

Southwark Diocesan Board of Education

Developing Church of England Education



Holy Trinity School had an interim review inspection on Thursday 8th of February 2018 and was judged as **Outstanding** across all areas.

The review was led by Mike McKeaveney, Assistant Director of Education at the Southwark Diocesan Board of Education.

Outstanding Criteria	<i>Evidence towards judgement</i>
<p>Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school. All members of the school community articulate the distinctively Christian characteristics of the school's values and the significant impact they have on the daily lives and achievements of learners.</p>	<p><i>Evidence was seen during observations of the care, love and support shown to the school community through pupil and staff welfare and the detailed training and scaffolding all staff participate in at different stages of the school year.</i></p> <p><i>Pupil questionnaires and interviews confirm that the pupils can articulate the distinctly Christian vision of Holy Trinity CE School and that these embedded values have an exceptionally strong positive impact on the lives of all members of the school community.</i></p>
<p>The school's Christian character has a high profile and clearly shapes its approach to issues of attendance and pupil exclusion for all groups of learners.</p>	<p>Evidence was submitted on the highly inclusive practice for all pupils at Holy Trinity CE School with specific examples of how the supportive 1:1 work for some vulnerable and disadvantaged pupils have improved behaviour, confidence, progress and attendance. Observations of this sharp focussed work and interviews with the pupils concerned show that they feel valued and that they believe the school's vision is enabling them to 'be better'.</p>
<p>There is a highly developed interpretation of spirituality shared across the school community. Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media.</p>	<p><i>Each classroom has a reflective space that has a different thematic approach. Pupils engage strongly with the high quality experiences seen through learning walks and lesson observations and are exceptionally confident in debating highly technical theological questions.</i></p> <p><i>A variety of media are used, from the reflective space, to wall displays in the corridor and the use of visible artefacts throughout the school.</i></p>
<p>The Christian character and values of the school have a significant impact on the</p>	<p><i>Collective Worship and every interaction between staff and pupils ensure that there is strong impact on SMSC. Staff regularly model conversations with pupils – this is led significantly by the staff through their</i></p>

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spiritual, moral, social and cultural development of all learners.	<i>discussions with some exceptionally vulnerable pupils. Observations at break time and in classrooms supported this.</i>
Learners are fully aware that Christianity is a multi-cultural world faith. They have a high degree of understanding and respect for diversity and difference both within the church and in other faith communities.	<i>Pupils are able to confidently articulate, in discussions and interviews, the similarities between Christianity and Hinduism but also to articulate the spectrum of diversity within Anglicanism itself. This is supported by the sustained high levels of progress and support seen in RE work and in the engaging way the pupils spoke about their visits in year 4 to different faiths.</i>
The behaviour of learners is of the highest standard and relationships between all members of the school community are consistently attributed to the Christian character and values of the school.	Evidence was submitted on the highly inclusive practice for all pupils at Holy Trinity CE School with specific examples of how the supportive 1:1 work for some vulnerable and disadvantaged pupils have improved behaviour, confidence, progress and attendance. Observations of this sharp focussed work and interviews with the pupils concerned show that they feel valued and that they believe the school's vision is enabling them to 'be better'.
Learners are excited and challenged by religious education. It makes a significant contribution to learners' spiritual, moral, social and cultural development and plays a major role in determining the Christian character of the school.	<p><i>Each classroom has a reflective space that has a different thematic approach. Pupils engage strongly with the high quality experiences seen through learning walks and lesson observations and are exceptionally confident in debating highly technical theological questions. This was teased out across each age range and was skilfully done by every child.</i></p> <p>A variety of media are used, from the reflective space, to wall displays in the corridor and the use of visible artefacts throughout the school.</p> <p><i>This is supported by the sustained high levels of progress and support seen in RE work.</i></p>

