THE CHURCH OF ENGLAND EDUCATION OFFICE

Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School, Tottenham	
Address	Somerset Road, Tottenham, London, N17 9EJ

School vision

We are a school that is more than bricks and mortar... A place with a zest for learning without walls or limitations, where all are held in the arms of love - respected, and encouraged. A school that ignites curiosity to take us beyond the world we already know; to read the stories that have been told before us and write those yet to come. A community that helps us pave our way, as we make great strides; where memories are made, that leave a sparkle in our eyes, and a smile on our face. A place that builds strong foundations...To cherish, to wonder, to dream, to flourish, to succeed.

'Let your light shine before others, so that they may see your good works and give glory to your father in heaven'. (Matthew 5 v14-16)

School strengths

- Leaders demonstrate a deep commitment to ensuring that 'all are held in the arms of love'. This ensures that the Christian vision, carefully rooted in the teaching of Jesus, has a strong impact on daily life in the school.
- There is a strong connection between the school's vision, the curriculum, and the role of spirituality in school life. As a result, adults and pupils of all ages can speak of the positive impact on them of the spiritual enrichment they experience.
- The curriculum offer and aspects of collective worship ensure that pupils have a strong awareness about many issues of social justice. They are passionate about wanting the world to be a different and better place.
- Leaders provide a high quality religious education (RE) curriculum, reflecting a range of worldviews and religions, including Christianity. The curriculum has a good balance of theology, philosophy and consideration of the impact of faith on human life.
- Pupils make strong progress in RE as a result of engaging and effective teaching. They value it as a subject which enhances their lives as members of a diverse community.

Areas for development

- Expand opportunities for pupils to challenge injustice. This is to enhance the way they can be active, and independent, agents of change within their community and beyond.
- Extend systems for evaluating the effectiveness of Holy Trinity as a Church school at governance level. This is in order to provide a holistic understanding of the impact of the vision on adults and pupils.

Inspection findings

Driven by its Christian vision, Holy Trinity embraces the children of Tottenham in a joyful haven of nurture and care. Pupils flourish through a living out of the vision in which they 'are held in the arms

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of love'. The impact of support over a decade from the London Diocesan Board of Schools Academy Trust (LAT) is transformational. The LAT vision aligns well with the school's, which ensures a strong foundation throughout recent changes in leadership. Governors spend time in school and know it well. However, evaluation of Holy Trinity's effectiveness as a Church school is not systematically embedded. This constrains understanding of the impact of the vision and next steps for improvement. The LAT local 'Tri-school' partnership strengthens the implementation of the vision through professional development and school improvement. As a result there is a sense of purpose and a rich culture of excellence where pupils and adults flourish.

Guided by the Christian commitment to valuing all, pupils, including those considered disadvantaged, thrive in their learning. The 'Diverse Britain' curriculum reflects the pupils and their families' lives and promotes equality. Leaders are unwavering that pupils should see themselves reflected in subject content. Through this they recognise their worth and uniqueness. Holy Trinity has a 'no excuse' approach – all pupils are included. There is a shared language and understanding of spirituality. This is because staff embrace training, recognising the value of spiritual development for pupils and themselves. Opportunities to reflect on 'big questions' feature regularly in class. They provide awe and wonder moments, develop thinking, and inspire curiosity. These boost pupils' spiritual journeys. Leaders recognise the need for pupils from this inner-city environment to experience nature. Inspired by this, the school community has transformed a piece of disused land into a 'pocket park'. Pupils are thrilled by a sense of encountering wilderness. They are enriched by engaging with God's creation, making mud pies and watching frogspawn grow. Opportunity to reflect and wonder quietly in an adjacent 'tranquil space' is restorative for both pupils and adults. Older pupils cherish the experience of observing stars in the darkest night sky of south Wales on a residential. They describe how relaxing on horseback during a trip to Norfolk helps them overcome their initial apprehension and connect with the animal. These are the experiences that live out the vision to 'to take us beyond the world we already know'. They enhance opportunities for the spiritual flourishing of pupils and adults.

