CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION

THE NATIONAL SOCIETY

The Methodist Church

National Society Statutory Inspection of Anglican and Methodist Schools Report

Holy Trinity CE Primary School
Somerset Road
Tottenham
N17 9EJ

Previous SIAMS grade: Not previously inspected

Current inspection grade: Outstanding

Diocese: London
Local authority: N/A
Dates of inspection: 10 May 2016
Date of last inspection: N/A
School's unique reference number: 139240
Executive Headteacher: Simon Knowles
Head of school: Hannah Scrase
Inspector's name and number: John Viner NS144

School context

Holy Trinity is a smaller than average sized primary school with a nursery, serving the parish of Holy Trinity Tottenham. Formally known as The Green, the school changed its name on becoming academy under the London Diocesan Board for Schools Academies Trust in 2013. Its 195 pupils reflect the rich diversity of the area and the majority are of minority ethnic heritage. The proportion who speak English as an additional language is above the national average and there is an above average proportion of pupils with special educational needs and for whom the school receives additional funding. Around 90% of pupils attend church. Pupils make good progress and standards at the end of Key Stage 2 are above the national average. The school was recently judged by Ofsted to be good.

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

- The Christian values that underpin the school define its purpose and are visible in every aspect of its work.
- Worship and prayer are central to the school's life and affirm all members of the school community, regardless of their personal faith or belief.
- Religious Education (RE) has a high priority and is well taught so that pupils are enthusiastic and make excellent progress.
- The strong relationship with the parish church is a powerful partnership that benefits pupils and their families.
- The shared Christian vision of leaders, governors, clergy and Trust has created a harmonious school that is a beacon of faith in the community it serves.

Areas to improve

- Extend pupils' understanding and use of prayer so that they can commit their deepest hopes and fears to God in quiet confidence.
- Ensure that, by the time they leave the school, pupils have a more secure understanding of the key facts about the other faiths they study besides Christianity.

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

The school has identified key Christian values, which it teaches deliberately and systematically, drawing on them in defining its purpose and character. These values underpin the school and are visible in every aspect of its work. Pupils know that the school community lives by these values, which shape the excellent, trusting relationships between and among adults and learners. As a result, all pupils know that they are safe, valued and special; they say that this is a school where people look out for one another. This causes pupils to have highly positive attitudes to learning so that they work hard, make good progress and achieve high standards, often from a low base. Pupils are proud of their school and of the high standards it secures 'because we follow God's expectations'. The Christian values, which the school promotes so effectively, have created a harmonious community in which there is a shared sense of spiritual purpose. Consequently, pupils' spiritual, moral, social and cultural development is strongly promoted. Parents are unreservedly positive about the school's Christian character and comment that they see the impact in their children's behaviour and attitudes at home. They report that their children begin to 'see God's hand at work'. This is a richly diverse school community in which pupils quickly learn the intrinsic importance of tolerance and respect for the views and faith of others. Pupils are excited by RE and take pride in their work. They and their parents recognise the importance of RE and understand that Christianity is a world faith in the context of a diverse society. The school's character is no better summarised than by the pupil who wanted a secondary school on site, 'so that I never have to leave'.

The impact of collective worship on the school community is outstanding.

If collective worship is the heartbeat of the school, prayer is its breath. The whole school community recognises that worship is an important part of each school day, from which all members of the school community, whether of faith or not, benefit by being present. Because so many pupils come from a worshipping Christian background, school worship becomes a real time of celebration. However, those pupils of other faiths or none also take a full part in worship and are affirmed by it. Pupils quickly learn the nature and purpose of prayer in a relationship with God. Because there are many opportunities for them to reflect or pray, they appreciate its value. Pupils of other faiths and none report that prayer is a time of meaningful reflection. Classroom displays provide an excellent focus for thought and pupils are encouraged to write their own prayers for personal use or for school worship. However, there are few opportunities for them to record their deepest thoughts and commit them to God in a confidential way. Worship is carefully planned around the church's year and the school's Christian values. There is a range of leaders, including staff and local church leaders. This keeps worship fresh and interesting while pupils say they like the times when they too can take part. Worship is Biblical and rooted in the person of Jesus and in an understanding that God is Father, Son and Holy Spirit. Effective use is made of liturgical elements so that pupils experience Anglican tradition and practice, reinforced by the weekly leadership of the Incumbent. Several acts of school worship take place in the parish church, including an annual celebration of Eucharist. These services are popular and are well-attended by parents of all faiths and none. Pupils are overwhelmingly enthusiastic about worship. They love to take part and their singing is described by adults as 'amazing'. Excellent use is made of pupils to support the regular evaluation of worship. Their views are listened to and acted on, so contributing to the further development of this central aspect of school life.