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<p>Across the school community great value is placed on collective worship; its place in school life and its impact on individuals is readily and clearly articulated.</p>	<p>Evidence was gathered from interviews with the Governors' Faith Group and the Chaplain. Evidence was also presented through the Collective Worship schedule for the year and the monitoring process that has been implemented by the Headteacher and Governing Body. Collective Worship expectations are modelled at the beginning of each year through Collective Worship.</p> <p>It is evident that Collective Worship is central to the life of Holy Trinity CE School school through the systems described above, the training carried out by,, the monitoring schedule and the way the pupils talk about their collective worship experiences.</p>
<p>Collective worship is inspirational and inclusive. It engages all learners and its impact can be clearly discerned in all aspects of relationships and school life.</p>	<p>Collective Worship is an inclusive experience as different groups of pupils would like to lead collective worship at different times of the school year. This would allow pupils to engage with the leadership and evaluation and monitoring of the quality of collective worship and may have impact on relationships between pupils, building their confidence. The very low number of exclusions and behavioural incidents and the confidence in the way the pupils can talk about their faith and beliefs is another strong indicator of how Collective Worship is Inspirational and inclusive.</p>
<p>Collective worship regularly includes Biblical material and Christian teaching and learners are able to relate this to the school's core values and their own lives.</p>	<p>Collective Worship is an inclusive experience and carried a variety of different Scripture readings and activities, from Godly play to more formalised forms of worship.</p>
<p>Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican practice, the seasons of the Church's year and Christian festivals.</p>	<p>In conversation with the pupils they were able to describe the different thematic approaches, traditions and practices throughout the liturgical year..</p>

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<p>Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.</p>	<p><i>In conversation with the pupils they were able to describe the different thematic approaches, traditions and practices throughout the liturgical year.</i></p> <p><i>The pupils are strong Courageous Advocates of their faith as expressed and shown through the charity work Holy Trinity CE School has engaged in.</i></p>
<p>Learners understand the value of personal prayer and reflection as part of their own spiritual journey. They seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship.</p>	<p><i>The regular Collective Worship allows pupils to reflect and find space for personal prayer. The reflective spaces in the classroom and the green spaces in the school estate allow for personal prayer time. There is also a focus with the pupils that prayer comes from within.</i></p> <p><i>All members of the school community were passionate in their praise for the space and time offered to them for personal prayer. Several members of staff and Governors commented 'Prayer is highly featured in school life,'</i></p>
<p>Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position he occupies in the Christian faith.</p>	<p><i>The Collective Worship Plan is carefully constructed with close links to the Central position of Jesus Christ, the Holy Trinity and Biblical passages. This is triangulated through the work seen in the RE books and also in discussion with the pupils and Governors.</i></p>
<p>Collective worship has a strong focus on God as Father, Son and Holy Spirit. Learners recognise this and talk about it with an impressive degree of understanding.</p>	<p><i>Pupil questionnaires and interviews confirm that the pupils can articulate the distinctly Christian vision of Holy Trinity CE School and that these embedded values have an exceptionally strong positive impact on the lives of all members of the school community.</i></p>
<p>Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.</p>	<p><i>Collective Worship is an inclusive experience as different groups of pupils would like to lead collective worship at different times of the school year. This would allow pupils to engage with the leadership and evaluation and monitoring of the quality of collective worship and may have impact on relationships between pupils, building their confidence. The very low number of exclusions and behavioural incidents and</i></p>

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	<p><i>the confidence in the way the pupils can talk about their faith and beliefs is another strong indicator of how Collective Worship is Inspirational and inclusive.</i></p>
<p>A range of leaders, including staff, clergy and representatives from different Christian traditions, together with a variety of settings for acts of worship offer learners a rich experience of worship.</p>	<p><i>The Headteacher leads Collective Worship regularly, as do other leaders and clergy. The pupils are confident in different settings for Collective Worship, either in the school hall or the local Church or the Diocesan Cathedral. There is an annual Eucharist in the school led by the clergy every year and the school also participates in the Diocesan Leavers' services and the Annual SDBE Eucharist held at Southwark Cathedral annually.</i></p> <p><i>Monitoring cycles, the monitoring plan and the confidence in which the pupils speak of their collective worship experiences support this.</i></p>
<p>Monitoring and evaluation have a clear purpose and are managed efficiently. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant improvement.</p>	<p><i>Feedback is gathered in many ways: Pupil, Staff and Parent questionnaires, letters and comments from visitors. The Monitoring of Collective Worship is regular and reflective. The impact of this is evident in the outcomes the pupils attain, the high attendance and the low exclusion rates.</i></p>

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<p>Standards of attainment of learners are at least in line with national expectations with</p>	<p><i>Holy Trinity CE School is a school that is above National average and often above Local average over the last three years.</i></p> <ul style="list-style-type: none"> • <i>2016-2017 data showed:</i>

