives established to support pupil wellbeing during the pandemic: becoming a Lambeth Mental Health Support School, counselling and therapeutic support as part of the Windmill Cluster, 10-week emotional literacy projects for two classes, FUTSAL sessions to increase fitness and agility of children during lockdown and in breakfast club, breakfast bags for 100 children every fortnight and over 60 devices for children suffering from 'technology poverty' during lockdown.
- ✓ Our school provided exceptional pastoral support for our families throughout the pandemic, through welfare calls, food and clothing donations and additional funding through organisations such as the Red Cross. As a result, 96% of our parents felt that the school supported them well, and 92% felt well connected to us.
- ✓ Our SEND and Inclusion Team provides excellent support for our SEND and most vulnerable children, coordinating specialist agencies to work with them and ensuring Wave 1 teaching is inclusive and relevant for these children.
- ✓ Pupil Premium Children
Expected progress since September 2020 = 3 steps (Target Tracker – internal assessment system)
Reading = 73% Writing = 65% Maths = 78%
- ✓ EHCP Children
Expected progress since September 2020 = 3 steps (Target Tracker – internal assessment system)
Reading = 86% Writing = 43% Maths = 86%

It would be helpful if you could attach your:

- Inspection Data Summary Report (IDSR)
- School Development Plan
- SIAMS Development Plan / Distinctive Christian Character Development Plan (*or relevant document.*)

Policy checker:

The list below are policies that, if you have them, are likely to be relevant at a SIAMS. The list is not exhaustive.

- Assessment and marking
- Behaviour/Anti-bullying
- Collective worship
- Equality and inclusion
- Mental health and wellbeing
- Religious education
- Relationships and Sex Education policy
- SEND
- SMSC and spiritual development
- Safeguarding
- Community Cohesion

Provision and Impact

How then do we live?

Strand 1: Vision and Leadership

In this strand the following must be explored:

- How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained.
- How well the school lives out that Christian vision in relationships and partnerships with key stakeholders.

Provision: What do you do because of your Christian vision? (Actions taken)

Focus on the 'Value added' of being a Church school, point to the things that happen because it's a Church school. Explain how these things go stem from your Christian vision.

Impact: How do you know it is working?

This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports and so on.

In developing vision and leadership in a Church school, the school must evaluate:

- a) To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?
- b) To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)?
- c) How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.
- d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?
- e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?
- f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

Actions taken

Impact

a) To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?

☛ On the appointment of the new headteacher, the school took the opportunity to evaluate our values and vision. The new values were established with full involvement of the school community:

- ☛ **Curiosity:** We love to learn and are inspired to explore our world.
- ☛ **Hope:** We aspire to be the best that we can be, caring for the world around us through fairness and equality for all.
- ☛ **Empathy:** We embrace, understand and care for one another through kindness and respect.
- ☛ **Resilience:** We grow because we learn something new every day, even if we stumble along the way.
- ☛ **Creativity:** We express ourselves, develop our individuality and collaborate together.

- ✓ The school has a more distinctive, deep-rooted Christian character. The simplicity of our theological vision and values make it accessible for all – for those of a Christian faith and for those who have not.
- ✓ The headteacher and Governors are clear in their Christian vision for the school. All policies and strategic decisions are based on our Christian vision.
- ✓ Our refined core values are more accessible for children and they understand them well. These are being embedded throughout school and the wider curriculum.

- **Happiness:** We enjoy our learning and celebrate one another's successes.
- The vision of Holy Trinity is aspirational for all pupils regardless of background or starting points with the intention of pursuing optimum growth and success, all of which is rooted in the Christian faith and central to our ethos and teaching.
- We strive to provide a happy, caring environment to maximise learning and achievement. Our aim is for this ethos to permeate every aspect of a full and rich bespoke curriculum that values and embraces the diversity of the school community.
- We are confident and proud to belong to a Christian school. Our distinctive Christian vision underpins our aspiration to provide the highest educational standards possible to realise the potential of all our children. The school has a clear Christian vision, which is rooted in our mission statement.
- This inspires us to live out our Christian values and to strive for Excellence in all that we do whilst celebrating life in all its fullness. Our mission statement was decided upon after joint work by the pupils, staff and governors. The Head, Incumbent and Foundation Governors share the same vision to develop a distinctly Christian school as part of the Church of England mission to the parish.
- The vision is revisited regularly throughout the year by staff and governors; during INSET days and staff training our teaching staff have the opportunity to discuss what this means and shape the school's Christian vision.
- Whilst we believe that every child should achieve their full potential in the image of God, we are committed to ensuring we develop the whole child, linked to Church of England's vision July 2016 of "**life in all its fullness at its heart**". Therefore, we deliver a broad and exciting curriculum.
- Our Pupils, Families and Community Committee, made up of mainly foundation governors, meets termly. We regularly discuss our Christian vision (see governor's minutes). Reverend Richard Dormandy is a member of this committee, which allows us to deepen our understanding of the biblical underpinning and how our vision is rooted in the gospels.
- Our bespoke curriculum is progressive, aspirational and takes into account the development of the whole

- ✓ Our new school vision and values, having been created carefully by staff, children and governors with our core Christian Values in mind, has strengthened our Christian Community and also provided us with an ideal opportunity to develop a new school logo, reflecting our Christian Ethos.
- ✓ Our school council and faith group were pivotal in leading the redesign of our new school logo. All children, staff and governors were involved in the project. Our parents selected their favourite designs, and the top three were combined to create the final design you see at the top of this SEF. The success of this project is testament to the dedication of the staff team, governors and parents who made fundamental contributions.
- ✓ Pupils and staff relationships are conducted with a keen awareness of our Christian vision. All are reminded that our conduct has to model our Christian values.
- ✓ As a result of the school's vision, our children love coming to school and this is reflected in our high attendance figures: 95.4% attendance and 97.2% punctuality from May 2020 – May 2021
- ✓ Our pupils can describe the impact of our values in their lives and behaviour and can relate the values to Bible stories. All members of the school community are committed to ensuring that these values are embedded in the daily life of the school by giving them high prominence.
- ✓ Our values sustain and guide our school community and help us to make the right decisions in the image of Christ; through times of both calm and turbulence because our faith is strongly based on Christian principles. Our values contribute to the nurturing ethos, which is commented on by visitors to the school, one such example of this is how we support families who are going through difficult periods e.g. cards sent home and prayers for a sick relative.
- ✓ Our Christian values are clearly visible and permeate in everything that we do. It can be easily recalled when reflecting on behaviour

<p>child, the local and wider community and their place in the world for the present and the future. The spiritual, social, emotional and intellectual development is purposefully implemented to facilitate pupils in achieving greater outcomes.</p>	<p>incidents and how friendship and compassion needs to be put into practice.</p> <ul style="list-style-type: none"> ✓ The quality of collective worship is enhanced because the whole school community find the vision and the values relevant and pertinent to their relationship with God and to each other. The children and staff can describe how the values make a difference to their lives. ✓ High quality displays around school, including those of our mission statement remind everyone of the distinctly Christian truths our school stands for in the midst of a busy day. ✓ Christian Values are demonstrated through carefully planned collective worship and embedded throughout the school day, through clear expectations to children, class prayers and reflection time. Children are actively involved in collective worship through role-play and leading prayers. ✓ Children have excellent role models in school and are guided by our school vision and values. Our Behaviour for Learning policy reflects our drive for children to thrive and achieve within our Christian community. ✓ Weekly circle times (through PSHE) are an opportunity to explore both Christian Values and British Values. We have linked our school values to relevant Bible scriptures and shared this in collective worship and lessons – these are reflected in the attractive and bright 3D displays around the school.
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b) To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)?

<ul style="list-style-type: none"> •• Our Christian vision underpins all our school policies, which are shaped by our mission statement. Recently our new whole school behaviour for learning policy was revised and directly references the importance of our Christian foundation. •• Our behaviour system links to our whole school values and children are rewarded for demonstrating the school's values. •• Our constant drive for excellence and wanting to be the very best we can be inspires and motivates us to continuously improve standards across the school and 	<ul style="list-style-type: none"> ✓ As a result of our distinctly Christian vision, policies set out the high standards that we expect of staff, pupils and parents, which ensures that children flourish in the image of Christ and that he is our constant role model in everything we do. ✓ As a result of our constant pursuit towards excellence and school improvement, the school performed above local and national averages in 2019 e.g. 83% of children were working at, or above, the expected standard in Maths.
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work on areas for development as set out in the school's development plans (see School Development Plan).

☛ This pursuit of excellence directly informs our school's continuous professional development programme where staff take part in meaningful development sessions, collaborative work with other schools and monitoring and moderation of standards at phase and whole-school level.

