



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Holy Trinity CE Primary School

Eagans Close
Market Place
East Finchley
N2 8GA

Previous SIAMS grade: Good

Diocese: London

Local authority: London Borough of Barnet

Dates of inspection: 3 February 2015

Date of last inspection: 3 November 2009

School's unique reference number: 101317

Headteacher: Timothy Bowden

Inspector's name and number: John Viner NS144

School context

Holy Trinity is a one-form entry primary school located in East Finchley and serving the parish of Holy Trinity. Its 272 pupils reflect the diversity of the area and around a quarter of pupils speak English as an additional language. A lower than average proportion of pupils has special educational needs. Around a tenth of pupils attend church regularly. Standards at the end of Key Stage 2 are consistently above average.

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

- Christian values are strongly embedded in the life of the school and are evident in every aspect of its work. They are recognised by all who work and learn here and underpin the whole school community.
- Collective worship deepens pupils' experience of Christian values in action and, through worship, pupils learn the importance of prayer and understand how to apply it to their lives.
- Religious Education (RE) has a high priority and plays an important role in defining the school's Christian character. Through it, pupils learn tolerance and respect for people of all faiths.
- The strong links with the parish church and other local communities of faith are of benefit to the whole local community.

Areas to improve

- Review the RE curriculum so that there is a better balance of teaching about different religions and there are opportunities for pupils to consolidate their knowledge as they move through the school.

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

Since the last inspection the school has successfully identified and embedded a wide set of specific Christian values so that they underpin the life of the school and are visible in all aspects of its work. Pupils understand the importance of these values and parents report that this has a positive impact on their personal development, both at school and at home. This distinctive Christian character promotes high standards of behaviour and underpins the excellent relationships between and among adults and learners. Because pupils know that they are safe, valued and special they are keen to come to school, work hard and achieve well. Pupils make good progress from their starting points and, at the end of Key Stage 2, the percentages achieving and exceeding the expected levels are higher than national averages in all subjects. Irrespective of their background, pupils understand the idea of Christian love in action and this can be seen in the way they care for each other and get actively involved in charitable support. The school is very effective in promoting the spiritual, moral, social and cultural development of all pupils, regardless of faith, and they quickly acquire a genuine sense of spirituality. Pupils enjoy RE, which has a high priority and makes a good contribution to the school's Christian character. Through it pupils learn that Christianity is a world faith and develop high levels of respect for people of all faiths and backgrounds.

The impact of collective worship on the school community is outstanding

Collective worship, which the school calls 'assembly', is distinctively Christian and central to the life of the school community. Pupils say that they enjoy attending worship and as a result they behave reverently, sing well and take part enthusiastically. All who attend, both adults and pupils, engage with worship and are affirmed by it, regardless of their own faith or belief. Care is taken to ensure that where there are timetable clashes, all pupils still attend an act of worship each day. Those times when worship is held in classrooms enable pupils to deepen their personal experience of prayer and reflection. Because it is central to school life, pupils develop a mature understanding of the nature and purpose of prayer. Through worship, pupils develop a firm understanding of Jesus Christ and of the Christian understanding of God as Father, Son and Holy Spirit. Worship is carefully planned around key themes drawn from the Christian values that the school promotes so effectively. This helps pupils to appreciate their real importance and so develop their own sense of personal spirituality. The Reflective Journals, kept by each pupil, are an effective personal record of their developing understanding and feelings. Sometimes assemblies feature key festivals from other faiths or celebrate pupils' achievements and these are always set in a Christian context within a distinctly Christian act of worship. Regular support from All Saints Church as well as Holy Trinity strengthens the leadership of collective worship. Good use is also made of the parish church for acts of worship, which enable pupils to experience those elements of worship that make it distinctly Anglican as well as Christian. Worship is regularly evaluated by the Worship and RE Committee, which enable leaders and governors to monitor its effectiveness and plan further improvement.

The effectiveness of the religious education is good

Religious education is afforded a high priority in the school and is allocated the time that would be expected of a core subject. Pupils make good progress from their starting points and achieve standards that are in line with the good standards they attain in other core subjects. Since the last inspection the school has put rigorous assessment systems in place so that teachers have good understanding of their pupils' progress. Most pupils say that they enjoy RE and that teachers generally make it interesting and fun. Because RE is well taught by knowledgeable and able teachers, pupils understand the value of the subject and develop significant skills of enquiry and reflection. The very good work that the school has done in teaching pupils about Christian values has deepened their understanding of these important elements of faith in general and Christianity in particular. Some of their reflective writing is of significant depth and maturity, commensurate with their own developing spirituality. However, the balance of teaching about other faiths and the timing of when they are taught means that some pupils do not know some of the key facts about religions that they might be expected to know. While pupils say that they particularly enjoy learning about other faiths, these are often covered in the lower years, leaving older pupils unable to consolidate their learning at a deeper level. Nevertheless, the skilled and knowledgeable subject leader is already planning to review the RE curriculum so that this relative weakness is quickly addressed. She is well supported by diocesan officers and has a clear understanding of the priorities for development.

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

Leaders and governors articulate an ambitious Christian vision for the school that is having a positive impact on pupils' welfare, development and standards of achievement. Parents recognise and value the impact that this shared vision has had on shaping the school's Christian character and its positive impact on the development of their children. The distinctly Christian character of the school has been redefined and strengthened by the recent focus on specific Christian values so that the whole school community has benefitted. Since the last inspection a governors' committee has been established that brings together parents, school and church in an effective mechanism for keeping this Christian distinctiveness under review. Leaders and governors successfully implement their shared vision through careful strategic planning and are now at the point of further refining the vision in order to articulate the particular Christian values that sum up the school. They recognise the improvements that are needed to ensure that RE can be outstanding. Governors know the school well; they understand its future leadership needs and plan to meet them. There is a strong partnership with the parish church and members of the ministry team actively and regularly support the school's work and contribute to its self-evaluation. Since the last inspection this partnership has strengthened and is further enriched through excellent links with All Saints Church, whose incumbent helps to lead worship. There are also excellent links with other local communities of faith, which enrich pupils' appreciation of diversity and broaden their understanding of belief. Parents are clear that the school plays a pivotal role in the local community and stress how successfully the partnerships with local faith groups are of mutual benefit to them and the school.

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