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<p>a significant number attaining higher than the national expectations.</p>	<ul style="list-style-type: none"> ○ <i>The school performs above Local and National averages in Reading, Writing and Mathematics.</i> ○ <i>The school performs above Local and National averages for ‘Higher Standards’ in Reading, Writing and Mathematics.</i> <p><u>Disadvantaged Pupils</u></p> <ul style="list-style-type: none"> ○ <i>Disadvantaged Pupils make greater progress than National in Reading and Maths</i> ○ <i>Disadvantaged Pupils make less progress than National in Writing.</i> ○ <i>Disadvantaged Pupils are in line with National (67%) on meeting the expected standard.</i> ○ <i>Disadvantaged Pupils reaching the Higher Standard are below National average.</i>
<p>Attainment is high and progress is rapid in developing an understanding of Christianity and a broad range of religious beliefs.</p>	<p><i>The strong RE subject leader interview supports this.</i></p>
<p>In exceptional circumstances, where groups of learners attain below those nationally, the gap is narrowing dramatically over a period of time as shown by attainment data.</p>	<p><i>Broadly, there are no significant gaps of pupils in school, besides those mentioned above, in performance.</i></p>
<p>Learners are inspired by the subject and learn exceptionally well. They develop and apply a wide range of higher level skills to great effect in their enquiry, analysis, interpretation, evaluation and reflection of their understanding of the impact of religion on believers.</p>	<p><i>Each classroom has a reflective space that has a different thematic approach.. Pupils engage strongly with the high quality experiences seen through learning walks and lesson observations and are exceptionally confident in debating highly technical theological questions (such as the creation of the world in Genesis) and to engage in those who may have a different point of view. This was teased out across each age range and was skilfully done by every child.</i></p>

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	<p>A variety of media are used, from the reflective space, to wall displays in the corridor and the use of visible artefacts throughout the school.</p> <p>Pupils are able to confidently articulate, in discussions and interviews, the similarities between Christianity and Hinduism but also to articulate the spectrum of diversity within Anglicanism itself. This is supported by the sustained high levels of progress and support seen in RE work.</p>
<p>Learners are impressive in the way that they use creativity and originality to apply their knowledge and skills in religious education to their own personal reflections on questions of meaning and purpose.</p>	<p>Pupils engage strongly with the high quality experiences seen through learning walks and lesson observations and are exceptionally confident in debating highly technical theological questions. This was teased out across each age range and was skilfully done by every child.</p>
<p>The majority of teaching is outstanding and it is never less than consistently good.</p>	<p><i>Lesson observations, Learning walks and the effective leadership of RE that tracks performance and the support this.</i></p>
<p>Highly effective use of assessment informs teaching and learning in religious education and exemplar evidence demonstrates progress made by learners.</p>	<p><i>Lesson observations, Learning walks and the effective leadership of RE that tracks performance and the support this.</i></p>
<p>Religious education has a very high profile within the school curriculum and learning activities provide fully for the needs of all learners.</p>	<p><i>Pupils of all abilities and groups engage strongly with the high quality experiences seen through learning walks and lesson observations and are exceptionally confident in debating highly technical theological questions. This was teased out across each age range and was skilfully done by every child.</i></p>

Outstanding Criteria	Evidence towards judgement
<p>The religious education curriculum is rich and varied enabling learners to acquire a thorough knowledge and understanding of the Christian faith through a wide range of learning opportunities.</p>	<p><i>The curriculum plan for RE supported by learning walks and lesson observations, the work in the books, the interviews, the questionnaires support this.</i></p>
<p>The religious education curriculum provides opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied.</p>	<p><i>Pupils are able to confidently articulate, in discussions and interviews, the similarities between Christianity and Hinduism but also to articulate the spectrum of diversity within Anglicanism itself. This is supported by the sustained high levels of progress and support seen in RE work.</i></p>
<p>Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the religious education curriculum and they have a significant impact on learners.</p>	<p><i>In conversation with the pupils they were able to describe the different thematic approaches, traditions and practices throughout the liturgical year. This was also explicitly seen through the curriculum link between ADVENT and LIGHT and the first topic of the Spring term.</i></p> <p><i>The pupils are strong Courageous Advocates of their faith as expressed and shown through the charity and partnership work Holy Trinity CE Church School has engaged in.</i></p>
<p>Rigorous and extensive monitoring and evaluation results in well focused action plans that demonstrably lead to improvement.</p>	<p><i>Rigorous monitoring and subject leaders report combined with the quality of provision, the quality of teaching and the pupil outcomes support this.</i></p>
<p>Subject leadership has the highest level of subject expertise and the vision to realise</p>	<p><i>Supported by the curriculum plan, the questionnaire responses, discussion with the subject leader, the training programme and the quality of support offered by the Headteacher. Impact is shown through the</i></p>

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ambitious expectations and improvement.	<i>pupil outcomes, the attendance rates, the low exclusion rates, the quantitative and qualitative progress made by all groups of pupils is a strong piece of evidence.</i>