☛ Collective Worship takes place at 10.15am every day. Collective Worship is at the heart of our school life and the Governors see it as an essential part of all pupils' education. We begin the school day in prayer and time of reflection, collective worship takes place every morning with a particular focus, starting the week with a values focus that is built upon throughout the week.

☛ At our school a wide range of people are encouraged to lead collective worship. All teachers take an active role in leading worship, including the Headteacher and Deputy Headteacher. Music is a key feature of the school and each week pupils take part in Praise and Worship where worship is expressed through a wide range of Christian and inspirational songs. Our local vicars lead worship on a weekly basis. Worship will sometimes include speakers from Christian charities and other organisations. The whole school will meet together for Collective Worship on a daily basis.

☛ Every class in school presents worship to their Key Stage and parents at least once a year. Pupils lead Head and deputy girl/boys, faith ambassadors and school council ambassadors are very much involved in collective worship, leading the school in prayers which they have written themselves.

☛ Worship is a vehicle for exploring aspects of the National Curriculum and Religious Education and frequently involves teaching and learning activities such as discussion and question and answer. Pupils may be read to, or may be asked to listen to, readings or to think about and respond to a stimulus such as works of art. Great importance is placed upon creating the right setting for worship. We do this through various means such as:-

- ✓ As we spend time to discuss our Christian vision during SLT meetings and governors meetings, this helps to keep the Christian vision a high priority and in the forefront of our minds as we make key strategic decisions about the school.
- ✓ Teachers have commented on how they feel confident in the delivery of RE lesson and monitoring of RE teaching has highlighted excellent teaching across the school.
- ✓ Pupils engage with RE lessons deeply and with enjoyment. RE is now reported to be the favourite subject of a large proportion of our pupils across the year groups. The rich curriculum allows for a lot of discussion and questioning. Children report that they particularly enjoy being able to see how different religions have similarities to their own - regarding beliefs, practices and festivals. Children embrace religion and are interested to learn independently.
- ✓ The school is a positive place to be with an ethos of sharing good practice and quality first teaching where all children make good progress.
- ✓ Pupils are able to discuss their opinions and thoughts about key Christian narratives, concepts and festivals - on a small and whole school scale. They are able to engage in conversations about meanings of stories with the clergy.
- ✓ Rapidly improved practice of all teachers of RE. Lesson observations over the last 2 years noted great gains in the teaching, subject knowledge and outputs of the children.

- Music - choosing a piece of music to listen to as the children enter and leave the Hall.
- The use of IT – to enhance learning and a sense of awe and wonder through visual and auditory stimuli.
- Having a focus for the worship, e.g. a "special" table, a cross, pictures, candle etc.
- Within worship we celebrate God's love but also address the reality of human failure, forgiveness, and reconciliation. Pupils and adults also have the opportunity to address issues which face individuals in the school community are brought to God in prayer and reflection.
- We encourage and inspire a high level of spiritual and moral reflection and challenge pupils to take responsibility for their own conduct and charitable social actions expressed in Christian terms.
- We plan our religious education curriculum in accordance with the Southwark Diocese Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. We carry out the curriculum planning in religious education in three phases (long-term, medium term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage.
- Holy Trinity School and Holy Trinity Church maintain and celebrate a strong relationship. The church clergy leads collective worship on a weekly basis, as well as providing pastoral support for all staff. The deep-rooted and successful partnership with the parish church is a beacon of faith, hope and love in the local community. The vicar is a regular visitor; he is well known to pupils and their families and provides an additional layer to the already excellent pastoral support that the school provides.
- Our evaluation of collective worship is conducted with the involvement of the governing body and Faith Group Ambassadors. The school regularly hosts special services in the church. e.g. Harvest, Remembrance, Christmas, Easter and End of Year

<p>Leavers. The school Twitter account and website are used effectively to promote our Christian Distinctiveness. This approach means that we are able to inform a wide-ranging audience beyond our immediate locality.</p> <ul style="list-style-type: none"> •• RE and Collective worship are a key feedback point at Governing Body – (Pupil, Achievement and Curriculum) meetings. •• RE holds equal priority to other core subjects; therefore, class teachers deliver all RE lessons and are not given to PPA teachers. Prominence is given to the resourcing and development of RE and collective worship (See CPD schedule). The RE Lead has led on staff training for new curriculum and shared resources. •• We significantly invest in the training and development of staff in the delivery of RE and collective worship. All new members of staff complete an in-depth induction, including the requirement to attend the ‘New to a Church School’ training led by the Diocese. Other training opportunities including attending the annual Southwark Diocese Conference. •• The RE lead allocates a proportion of her time every week which allows for effective monitoring of RE as well as developing the subject area and supporting teachers (particularly new members of staff). •• The SDP contains RE and Collective worship as priority areas and as such are monitored termly by the governors. 	
<p>c) How well do leaders ensure that the school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.</p>	
<ul style="list-style-type: none"> •• Our school has very strong links with Holy Trinity Church. Reverend Richard Dormandy leads whole school worship fortnightly whilst he also plays an active role in the daily life of the school e.g. as member of the PFC and PAC committees. •• Reverend Dormandy attends school events, trips and residential visits. We encourage members of the Holy Trinity congregation to become involved in the life of Holy Trinity through volunteering to read and attending 	<ul style="list-style-type: none"> ✓ Excellent relationships between school and parish church. ✓ The partnership with the diocesan schools ensures that work is all done within the context of the Church of England’s Vision. ✓ Participation with the local church supports the development of links with the community and the fulfilling of the school vision. ✓ Professional development in the context of the school’s vision is a priority. This

special services. Children and families are also encouraged to be involved in the church.

- ☛ The school often advertises family services or special church events in the school newsletter as well as creating artwork to be displayed in the church.
- ☛ Foundation Governor (Nicole Lyon) is fully involved in life of school and can testify to the high quality of Worship times & RE lessons.
- ☛ Regular contact is maintained with the local diocese through various initiatives. At key points in the year the headteacher attends the SDBE centre in central London and staff participate in special events and services at the church.
- ☛ School staff regularly attend local diocese training sessions.
- ☛ Through weekly professional development meetings, teachers continually have the school vision and values at the forefront of their mind when making decisions about community partnerships and participation. Middle and senior leaders have performance management targets regarding the development and sustainability of the school vision and values.
- ☛ Year 6 children attend the annual Leaver's Service at Southwark Cathedral.
- ☛ The School Council attends a London wide church service at St Paul's Cathedral annually in the spring term.
- ☛ Senior staff attend regular updates at the LDBS. Staff meetings are frequently dedicated to RE and the understanding of the school as a church school. Middle management meetings in this school year have supported staff to develop their understanding of the school as a Church school.
- ☛ Training has been provided for governors on the understanding of the school's Christian vision and designation.
- ☛ Future and existing leaders are supported through a range of professional development activities. Senior leaders have been an active part of the aspiring leaders programme

ensures that staff are supported to take every opportunity and are supported to strive to be the best they can be and give the best they can to the pupils.

- ✓ Feedback and school improvement targets are framed within the context of The CofE vision for education and that of the school.
- ✓ The whole school community is a part of a greater Christian community. Children are enabled to celebrate and develop links with peers across London - supporting their personal growth. Children have the confidence to discuss their experiences.

d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?

<ul style="list-style-type: none"> •• Senior staff attend regular updates at the SDBE. Staff meetings are frequently dedicated to RE and the understanding of the school as a church school. Middle management meetings year have supported staff to develop their understanding of the school as a Church school. •• Training has been provided for governors on the understanding of the school's Christian vision and designation. •• Future and existing leaders are supported through a range of professional development activities. Senior leaders have been an active part of the aspiring leaders programme led by Swiss Cottage Training school. 	<ul style="list-style-type: none"> ✓ The middle leadership are confident to talk about the school vision and support new staff in their induction into our setting. ✓ Middle leadership are confident to be able to lead Collective Worship. They have a firm understanding of how our setting differs to our local non-faith based schools and are able to articulate this to children and visitors. ✓ The vision of the school applies to staff as well as pupils. Staff are encouraged to seize every opportunity and they proactively choose CPD that will be of benefit to themselves and the school. ✓ As a result of the CPD opportunities at Holy Trinity, teaching and support staff are continuously supported and encouraged to develop their teaching of RE and delivery of worship. This is helping to improve standards in both. This can be evidenced from learning walks and book looks led by the RE Lead as well as governing monitoring of class worship. ✓ As a result of the support and induction we provide, teachers know how to behave and act as a positive role models to the children. This is evidenced by parent perceptions and feedback. The teaching of RE is consistently good and often Outstanding which is monitored by our RE Lead. Worship is of a high standard, which is documented from our Governors learning walk of Class Worship in January 2018. ✓ Leadership development has ensured that there is a succession plan for future leaders in Church Schools as leaders move on.
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e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?