The effectiveness of the religious education is outstanding

Standards in RE are at least in line with national expectations, with many pupils who attain even higher. Pupils make at least good and often rapid progress, from a low starting point. The school secures these high standards for all pupils. This is a result of the good and outstanding teaching by skilled and knowledgeable specialists. Pupils are universally enthusiastic about RE because they say that they love to learn about their own and others' religions. They express real excitement in

learning about religion, overwhelmingly agreeing that teachers make it fun. They develop skills of enquiry and reflection so that they are able to make connections between key ideas of belief and develop an understanding of the differences and similarities between faiths. This helps them to develop a confidence in using the language of faith and to think for themselves about the way that what they are learning can relate to their own lives. They ask deep questions and reflect on the meaning and purpose of life. This adds significant capacity to the school's promotion of pupils' spiritual, moral, social and cultural development. RE has a high profile in the school and is linked to the Christian values that underpin the school's work. The curriculum is rich and varied, balancing Christianity with a broad range of other faiths. It is well supported by religious artefacts and resources; which pupils say they find especially interesting. Teachers make effective use of assessment and know how well their pupils are learning about and from religion. This informs their future planning. The curriculum is enriched by a developing programme of visits to places of worship. By the time they reach the end of Key Stage 2, pupils have an extensive knowledge of Christianity and know some key facts about major world faiths. However, the balance of the curriculum sometimes means that they forget some important facts about other faiths that they learnt in earlier years. RE is led by a skilled and knowledgeable coordinator who has done much to raise teachers' confidence by providing help and advice along with rigorously monitoring how well RE is taught. She is ambitious for the subject and is leading key developments around the curriculum and its assessment in order to further strengthen the school's RE provision. Highly effective use is made of Diocesan training opportunities, both for the RE leader and teachers new to the profession.

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

Leaders, governors and clergy unite behind a shared and ambitious Christian vision for the school that has contributed to its development as a highly effective church school committed to serving the community of Tottenham. The Christian values that underpin this vision are worked out in the policies and practices of the school so that all groups of the school community understand its Christian distinctiveness and effectiveness. They proudly articulate the impact that this has on pupils' lives, attitudes and academic performance. Leaders and governors know the school well and, together with the academy trust, successfully keep its Christian character under review. They ensure that their self-evaluation involves parish, parents and pupils in a spirit of openness, proud of the school's successes and deep involvement in the community. They unite behind the desire to be 'advocates for good'. Leaders and governors understand the future leadership needs of the school and plan robustly to address them, when the time is right. There are strong and effective partnerships with the diocese that are supporting the school in its continuing development. The powerful partnership with the parish church adds capacity to the school and the regular involvement of the parish priest in school life ensures that all members of the school community benefit from his chaplaincy. The school is well-supported by the Bishop of Edmonton who, with civic leaders, joined in a celebration of the school's success. The joint involvement of the school and parish in the community is a significant strength because pupils are involved in mutually beneficial projects that go beyond the superficial, such as involvement in a local housing project. The Bishop of London recently awarded the Mellitus Medal for the school's contribution to the Christian life of London. The school and church work together in supporting local and global work that demonstrates Christian compassion in action. Together they are a beacon of faith and hope in the community they serve.