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Leaders consistently and confidently articulate, live out and promote a vision rooted in distinctively Christian values.	<p><i>Evidence was seen during observations of the care, love and support shown to the school community through pupil and staff welfare and the detailed training and scaffolding all staff participate in at different stages of the school year.</i></p> <p><i>Pupil questionnaires and interviews confirm that the pupils can articulate the distinctly Christian vision of Holy Trinity CE School and that these embedded values have an exceptionally strong positive impact on the lives of all members of the school community.</i></p>
Leaders readily articulate the impact of explicit Christian values on the lives of learners and on the whole life of the school.	<i>This was seen throughout.</i>
Leaders have a thorough understanding of the school's performance and distinctiveness based on effective and insightful self-evaluation.	<i>The Self-Evaluation document and the interview with the Headteacher and governors show that the leadership of the school have a laser sharp focus on its strengths and weaknesses. The self evaluation is robust and known in great detail by the Headteacher who is able to confidently and articulately explain and support the judgements made and future strategies.</i>

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<p>Self-evaluation involves all groups in the school community. It leads directly and convincingly to effective strategies for improvement and maintains a strong focus on meeting the needs of all learners.</p>	<p><i>All stakeholders contribute to the self evaluation of the school, through a variety of media.</i></p> <p><i>Staff were able to support this judgement through their detailed knowledge of the pupils they teach.</i></p> <p><i>The marking and feedback in exercise books support the effectiveness of the determination for every child to succeed with no excuses.</i></p> <p><i>The Self-Evaluation document and the interview with the Headteacher and governors show that the leadership of the school have a laser sharp focus on its strengths and weaknesses. The self evaluation is robust and known in great detail by the Headteacher who is able to confidently and articulately explain and support the judgements made and future strategies.</i></p>
<p>Leaders ensure that the whole curriculum is informed by a distinctive Christian vision that contributes well to pupil behaviour and attitudes as well as their spiritual, moral, social and cultural development.</p>	<p><i>The Headteacher leads the distinctive Christian vision of the school in an outstanding way.</i></p> <p><i>Evidence was submitted on the highly inclusive practice for all pupils at Holy Trinity CE school with specific examples of how the supportive work for some vulnerable and disadvantaged pupils have improved behaviour, confidence, progress and attendance. Observations of this sharp focussed work and interviews with the pupils concerned show that they feel valued and that they believe the school's vision is enabling them to 'be better'.</i></p> <p><i>The pupils are strong Courageous Advocates of their faith as expressed and shown through the charity work Holy Trinity CE School has engaged in.</i></p> <p><i>Supported by the curriculum plan, the questionnaire responses, discussion with the subject leader, the training programme and the quality of support offered by the Headteacher. Impact is shown through the pupil outcomes, the attendance rates, the low exclusion rates, the quantitative and qualitative progress made by all groups of pupils is a strong piece of evidence.</i></p>

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<p>Parents, the local church, the diocese/district and the wider community contribute fully to school life so that there is mutual and substantial benefit for all groups including their understanding of local, national and global communities.</p>	<p><i>Evidence was gathered from training schedules, interviews with the Governors' and the Chaplain Evidence was also presented through the Collective Worship schedule for the year and the monitoring process that has been implemented by the Headteacher.</i></p> <p><i>It is evident that Collective Worship is central to the life of Holy Trinity CE school through the systems described above, the training carried out with the staff, the monitoring schedule and the way the pupils talk about their collective worship experiences.</i></p>
<p>The development of all staff and governors as leaders in church schools is planned strategically with substantial benefits for the current leadership of the school.</p>	<p><i>Evidence was gathered from training schedules, interviews with the Governors and the Chaplain Evidence was also presented through the Collective Worship schedule for the year and the monitoring process that has been implemented by the Headteacher.</i></p> <p><i>It is evident that Collective Worship is central to the life of Holy Trinity CE school through the systems described above, the training carried out by the staff, the monitoring schedule and the way the pupils talk about their collective worship experiences.</i></p> <p><i>Evidence sources confirm staff were supported exceptionally well.</i></p> <p><i>The Governors completed the SDBE Bishop's Certificate in Church School Governance in 2001.</i></p>
<p>The leadership of worship and RE is given a high priority and this leads to highly effective practice in both areas.</p>	<p><i>Supported by the curriculum plan, the questionnaire responses, discussion with the subject leader, the training programme and the quality of support offered by the Headteacher. Impact is shown through the pupil outcomes, the attendance rates, the low exclusion rates, the quantitative and qualitative progress made by all groups of pupils is a strong piece of evidence</i></p>