<ul style="list-style-type: none"> •• The Pupil, Families and Community Committee meet at least termly and contribute to school's evaluation. For example, governors are invited to take part and evaluate collective worship in 2019. •• Through weekly professional development meetings, teachers discuss different aspects of the SIAMS schedule and the Church of England's Vision for Education; this helps to inform senior leaders in the writing of the SIAMS SEF. 	<ul style="list-style-type: none"> ✓ The governing body continues to take on a shared responsibility for developing the Christian Distinctiveness of the school. ✓ Governors regularly conduct visits to evaluate the provision for collective worship. RE and collective worship are a regular item on our governing body meeting agendas. ✓ Annual surveys include questions about collective worship in school. Governors actively review and update the SIAMS self-evaluation and the single and long-term plan of the school.
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f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

- We foster a belief that, with our trust placed in God, we can achieve and though our beginnings may seem humble, so prosperous will your future be. This supports the Church of England’s vision for education that everyone will experience ‘Life in all its fullness.’
- The school leaders are dedicated to providing a bespoke curriculum ensuring that every aspect of school life is an opportunity to promote and emulates the school’s distinctive Christian character based on an understanding that ‘The God of all creation is concerned with everything related to education.’
- Through the headteacher’s leadership, staff and governors are committed to sustaining an outstanding Christian environment in which all aspects of children’s development and wellbeing is fostered and promoted. Leaders have exceptional expectations for high quality education and together, they are highly effective in identifying clear priorities for the development of the school’s Christian ethos lived out in our Christian values.
- Following the last SIAMs inspection the suggested targets for improvement included appointing a governor responsible for church school distinctiveness. The governing body have in fact gone a step further and put church school distinctiveness as a top priority on our committee agendas. This means that all governors are responsible for our Christian distinctiveness and drive forward improvements in this area.

Next steps:

- Further enhance our children’s SMSC development through increased support of charitable causes and partnership with schools in different parts of the world.
- To continue to improve the progress and attainment of all groups, with a particular focus on the disadvantaged contextual group.

Strand 2: Wisdom, Knowledge and Skills

In this strand the following must be explored:

- How well the school’s staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners.

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) How effective is the school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?
- b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

Actions taken	Impact
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a) How effective is the school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?

- Our curriculum is rich and deep, providing all pupils with the cultural capital, knowledge and skills they need in order to succeed.
- Our pupils regularly participate in outdoor learning, weekly specialist PE and music sessions and engage in wider enrichments to the curriculum such as science week, poetry slam, and reading and writing workshops.
- Our children experience exciting and relevant educational visits out of school (such as Barcelona and Rippledawn) and receive visitors into class. These wider learning opportunities provide the richness to our curriculum and particular benefit the most disadvantaged and vulnerable pupils who may not access the same opportunities as their counterparts outside of school.
- Our pupil premium strategy is committed to ensuring all pupils experience our enrichment activities, develop, and build their cultural capital.
- Our bespoke curriculum has clear progression in knowledge and skills from EYFS to year six. Every teacher has high expectations for their pupils in their care and challenges pupils to achieve their full potential- this ethos is truly rooted in our vision.
- Opportunities for developing children's spirituality are explicitly planned for in our curriculum. The value placed on our broad and inspiring curriculum means that all pupils, regardless of background or starting point, are given the opportunity to progress.
- Through the curriculum and collective worship, wider global issues are explored, such as climate change, war, racism, homelessness, poverty and other unjust global issues.
- Prayer is used in the curriculum when celebrating the awe and wonder of God's creation. Senior leaders have been instrumental in the steering of raising standards in maths across the Cluster, contributors to the RE syllabus. The senior leaders are also involved in providing training for NQT's in PSHE, RSE, reading and EAL.

- ✓ The wider curriculum and booster classes have contributed to enhancing pupils learning experience.
- ✓ Pupil Premium funding is used in a targeted, personalised way which ensures that all pupils receive their full curriculum entitlement including enrichment activities. This helps us achieve 'Life in all its fullness' for all pupils.
- ✓ Pupils enter school at a comparatively low starting point and make good progress over time, so that 3/4 of our children achieve the expected standard (or greater) by the time they leave in Year 6.
- ✓ Disadvantaged pupils in 2019 did exceptionally well at the end of KS2 our combined Reading, Writing and Mathematics results are above Lambeth and National averages. School: EXP: 77%, Lambeth: 60% and National: 74.
- ✓ In the 2019 KS1 Phonics Screening check, 86% of pupil achieved the expected standard, above both Lambeth and national.
- ✓ In the Early Years Foundation Stage Profile 74% of pupil achieved a good level of development, above both Lambeth and national.
- ✓ High academic standards ensures all children achieve their full potential just as God wants us to.
- ✓ As a result of the rigor and careful tracking of pupil progress, this ensures that 'no child is left behind and slips through the net', a motto we use regularly in school. By targeting our pupil premium funding carefully we ensure we achieve maximum impact.
- ✓ The impact of our SEND review meetings allows teachers to carefully plan support and interventions to meet children's individual needs based on their gaps in understanding. This ensures all children are able to access the curriculum and continue to make rapid progress.
- ✓ Worship is relevant and accessible to the whole school community. It is constantly evolving and meets a range of needs. Disadvantaged pupils make better than expected progress and have opportunities that they may not have previously had.

<ul style="list-style-type: none"> •• As a result of our Christian vision and wanting every child to achieve their full potential, our pupils achieve above the national and local averages and we have a strong reputation in the locality for our high academic standards (see data headlines). •• Pupil progress is tracked rigorously through our termly pupil progress review meetings; these meetings involve the full Senior Leadership Team. During the Pupil Progress Review Meetings, individual vulnerable groups are discussed such as disadvantaged children. Interventions and support are quickly identified for any children who may need it. •• We are a Lambeth Mental Health Support School – this enables us to direct specialist support (CAMHS, MHP’s and Clinical Leads) from external agencies to 30 of our most in need children and families. •• Children leave the school with a broad knowledge and skills base and a rich range of experiences. •• The school is very popular with parents who have children with special educational needs. •• Our teachers and senior leaders know children incredibly well. •• Vulnerable children are supported in a number of ways including through the provision, at low cost or free of charge, of many extra-curricular activities e.g. residential visits and stringed instrument tuition. •• Pupil premium funding is spent well on research proven approaches. We are committed and passionate about challenging social and economic injustices to achieve social mobility. Such as the academic recovery boosters which has enabled every child to receive at least 7 hours of quality first teaching after school •• Separate SEND review meetings are held quarterly which allows the SENDCO to closely track and monitor the progress of children with SEND or additional needs. Our SENCO also meets with parents who are on the school’s SEND register regularly throughout the year. Our SEND Policy references our Christian Vision and valuing all God’s children. Pupils are able to access counselling to support their emotional needs. 	<ul style="list-style-type: none"> ✓ Prayer opportunities contribute to the individual spiritual development and create a prayerful community.
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b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

- Worship is inclusive and for all. Staff, parents and members of our community are invited to join in worship weekly, 'Many will enjoy the wine and not recognize where it comes from; some will, with our help...' Church of England Vision for Education: July 2016. Worship is Anglican, inclusive and outward looking e.g. special services such as Eucharist, when parents, grandparents & carers are welcomed in to school, plus members of Holy Trinity Church congregation. (newsletters)
- We contribute to the spiritual development of our staff as well as children: All staff and pupils attend collective worship and throughout the academic will lead collective worship based on a specific theme or value. All staff members participate in leading prayers at the beginning and end meetings. Children and staff are nurtured, with careful attention paid to their personal development and their wellbeing. Care and respect is demonstrated towards pupils and the school community and as a result our Christian values are lived out each day and embedded in our practice
- Worship includes prayer with an opportunity to respond to God at an individual level. There are also a number of other opportunities throughout the day for prayer including lunchtime and end of day prayer in classes.
- The use of spontaneous prayer opportunities is encouraged throughout the day and within all aspects of the curriculum and teachers feel confident to respond to questions raised by the curiosity of pupils.
- Quiet reflection and silent times are a part of our day to help nurture children's spirituality.
- Each class has a worship focus area to remind the children about God and that worship continues in class. Around school there are a number of other prayer spaces to encourage worship. Children are free to access the class spaces within lesson time and others during play or lunchtimes.
- We subscribe to 'First News' and class teachers regularly focus on relevant issues around injustice or environmental concerns in class worship times. We want our children to be aware of global concerns and to be courageous advocates.