Collective worship is genuinely the heartbeat of the school, enriching the spiritual life of adults and pupils. The regular presence and pastoral support of the local vicar has a powerful impact on the pupils, staff and parents. His guidance in planning worship ensures the quality is high and reflects the Church calendar. As a result, pupils and adults gain an enriching familiarity with the pattern of Anglican worship and traditions. Introduced with the opening phrases of Psalm 100, the school community comes into God's presence in joyful song. The singing of the song 'City on a Hill' powerfully expresses the vision and is a moving and palpably spiritual experience for many. Pupils value their involvement in planning and leading worship, whether in school or at church. Worship team members select readings from the Bible and there is a high level of pupil participation. Each half term, one of the school's Christian values is explored in depth. For example, pupils join confidently in whole-school discussion about what thankfulness means to them. Smaller phase and class-based worship offers personalised opportunities for pupils to explore ideas and spiritual meaning. Classrooms have prayer spaces for reflection, where pupils engage privately, writing their own thoughts or messages to God. Pupils and adults are thus enriched by worship and spiritual engagement that meets their personal needs.

Driven by the vision, pupils' behaviour is exemplary and there is an atmosphere of respect and kindness. Parents speak of the school being a safe haven in a complex community. The vision underpins the school's role as a light in the community and holding all 'in the arms of love'. Consequently, it provides a remarkable level of care to families. Assisting with food, clothing and housing are everyday issues and build trusting relationships with parents. This develops bonds which nurture children across home and school, enabling them to flourish. In an area of high mobility, new pupils are welcomed regularly. 'Buddies' help them make friends and online translation tools help them to settle quickly and learn well. Likewise, staff are treated well, so enjoy

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their work. Many stay long-term and benefit from excellent training available through LAT. This, together with new career routes through the Tri-school and LAT offer strong opportunities for professional fulfilment.

Leaders are committed to developing pupils into active citizens and advocates of change. The curriculum offer and aspects of collective worship ensure that pupils have a strong awareness about many issues of social justice. Elected by their peers, the' junior leadership team' (JLT) play an important role in educating others about democracy and fairness. Pupils learn how to make ethical choices and how to influence adults to change their behaviour. Parents describe the impact at home as their children express concerns about plastic or question shopping choices. Pupils are encouraged to see the theological connections between the Bible, the school's vision and looking after the world for the future. Despite their commitment to social action, pupils currently rarely act independently as agents of change. Leaders recognise that this is the next step in this area.

RE has a high profile at Holy Trinity. The well-balanced curriculum includes world religions and worldviews, with an appropriate focus on Christianity as a living world faith. This positively reflects the diversity of the local community. The school benefits from excellent subject leader guidance from the diocese. This close partnership ensures that teachers receive accurate and inspiring training and guidance to enhance their confidence in teaching RE. They receive additional support on request and advice through 'drop-ins' to their lessons. As a result, they are enthusiastic and show good subject knowledge. Teachers use 'big questions' regularly to challenge pupils to think independently. Biblical analysis is integral to their study and is of a high standard. Pupils explore a wide range of resources and authentic artefacts to enrich their understanding of world faiths. Consequently, pupils use religious terms accurately and have good knowledge of a range of worldviews and faiths, including Christianity. They appreciate this as life-enhancing in a diverse society. Assessment is thorough and consistent across the school. Pupils at Holy Trinity therefore flourish in their learning of RE.

The inspection findings indicate that Holy Trinity Church of England School is living up to its foundation as a Church school.

Information			
Inspection date	13 June 2024	URN	139240
VC/VA/Academy	Academy	Pupils on roll	173
Diocese	London		
MAT/Federation	London Diocesan Board for Schools LDBS Academies Trust		
Head of School	Lisa Miles		
Chair	Jenette Charles		
Inspector	Rachel A Jones	No.	2237

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