- ✓ Our children love coming to school and this is reflected in our high attendance figures: 95.4% attendance and 97.2% punctuality in the last 12 months.
- ✓ Our attendance and punctuality policy demonstrates a firm but fair approach, where support is offered to families, including Breakfast and After School Activity Club and enrichment activities during and after school.
- ✓ Prayer corners are prominent in class environments and offer opportunities for reflection and prayer writing, so that children have ownership of the reflective space.
- ✓ RE books demonstrate an excellent range of recording – reflections, photographs of group work, QR codes, emotions graphs and greater depth challenges.
- ✓ Weekly circle time sessions are an opportunity for deep spiritual thinking.
- ✓ Mindfulness sessions have been introduced following on from our Windmill Cluster INSET - to support opportunities for deeper thinking and reflection.
- ✓ SMSC planning within topics demonstrates a range of opportunities that flourish through our curriculum – for example, teaching of British Values, development and election of a range of leaders – including Faith Group, Climate Council, School Council, Digital Leaders, and a range of subject ambassadors.
- ✓ Community projects including Brixton Soup Kitchen fundraising during Black History Month, Year 5 and 6 Junior Citizenship, GAV (Grow Against Violence) and fundraising are integral to our teaching of SMSC.
- ✓ Links with our PREVENT officer have been utilised when sharing the importance of Tolerance through training to staff and an assembly as part of our 'Empathy' Collective Worship theme.
- ✓ Our annual Black History Month celebration was linked to celebrating prominent local figures in our community and also celebrated through a whole school family Learning Project where artwork and musical performances were exhibited.

<ul style="list-style-type: none"> ☛ Through our Christian vision, our curriculum fosters confidence for all. Children of all abilities are able to access the curriculum and no child is excluded e.g. our pedagogical approach in maths ensures the use of practical resources within all lessons which scaffolds learning for all children. ☛ We are committed to reducing the disadvantage that some of children may have through social mobility or economic context. One way we have done this is through our Parents Workshops (RSE Consultation, Maths Mastery and Phonics) We believe that parents have an important role to play in their child's education and encourage all parents to attend these sessions but we particularly target disadvantaged families. ☛ Driven by our Christian vision, we believe that children are entitled to a broad and rich curriculum, which opens up opportunities to new experiences, and taps in to children's potential. For example, all children have the opportunity to learn an instrument from Year 2 upwards, including violin, double bass, keyboard and guitar. ☛ We have also introduced a cultural entitlement for all pupils. This is a core offer which exposes children to the many rich cultural opportunities which some of our pupils don't always have access to – the Year 4, 5 & 6 residential trips (Rippledawn, Cardiff and Barcelona) are the highlight for many of our children. ☛ Our school has actively promoted children's development of spirituality through revised approaches to teaching and learning in RE, prompting the use in class of big questions and the purposeful self-evaluation of learning, prompting spiritual growth. 	<ul style="list-style-type: none"> ✓ Close links with Holy Trinity and St Matthias Church throughout RE topics and at Christmas and Easter offer special time for reflection and prayer. ✓ Book look talks, pupil voice and Faith Leader activities ensure the monitoring of clear impact in this area, and steer the SLT when planning for improvements. ✓ Our bespoke and inspiring curriculum is designed to enhance our children's SMSC and awareness of their heritage, and provide them with the cultural capital they need to be successful in the wider world. ✓ Christian Values significantly encourage, develop and challenge SMSC development of our learners. ✓ The Christian character supports the SMSC of all learners by increasing the awareness of their own culture and that of others. ✓ RE books demonstrate a high level of creativity and enjoyment. ✓ Videos and pupil voice share how children are excited and challenged by religious education. ✓ Faith Group Meetings are an opportunity to share how learner's view RE. ✓ Opportunities for awe and wonder are embedded throughout the curriculum, leading to high levels of engagement in learning. ✓ Classroom environments and displays demonstrate excellent evidence of how children's SMSC development is celebrated through topic-based work, British Values, Charity based work, cross-curricular links and educational visits. ✓ Other opportunities that support SMSC include: Annual participation in the Lambeth Music Festival, which shares a wide range of music from different cultures, our Black History month celebrations that have celebrated the work of people living in our local area, celebration of folklore and Caribbean poetry, entering the Windmill Cluster Poetry Slam.
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Next steps:

- 🎯 Academic progress is above average for all groups of pupils and there is little difference between the progress of those who are disadvantaged and those that are not.
- 🎯 Our disadvantaged children achieve the same, and in some cases accelerated progress in the 2021-22 academic year.

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

In this strand the following must be explored:

- How well the school's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part.
- How well the school's Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities

In developing character, the school must evaluate:

- a) To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?
- b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?
- c) How well does the school community connect its ethical and charitable activities to the school's vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

Actions taken

Impact

a) To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?

- ☛ Our school value 'Hope' is accompanied with the child-friendly definition: 'We aspire to be the best that we can be, caring for the world around us through fairness and equality for all.'
- ☛ Advocacy opportunities are provided for children to write prayers, pupil's prayers are read out in collective worship, during class RE lessons and displayed in the classrooms, and are also published in the church bulletin.
- ☛ Prayers collected in the prayer box often include those for friends, families, those who are unwell, and those who have lost loved ones, pets, and wider global issues e.g. the Covid pandemic and its impact upon family members and friends.
- ☛ Our stars of the week awards and values champion awards are used to celebrate achievement in all aspects of school life, and pupils and adults who have demonstrated they are living out our Christian Values in action.
- ☛ During our weekly Celebration Assembly we bring our achievements before God and celebrate in our vision of hope that, 'we can do all things through Christ who strengthens us.' Our pupils know and understand that with our trust placed in God and our own hard work

- ☑ The behaviour of learners is of a high standard and relationships between all members of the school community are consistently attributed to the Christian Character and Values of the school.
- ☑ All children enjoy a carefully planned Values Time on a Friday as a reward for excellent behaviour.
- ☑ Clear links between the behaviour for learning policy and Christian Character of the school are demonstrated through our vision and values reward systems.
- ☑ Pupil and Staff Values Ambassadors are recognised for their kind and saintly behaviour/acts and this is shared in our weekly newsletter. Our weekly Celebration Assembly is an opportunity to share success and celebrate together.
- ☑ There has been a significant reduction in internal and fixed term exclusions since March 2020. Reintegration meetings are supportive and ensure the needs of every child are met.
- ☑ Our focus on the holistic approach to pupil wellbeing and mental health has enabled us to delve deeply into the context behind any negative behaviour choices, and work successfully with the child and parents to improve their outlook.

and dedication then anything is possible. This vision is aspirational for all members of our school community.



Our values of curiosity, hope, empathy, resilience, creativity and happiness formulate the calendar for collective worship. Key events throughout the year enable our pupils to learn about and engage in projects related to social injustice and inequality. This year we have supported the Spires homeless charity, Genes for Jeans, Save the Children, Cancer Research and Comic Relief.

- ✓ Our collaboration with specialist agencies, and establishment as a Lambeth Mental Health Support School, has ensured high-quality expertise for our most in need families.
- ✓ Behaviour analysis monitoring indicates a clear decrease in incidents compared to 2019-2020, due to bespoke positive behaviour management training, the launch of our new behaviour for learning policy and consistency in the use of new positive reinforcement strategies (Learning Lights, Values Time, Class Dojo).
- ✓ During Summer 2020 an artist worked alongside the children to produce art work representing their ideas of key Christian concepts. Their finished work is now on display around the school.
- ✓ The children are given opportunities to reflect on their hopes and aspirations for the future
- ✓ They are able to articulate thoughts and answer 'Big Questions'.
- ✓ Children and adults relate everyday life issues to expressions of faith. Staff discuss the importance of celebrating differences and ensuring strategies are in place so that we show God's love to all.
- ✓ Staff organise and lead ambassador groups and activities where there is a specific need e.g. Climate Council, Science Ambassadors.
- ✓ Our pastoral officer, therapeutically trained, supports children identified as having a specific social or emotional need.
- ✓ Our PSHCE curriculum (JIGSAW) challenges stereotypes and children are guided to follow the example of Jesus Christ through modelling love and acceptance for all.
- ✓ Upper Key Stage Two children can confidently talk about the impact faith and values have on the lives of others and themselves. They understand that they can pray to God and seek comfort or answers from the Bible (evidence in RE books and prayer corners in classrooms).

b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?

<ul style="list-style-type: none"> •• Our curriculum is bespoke and relates specifically to our children, their local environment and place in the wider world. •• It is designed to prompt children to develop their thinking skills. Classroom and homework tasks encourage children to think beyond themselves. •• In September 2018, the school introduced Whole Class Reading, one aspect of which is asking the big questions. •• Classroom environments are being developed to reflect children’s wonder, particularly in RE and science. •• The marking and feedback policy in school is designed so that teaching staff pose big questions to move on children’s thinking and outputs. •• The school has links with diocesan schools, particularly those in Lambeth. Staff undertake joined training and moderation and pupils undertake joint enrichment activities. 	<ul style="list-style-type: none"> ✓ Children’s thinking and reactions can be seen in RE, Topic books and discussion notes. Displays around school include Big Questions and the children are encouraged to reflect beyond themselves and think about wider world issues e.g. ✓ Our children want to make a difference and seek to fundraise and raise awareness amongst the community about such issues; children are keen to hold their own fundraising events. In response to requests from the children, we regularly support Children in Need, NSPCC Numbers Day and Sports Aid. Children make suggestions and discuss their ideas through School Council meetings ✓ Christmas Jumper Day is also organised to raise money for the school’s chosen charity (See Twitter account). ✓ Parents and the community recognise the support that the vision and values gives to the children. It is an oversubscribed school where the majority of families, regardless of faith, choose the school for the strength and prominence given to promoting aspiration and hope in all pupils. ✓ Excellent behaviour and attendance records within the school demonstrate children’s resilience and perseverance as well as their ability to make good choices. ✓ Sustained progress and development can be made against within the context of the Church of England’s vision for education. The outcome of the programme has been to embed and drive forward standards and offer support and advice in developing new in school strategies.
<p>c) How well does the school community connect its ethical and charitable activities to the school’s vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?</p>	
<ul style="list-style-type: none"> •• As a school, we aim to work towards achieving the Christian Aid Award ‘Global Neighbours’ Accreditation Scheme. We will focus on exploring injustice around the world and on empowering the children to make a positive difference by following the example of Jesus Christ. We want our children to be ‘Courageous Advocates’. (See RE Lead File) •• We hold a Remembrance Day Service each year and support the poppy appeal. We value the importance of British Values and of encouraging the children to 	<ul style="list-style-type: none"> ✓ Social action of the pupils and school is now clearly focussed on outcomes for others. ✓ A group of parents has formed an organisation to deliver food to homeless and deprived families and individuals in the community - this was inspired by children’s passion for the new charities. ✓ Children recognise that helping others begins within the community and doesn’t just take place abroad. Children have the knowledge that support doesn’t just take the form of raising money, but also through inclusive events to prevent social isolation.

<p>make personal responses and to nurture their spirituality.</p> <ul style="list-style-type: none"> ☛ Throughout the year, worship focuses on demonstrating/living out Christian values in our daily lives. All our services are rooted in Christian faith and reference Jesus, his teachings through the Bible and the impact we can have on the world by following his advice today. ☛ We promote the idea that all members of the school community should live 'life in all its fullness'. As part of this we regularly invite members of the community into school to share worship and social activities alongside the children. ☛ We regularly hold school events such as Mothers' Day Afternoon Tea. During such events, the KS2 children host and serve. Each class performs to provide entertainment to emphasise our sense of community and inclusion for all members of our community. ☛ We actively support the Food Bank in Norwood with food at Harvest time and children are prompted through collective worship to think about food poverty. As well as having members of the food bank foundation in to school to talk about the work they do, the School Council have the opportunity to visit the 	<ul style="list-style-type: none"> ✓ The children are becoming courageous advocates for local and global issues, having the confidence to share their thoughts and suggestions with the leadership team within school. ✓ Throughout the year the School Council make choices about charities they wish to support and discuss the possibilities of turning these into reality. ✓ Each July our Year 6 pupils lead us in a church service of celebration for themselves and the Reception children. This is a means of reflecting on and celebrating their journeys through our school.
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Next Steps:

- 🕒 Our children have regular opportunities to engage in social action projects which they have identified to address issues of disadvantage, deprivation and the exploitation of the natural world.

Strand 4: Community and Living Well Together

In this strand the following must be explored:

- How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

In creating a community where all live well together, the school must evaluate:

- a) To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?
- b) How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

Actions taken

Impact

a) To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?

<ul style="list-style-type: none"> ☛ Our Behaviour policy is rooted in the values of our school and derived from when Jesus said, “Come follow me and live your life the way God wants you to”. ☛ We look to the example of Jesus Christ living out the values as a means of living our life. When dealing with incidents we directly refer to these and children are given time to reflect on their actions and the impact these have had on others. ☛ We use the model of restorative justice and encourage empathy and respect alongside forgiveness and reconciliation. All adults within our school model the positive behaviours and language that we wish our children to use (see Behaviour for Learning policy). ☛ Classes regularly spend time discussing issues and matters of concern during PHSCE lessons and circle times. All children are given a voice and it is a safe environment to share worries or concerns. Staff guide children’s thinking and responses through skillful questioning and will encourage them to pray or seek guidance from the Bible as a means of dealing with difficult situations they are facing. ☛ We have an aspirational whole school attendance target of 98%. This is in line with our whole school motto ‘Excellence in how we worship, learn and work together’ permeating all areas of our school life. ☛ We work closely with parents to encourage high attendance. Where there are issues action plans are agreed between the Headteacher and parents. Regular meetings are organised to monitor and discuss progress. 	<ul style="list-style-type: none"> ✓ Children demonstrate excellent behaviour throughout school. ✓ The use of our Jigsaw PSHCE programme develops pupils as well rounded learners. Pupils demonstrate self-awareness, confidence and compassion for others. ✓ Access to counselling sessions has had a significant impact on the personal development of pupils. ✓ Relationships in school are strong. School is a happy and positive place to work. Children demonstrate respect, reconciliation, kindness and forgiveness towards one another. ✓ The children are able to reflect effectively and recognise the impact their behaviour has on others. They seek forgiveness from others and actively forgive others who have wronged them. (See completed reflection sheets and incident reports). ✓ The children can freely express their thoughts and will make responses of faith (evidence through class prayer spaces).
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b) How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

<ul style="list-style-type: none"> ☛ Leaders actively seek to promote belonging, positive mental health and wellbeing amongst all members of the school community. Effective systems are in place to identify issues connected to mental health and the school has its own counselling service. ☛ During leadership team meetings such issues are discussed and strategies are put in place to deal with specific incidents and to support individuals or 	<ul style="list-style-type: none"> ✓ We are a Lambeth Mental Health Support School. ✓ Children, parents, staff and governors say that they feel included and supported as members of the school community. ✓ Families welcome this level of support and will often send or tweet thanks. The children involved are proud to take the gifts home and it opens the door for discussions about their situations with their peers.
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families who need it. We operate an open door policy and staff regularly work alongside parents to support them and their children in all areas of their life. The Headteacher and Senior Leadership Team are available each morning and evening where he welcomes families on the path as they enter and exit school.

☛ We support families who are struggling whether it be because of health issues or bereavement etc. We always include such families in our leadership prayer times.

☛ We establish provision for specific children, e.g through offering counselling services or setting up clubs to meet their needs e.g. Nurture Club at lunchtimes.

☛ Our leadership team regularly discusses staff wellbeing and we constantly review policies and practices to support staff e.g. Marking and Feedback Policy.

☛ We encourage staff to be open and honest with one another and the leadership team welcome staff who come to ask for help. When this occurs, strategies are put in place and appropriate practical support is given to help individuals.

☛ At Holy Trinity we organise different events for the staff to socialise and develop positive relationships together. At the end of each term, we hold special staff breakfasts, a yearly Christmas Dinner which we invite governors and all members of school staff to and we hold staff events every month.

☛ Our staff are acknowledged and celebrated in Celebration Assembly each week, and special occasions such as marriages and births are particularly high profile with staff collections and gifts.

- ✓ The children included in these clubs and counselling sessions make progress and teacher's report higher levels of self-esteem or increased confidence.
- ✓ Staff report that they feel supported in school.
- ✓ There is a family atmosphere amongst the staff. It is a happy place to work. Visitors remark on the distinctiveness of this and staff are happy in their work.
- ✓ Staff appreciate these gestures and feel their contributions are valued. They comment on how it makes them feel appreciated and looked after.

Next Steps:

- 🎯 Continue to enhance our children and staff's mental health and wellbeing through strong and empathetic leadership, specialist training and guidance and dedication to maintain the profile across the school.

Strand 5: Dignity and Respect

In this strand the following must be explored:

- How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.

In creating a school environment built on dignity and respect, the school must evaluate:

- a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?
- b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?
- c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

* See [Valuing All God's Children](#).

a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?

•• Our commitment to the dignity and ultimate worth of each child is rooted in each being created in the image of God. As a result of this, safeguarding has a high profile at Holy Trinity.

•• We promote inclusion and diversity with clear policies for Behaviour, SEND, Equality and Anti Bullying.

•• The school is fully compliant in all areas of safeguarding. Staff receive annual training to refresh their understanding of safeguarding and regular reminders regarding safeguarding are included within the weekly briefing.

•• Children are taught about how to keep themselves safe through our mapped out safeguarding curriculum, e.g. Year 5 attend a 'Grow Against Violence' event and visit different services such as the police, RNLI and fire and rescue services.

•• Special assemblies are planned to increase children's awareness of safeguarding issues e.g. NSPCC 'No Pants Rule' and Anti-Bullying Week 2021.

•• Jesus embodies the love and compassion of God for each and every person. This helps to shape our whole school SEND Policy. The school actively seeks to reduce and remove any barrier that might limit the life chances.

•• The school adopts an approach of 'Quality First Teaching' to provide an inclusive environment for all; this may include the use of kinaesthetic resources or additional adult support. The SENDCO

✓ As a result of the support provided for children with a special educational need, they are making rapid progress. Due to our inclusive curriculum, we will begin the process of attaining the Inclusion Quality Mark.

✓ Children identified as SEND make good and often rapid progress.

✓ All of our children attend Christian worship and take part in the full range of activities provided.

✓ No child is withdrawn from RE to study the LA scheme.

✓ Staff knowledge and understanding of RE results in: Children's awareness of world faiths; children challenging perceived prejudicial language of others; children know that everyone is important and begin to look beyond themselves, recognising what creates a community.

✓ Children are encouraged to explore faith and religion from different perspectives.

<p>meets with the teachers at least four times a year to discuss the progress of children who have a learning difficulty or any child that has a cause for concern. Following this, interventions are put in place e.g. daily reading or precision teaching (see SEND file).</p> <ul style="list-style-type: none"> ☛ Language and language diversity are celebrated through a programme of activities. We also mark significant moments within the calendar of other world faiths represented at the school e.g. Eid and Diwali collective worships. ☛ We also actively promote staff and children to visit places of worship in the local area. Recent trips have included a visit to the Streatham Islamic Centre and Neasden Temple. 	
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b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?

<ul style="list-style-type: none"> ☛ Holy Trinity is fully inclusive. Our SEND pupils' needs are catered for extremely well. ☛ There is a good relationship between parents/carers, the SENDCO, headteacher and staff. This means that all work together collaboratively to ensure the very best for every pupil. ☛ EHCPs and IEPs are reviewed regularly and termly Pupil Progress meetings evaluate provision mapping and make staff changes so that planned interventions can be delivered in a timely manner. ☛ Interventions provided include: Maths Seeds, Precision Teaching, Reading Eggs, Toe by Toe, SEMH and SALT interventions. ☛ The support and expertise of outside agencies is regularly engaged by school to support staff in providing the best possible provision for these pupils. Agencies bought in to support school include: NOPA Counselling, Art Therapy and Future Men. ☛ Our Pupil Premium strategy ensures that all pupils have full access to the wider curriculum offer we have in place at Holy Trinity. This includes access to after school clubs, homework clubs, trips and residential. ☛ Staff meetings every Monday and Friday always include safeguarding. These discussions ensure that all members of staff regardless of their role in school take responsibility for safeguarding the welfare of the 	<ul style="list-style-type: none"> ✓ Holy Trinity is fully inclusive. All pupils, regardless of background or starting point have full access to a broad, rich curriculum. ✓ The achievements of all pupils are celebrated during our weekly celebration worship. This means that all pupils feel a sense of worth and recognise their intrinsic value as an individual. ✓ The wider curriculum includes plentiful opportunities for pupils to learn about different faiths and cultures as a result pupils demonstrate a good understanding, respect and tolerance. ✓ Time is taken to celebrate the diverse cultural heritage of our pupils. As a result, the pupils feel valued and are proud to share and discover more about the heritage of diverse cultures.. In addition, they show respect for other's views. ✓ Our bright and attractive displays celebrate world faiths and places of worship. ✓ Children have an opportunity to share their different faith experiences from different cultures and countries. ✓ A member of our community led a school assembly and shared her Islamic faith experiences with the children. ✓ Our RE scheme of learning covers a range of faiths - all principal world faiths are included, as well as Christianity. Children receive a broad and balanced RE Curriculum.
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pupils in our care. This ensures that any incidents are reported in a timely manner onto the system and there is an open culture around caring for our pupils' welfare ensuring nothing slips through the net. This also provides support/supervision for staff who have dealt with disturbing/upsetting situations so they do not carry the load alone.

- Safeguarding extends to behaviours, friendships and bullying. This means that during staff meetings all staff are informed at the earliest possible stage of any issues and can monitor the situation and provide support for pupils involved.
- As you walk around Holy Trinity you will see how the children are loved and how they love one another. They show respect to adults and children and their behaviour is very good.
- Behaviour is often commented on in a complimentary way when we go on visits outside of school e.g. weekly swimming, church, hospital, Lambeth Library.
- Our vision, which is aspirational for all and teaches pupils they can achieve the unimaginable, is why we are committed to building up our children as leaders. This is done through a variety of means: Curriculum Ambassadors , Faith Group Ambassadors, School Council Ambassadors.
- Since the COVID-19 pandemic began we have been constantly reviewing our practice to ensure that all pupils have good access to the curriculum whether at home or in school. An online survey 'Weekly Check-In' helped us identify families requiring devices to be loaned out.
- Since March 2020 during bubble closures and lockdowns the school has been able to loan out IT equipment so that all pupils have access to the full curriculum. 100% of pupils working from home have accessed remote learning.
- The school environment and learning resources encourages dignity and respect for all e.g. within the school library there is a large selection of books which promotes diversity and books about different cultures.
- Our Senior Leadership Team is at the forefront of the 'Raising the Game' initiative, with schools around

<p>Lambeth collaborating to achieve greater equality and inclusivity for children of colour.</p>	
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c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

<ul style="list-style-type: none"> •• The school has an agreed SRE Policy which can be found on the school's website. Children learn about relationships and body changes throughout school and this is taught through our PSHE curriculum e.g. during Reception children learn about how to care for babies. •• The aims of the sex and relationship education programme will be delivered at Holy Trinity Church of England School in the context of the school's Christian ethos and values. The Governors seek to provide a well-balanced programme of sex education that reflects the age and maturity of both girls and boys. Sex is not only a given fact of human existence but, in Christian belief, a gift of God as part of creation. •• Teachers draw on opportunities throughout their curriculum to explore relationships e.g. In Reception children learn about what makes them unique in their topic 'I am special'. Children create an all about me bag to bring into school to share with their class. •• Books and resources around the school look to challenge stereotypes and celebrate differences. 	<ul style="list-style-type: none"> ✓ The RSE policy was written in consultation with parents, governors and the local church and published in November 2020. ✓ Our PSHE and RSE scheme of learning (JIGSAW) is completely in line with all statutory requirements. ✓ 35 parents attended a workshop on RSE, led by Janis Marsh – the public health consultant for Lambeth. ✓ In 2020/21 only 1 child was withdrawn from 1 lesson of RSE. ✓ This demonstrates the trust of the community in the school and the support for every child to seize every opportunity to enable personal growth.
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Next Steps

- 🎯 Improve our online safety education offer for children and parents so that we see a marked improvement in children interacting online safely and considerately.
- 🎯 Digital Leaders launched to increase the profile of online safety across the school.

Strand 6: The impact of collective worship

In this strand the following must be explored:

- The ways in which collective worship is an expression of the school's Christian vision.

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection

Actions taken

Impact

<ul style="list-style-type: none"> 🔥 During daily worship, for those who wish, time of reflection and prayer is built in to enable personal response and consider how worship impacts our lives individually, both staff & children. The leader always has a suitable conclusion to encourage worship to impact real life. 🔥 Although we are frequently battling with other pressures, distinctively Christian worship is a daily priority of the school <i>'The pedagogical study in and of the natural world should not be squeezed out through timetabling pressures'</i> Church of England Vision for Education: July 2016. The teaching enables our school community to learn about God the Father, Jesus the Son and the Holy Spirit. 🔥 Worship is delivered by all teachers, headteacher, senior leaders, clergy, Ambassadors and the children across school. 🔥 Every worship includes children as leaders, custodians, stewards, technicians or readers. 	<ul style="list-style-type: none"> ✓ Pupils, parents and teachers have commented that prayer opportunities contribute to the individual spiritual development and create a prayerful community (see parent and pupil evaluations). ✓ As a result of daily worship, children are able to articulate the impact of how God is working in their lives and often talk about living out our school values 'living our lives as God want us to'. ✓ On several occasions during spontaneous prayer and opportunities to worship outside of school, pupils have commented on the impact this has and how this has touched their lives. ✓ Due to the environment, parents and visitors say that there is a calm feeling and a real sense of reverence when they walk around the school which serves to constantly remind us that we ✓ Children experience a variety of different types of worship, which helps them to understand that Christians worship in different ways. Evaluations of collective worship show that we are a church school.
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<ul style="list-style-type: none"> •• Evaluation of worship involves pupils, staff and governors. Comments received are then used to adapt and develop future worship sessions. •• At Holy Trinity CE Primary, our children express how much they love worship. They enjoy the lively songs, quiet reflection and chance to discuss important issues. •• We actively seek to make our worship sessions interactive in order to engage all pupils from reception up to Year 6. The children love taking part in this way and can often be heard chatting about what happened later in the day or at break times and lunch. •• Our Faith Ambassadors and School Council Ambassadors plan and deliver whole school collective worship at least once a half term. This includes planning, delivery, creation of resources and evaluation. •• Pupils are often inspired by our collective worship leading them to respond in their work in class and through further investigation and discussion. e.g. writing prayers in response to reflections shared to addressing world issues such as the Covid pandemic. •• The school environment serves to constantly remind our children, staff and parents that we are a church school e.g. the distinctively Christian signage at the front of the school, the displays as you enter the building and move through the corridors and our values and mission statement that are so prominent throughout the premises. 	<ul style="list-style-type: none"> ✓ Children enjoy worship and help staff and pupil leaders to adapt and improve future sessions.
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b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.

<ul style="list-style-type: none"> •• We follow the church calendar and make worship as creative and alive as possible during the seasons. •• Worship is interactive and creative. e.g. Outside visitors such as Reverend Dormandy, local public figures, previous students. •• A range of leaders, including children, plan different Christian experiences: Reverend Dormandy, Mrs Cole-Jackson, Ms Ansah. 	<ul style="list-style-type: none"> ✓ Pupils and parents say that the school community enjoys worship: “Worship makes me feel happy, calm and peaceful”, “I like that people act out stories, I learn something new”, “I like the songs in worship”, “I am excited for the next worship”, “Worship makes to be happy with God”. ✓ Due to a well-planned worship schedule, children have a good understanding of the different festivals in the Church calendar, which rehearse the drama of Jesus Christ in the context of the larger biblical narrative, and offer a means through which the narrative can be grasped. Because all teachers
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<ul style="list-style-type: none"> ☛ Worship includes a vast array of resources and visitors. ☛ A termly worship schedule is planned which ensures Christian festivals from the church calendar are celebrated and all teaching staff get the opportunity to lead whole school collective worship. ☛ Every child is part of a Worship Team and throughout the school gets the opportunity to plan, lead and evaluate worship. ☛ Worship is Anglican, inclusive and outward looking e.g. special services such as Eucharist, when parents, grandparents & carers are welcomed in to school, plus members of Holy Trinity Church's congregation. ☛ Considerable financial investment has been made to acquire high quality, visual artefacts and sound equipment which glorify God and create a sense of awe and wonder by our pupils (coloured cross, prayer space, banners, worship cloth etc) ☛ Each class has a worship focus area to remind the children about God and that worship continues in class (Class RE Portfolios) ☛ Collective worship is frequently planned & led by children especially at Harvest, Remembrance, Christmas, Easter and end of year service in Holy Trinity Church. 	<p>(including NQTs and RQTs) lead worship, this helps to develop leadership of whole school worship.</p> <ul style="list-style-type: none"> ✓ Due to the varied nature of worship, all members of the community are encouraged to develop spirituality e.g. our outdoor prayer spaces week was extremely well attended. ✓ Children are confident to read, write and create their own prayers on the spot or during reflection times to share with the school on a given topic during collective worship. ✓ Children are encouraged to adopt the 'Thankyou' and please 'approach' following reflection time.
<p>c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.</p>	
<ul style="list-style-type: none"> ☛ The SDBE RE syllabus supports understanding of Christian faith in today's world. ☛ Every half term we take one of our school values to think about more closely during our collective worship. Jesus and the bible is our main source for inspiration when thinking about our values. We encourage children and families to think about our focus value. ☛ Collective worship links events in the world to school vision and values, enabling opportunities for children to make relevant links with their own 	<ul style="list-style-type: none"> ✓ Pupils are able to talk about the school's Christian values and can articulate how they can live out these values in their lives (questionnaire results). ✓ Our community recognises Holy Trinity as a compassionate and giving school. ✓ Because worship is made accessible to all, pupils are able to confidently talk about the teachings of Jesus and bible stories. ✓ Pupil voice indicates that the messages delivered in worship impact on their decision-making outside of worship.

<p>experiences and develop understanding of the world.</p> <ul style="list-style-type: none"> ☛ Worship is led in a way which is accessible to all. This is often through children involved in acting out stories from the bibles. Time for reflection is built in to worship to think about the meaning of Jesus' teachings and how we can apply this in our lives. 	
<p>d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.</p>	
<ul style="list-style-type: none"> ☛ Our Faith Ambassadors, consisting of pupils, staff and governors, meets at least once per half term to plan and evaluate worship and other aspects of our Christian provision. ☛ There is a half-termly rota for class worship teams. This means that throughout the year all the children will have the opportunity to support, plan, deliver and evaluate worship. Parents are invited to attend when their child is delivering class worship. ☛ We significantly invest in staff training to ensure high standards (this includes the incumbent). Our senior leaders and Governors attend training sessions at the SDBE, and the Governing Board ☛ Collective worship is frequently planned & led by children especially at Harvest, Remembrance, Christmas, Easter and end of year service in Holy Trinity Church. ☛ Our termly worship rota ensures that all staff are given the opportunity to lead whole school collective worship. ☛ We have a strong relationship with Reverend Dormandy who leads whole school worship every Tuesday. ☛ Our Faith Ambassadors are involved in the retelling of stories from the Old and New Testament. 	<ul style="list-style-type: none"> ✓ Pupils and adults talk with enthusiasm about the value of worship and are able to articulate how this influences their lives "Worship makes me feel happy, calm and peaceful." "We won't be nasty because we know that God says it is wrong." "Worship makes me feel safe because God is by our side in whatever we do." ✓ During a governors learning walk, it was noted that teachers appear confident in the delivery of collective worship and this is contributing to spiritual life of the school. ✓ Children and staff enjoy feeling a part of the worship and in particular involved in the delivery. ✓ All children are becoming confident in the planning, delivery and evaluation of worship. ✓ Collective worship is viewed as something for everyone and given a priority in the school. ✓ Collective worship is consistently linked back to the school vision and values and put into the context of the local community.
<p>e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.</p>	
<ul style="list-style-type: none"> ☛ We have extremely strong links between school and church with Head Teacher and Incumbent sharing same vision for school and parish. 	<ul style="list-style-type: none"> ✓ As a result of the various links we have with our community partners, this means that worship is rich and varied. ✓ Children receive a richness of experience from the clergy leading worship and enjoyment in the local

<ul style="list-style-type: none"> ☛ We have strong links with other Christians in the community e.g. Holy Trinity Church, St Luke's Church, Lime Tree Centre ☛ A number of our families attend Holy Trinity church regularly. In particular there is strong attendance during Parade Services and Special Family Services. ☛ The school work closely with Holy Trinity Church in a number of projects. For example, a number of our children have supported the 'Straw Build' renovation project being completed at the Church currently. ☛ Members of Holy Trinity Church are welcomed in to school for special events throughout the year e.g. Remembrance Service and Christmas Carols. ☛ At Christmas our whole school performs a nativity and we invite all members of the school community to celebrate and worship alongside us. ☛ Each year we encourage our children to attend carol and Christingle concerts at Holy Trinity church, these are well attended by children and staff. ☛ We focus specifically on the true meaning of Christmas so that the children remember this. 	<p>church. They recognise that they are a part of something bigger than just themselves and that they all belong to the Christian community.</p> <ul style="list-style-type: none"> ✓ Children of all backgrounds use the designated prayer spaces in school as a place to reflect and pray. ✓ Children sing proudly as a school and parents support this when they are invited to church and school. It develops children's confidence.
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Next Steps:

- 🎯 A new Collective Worship policy is to be devised, created by the Faith Ambassadors and Senior Leadership Team.
- 🎯 Outdoor prayer spaces to be developed in the Key Stage 1, Peace and Woodland Gardens.

Strand 7: The effectiveness of religious education

In this strand the following must be explored:

- How effective the school is in ensuring pupils flourish through the provision of high quality religious education **reflecting the Church of England Statement of Entitlement.**
- How effective the school is in ensuring that religious education expresses the school's Christian vision.

In developing effective religious education, a school must evaluate the extent to which:

- a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.
 - i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
 - ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
 - iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?
- b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.

i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?

Actions taken	Impact
<ul style="list-style-type: none"> •• The RE Leader is ambitious in leading and enhancing the subject. •• Regular monitoring and evaluation of RE shows that it is being taught to a high standard across school. •• Assessment of RE is completed regularly and shows that pupils' achievement in this area is in line or better than other subjects across school. •• School actively participates in local Diocese meetings sharing good practice with other church schools. •• Creative opportunities are planned for pupils to learn about and explore other religions. e.g. use of video clips throughout school, first hand experiences/explanations from pupils. •• Children across school enjoy RE lessons. The impact of RE can be seen throughout school. Our pupils are well behaved and demonstrate respect and kindness. •• Children have regular opportunities to answer and ask big questions. They are empowered to share their ideas and take action where they see a need e.g. Raising funds for a number of charities. •• RE is held in high regard across school. It is seen as being pivotal to us achieving our vision for all pupils to flourish spiritually, creatively and academically to become confident young people. •• We follow the SDBE syllabus. Within lessons, we use questions so that pupils can actively reflect, investigate and make meaning of relationships, the world and God. We want our pupils to be informed, confident and wise. •• We believe this curriculum to be challenging and creative. Our lessons promote self-awareness, respect for all, open mindedness, appreciation and wonder. We believe that our children are on a journey of faith and discovery during RE lessons. We focus on Spiritual, Moral, Social and Cultural development. We explicitly teach core Christian concepts and make reference to God's salvation story. 	<ul style="list-style-type: none"> ✓ Children show engagement in lessons and talk positively about their learning experiences in RE. ✓ RE lessons are creative and stimulating. Pupils retain what they have learnt and can talk about their prior learning experiences. ✓ Children demonstrate self-awareness, open-mindedness and respect during lessons. They develop and flourish into well-rounded individuals who recognise their own intrinsic value and the difference that they can make in society. ✓ Children learn from people in the Bible and recognise that God has a will for people's lives and the importance of choosing the right path. Pupils are enthusiastic about RE and are able to relate teaching about Christianity to their own faith. The impact of RE is positive in the way the children respect and treat each other. ✓ Children are able to identify which part of the Bible teachings come from and the impact this has on their lives.

<p>a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.</p>	
<p>ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?</p>	
<ul style="list-style-type: none"> ☛ We recognise our children as individuals and educate them according to their rights in law. We provide opportunities for them to fulfil their potential and in accordance with the Church of England vision Statement of Entitlement and Vision for Education to experience 'life in all its fullness'. We believe that excellent RE teaching can be the key to enabling every child to flourish. ☛ Our syllabus is mainly Christian but we also study elements of Judaism and Islam throughout the key stages. We intend to establish a 'World Faith Day' in the next academic year. ☛ As a school we celebrate significant events to reflect the culture and British values of our country. For example, acknowledging the four saints days through collective worship and pupils wearing the colours representative of St Andrews Day – Blue, St David's Day – yellow, St Patrick's Day – green and St George's Day- Red. Remembrance Service led by year 6. ☛ All pupils have a knowledge of major world faiths. Through following the SDBE curriculum, trips to places of worship and meeting different religious leaders or experts, children are taught about and exposed to different religions. ☛ Parent visitors are welcomed in to talk about their own experiences of faith. ☛ Celebrations of different faiths take place throughout the school year - parents are invited and encouraged to attend. 	<ul style="list-style-type: none"> ✓ Children learn from people in the Bible and recognise that God has Planning is of a high standard which follows the SDBE scheme of work. ✓ Formal monitoring takes place with opportunities for informal feedback from the RE Lead. ✓ There are opportunities for collaboration and sharing of resources, through staff training, to plan creatively. ✓ Children have respect for other cultures and the religions of Judaism and Islam. They know more about key practices of these religions and can express the importance of respecting the beliefs of others.
<p>a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.</p>	
<p>iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?</p>	
<ul style="list-style-type: none"> ☛ We "offer a safe and welcoming place for all God's children" (Valuing All God's Children, 2017). ☛ We collectively promote the inclusive Christian belief that we are made in the image of God and loved unconditionally by him and that everyone is respected. 	<ul style="list-style-type: none"> ✓ The children are challenged through written feedback in RE books to think theologically and deeply. ✓ Responses in RE books evidences this. Children are beginning to ask their own 'Big Questions' and challenging each other during RE Lessons.

<ul style="list-style-type: none"> ☛ We seek to ensure that everyone knows they are important and valuable to God. ☛ RE lessons regularly include discussion and reflection times. Children are encouraged to voice thoughts and opinions and to ask and try to answer the questions of others. ☛ Pupils feel safe in school to share their own views and know these will be respected and valued. 	<ul style="list-style-type: none"> ✓ Work in RE books reflects these questions and our mission statement. Collective worship evidences these too. ✓ Children are confident to explore the big questions related to life and to reflect on their spiritual and philosophical responses. Pupil voice suggests that this is a strength of the teaching and learning in the school.
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b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

<ul style="list-style-type: none"> ☛ The Head Teacher, Governors & RE lead frequently engage with Diocesan leadership courses throughout the year in order to keep up to date. ☛ The RE lead attends termly cluster meetings. We are also committed to nurturing the spiritual development of our leadership team. ☛ A proportion of staff training is devoted to developing RE and worship planning and methods of assessment. Assessments of RE are robust. Ongoing assessment is constant as teachers complete unit plans at the end of each unit. They also report assessment data to the RE Lead on a termly basis. ☛ Assessment of RE is done through the use of targets in books and an assessment system based around learning about religion and learning from religion. ☛ The RE Lead reports back to the SLT and governors on whole school pupil attainment and progress. 	<ul style="list-style-type: none"> ✓ Well-planned CPD and Inset days enable staff to articulate their views about worship and RE and to make significant contributions. ✓ The RE Lead uses this data to hold teachers to account as well as to inform whole school and individual class priorities. ✓ Teachers report that they have increased levels of confidence to deliver RE lessons after having received SDBE and in-house training. ✓ Data is analysed termly to ensure that standards are maintained and are in line with other key areas of the curriculum. ✓ Children are able to identify the areas of RE where they may need further support and take control of their own learning.
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How effective is RE teaching and learning in the school?

<ul style="list-style-type: none"> ☛ In order to ensure that the school's vision for excellence applies across the RE curriculum, regular monitoring takes place. We are committed to achieving and maintain high standards and excellent progress is made by all children in RE. We believe that excellent RE teaching can be the key to enabling every child to flourish. ☛ The RE leader has protected management time to monitor the subject. ☛ Throughout the year there are lesson observations, monitoring of planning and book looks. ☛ Starting next academic year, during three of our Pupil Progress Reviews teachers will report to the 	<ul style="list-style-type: none"> ✓ Assessment informs planning. Each class teacher has an RE assessment file. Teachers complete end of unit assessment sheets and identify individual children and next steps for learning on these. ✓ When children move through the school these documents are transferred across year groups so that progress of individual children can be tracked. ✓ Teachers regularly use feedback to inform their planning and assessment. (RE assessment files) ✓ Progression of children's learning and understanding of religion and faith can be measured and supported by staff and realistic expectations put in place. Reporting on outcomes in RE to parents ensure that the whole community can support children's religious literacy.
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<p>Headteacher, Assessment Lead, RE lead and Head of Outcomes about progress and attainment in RE for the children in their class.</p> <ul style="list-style-type: none"> ☛ Monitoring activities are timetabled at the start of each academic year and included on our school monitoring calendar. ☛ Findings are then reported to individual staff and the School's Leadership team. As a result of this, next steps are made and action plans drawn up. ☛ Teachers report attainment levels to the RE lead at the end of each term. Data is then analysed and whole school development points are collated and shared with staff. 	<p>✓ Children are able to identify the areas of RE where they may need further support and take control of their own learning.</p>
<p>Subject Strengths</p> <ul style="list-style-type: none"> • Rigorous monitoring of RE leading to high academic standards. • There is a clear vision for further improving the quality of the provision provided. • The quality of planning and assessment in RE is continually developing. • There are clear procedures in place to monitor the teaching and learning of RE. • Pupils' attitudes to learning in RE are very good and teaching is consistently of a high quality. 	
<p>Next Steps</p> <ul style="list-style-type: none"> ☉ Continue to develop (according to new RE guidelines), assessment of RE across the school and monitor consistency. ☉ Support teachers who are new to a church school provide training on planning and delivering the RE curriculum. ☉ To enhance the role of faith group and pupil faith ambassadors in monitoring the implementation of the RE curriculum and embedding the Christian ethos as part of daily school life. ☉ To establish new links with interfaith schools. ☉ To further develop our global links with schools abroad. 	

Making your case for excellence	
Actions taken	Impact
Strand 1	
Strand 2	
Strand 3	
Strand 4	
Strand 5	
Strand 6	
Strand 7	



'Your beginnings will seem humble, so prosperous will your future be'

Job Chapter 8 Verse 7

Curiosity Hope **Empathy** RESILIENCE CREATIVITY *Happiness*