

**STATUTORY  
INSPECTION OF  
ANGLICAN SCHOOLS**



Name & address of school: **Holy Trinity Church of England Primary School**  
Rickmansworth Road, Northwood, HA6 2RH

Diocese of London

Date of inspection: 14<sup>th</sup> October 2008

Type of School: Voluntary Aided Primary

Name of Headteacher: Mr Daniel Norris

Local authority: Hillingdon

Date of last inspection: 28<sup>th</sup> March 2007

School's unique reference number: 102418

SIAS Inspector: Angela Hopkins (N.S. 298)

**Context**

Holy Trinity is a one-form entry primary school with a nursery. The school draws its pupils from a wide geographical area. The intake is diverse in both ethnicity and social background. The headteacher has been in post since January this year.

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

Holy Trinity Primary School is an outstanding church school. The appointment of a new headteacher, who has a clear Christian vision for the school, and changes in the structure of the senior management team, have ensured a positive Christian ethos which is reflected in the school environment. Pupils are happy and secure in school; they are valued as individuals and behaviour and relationships are good. Whilst standards in RE are good the school is in transition between two schemes of work; this is an important focus in the school's development plan. There are good links with the Parish Church and the ministerial team. The parents spoke positively about the school's inclusive character.

**Established strengths**

- The quality of leadership and management.
- The impact of collective worship.  
Good relationships within the school community and with the local church
- The supportive and pastoral role of the parish priest.
- Excellent behaviour of the pupils.
- The supportive role of the governing body that holds the school to account.

**Focus for development**

- Implement effective strategies for assessing and recording pupils' progress in RE in line with the new scheme of work.

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

The new headteacher came into post with a clear vision and is committed to raising awareness of its Christian character. The vision statement and values are clearly displayed throughout the school ensuring a shared commitment and clarity among the whole school community. The support provided by all staff throughout the school enables the pupils to do well and there is evidence of high standards of achievement. This is the result of effective pupil tracking and the school's focus on raising standards of teaching and learning. The pupils spoke of pride in their school and felt their opinions were valued. The use of "OEKOS" as a system of family grouping across Key Stage 2 has promoted an atmosphere of care across the age range. Relationships throughout the school are excellent. The pupils spoke of good relationships with, and support from, all the staff. The school encourages the value of forgiveness as a positive behaviour management strategy to good effect as the standards of behaviour are excellent. The school is welcoming and open. Parents were welcomed into the school after the Harvest service for coffee and governors visit regularly. The parish priest and the Youth and Children's worker play an active and supportive role in the life of the school enabling the strong links between the church and school communities to be evident and clear. The school has a strong commitment to ensuring that all pupils feel valued whatever their religious faith. The school has an established link with a school in Malawi via "Star fish Malawi" and also supports LEPR. The pupils raise funds and are encouraged to show concern and understanding for the wider community.

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

Worship is central to the life of the school. The school's Harvest Festival service was observed and it had been thoughtfully prepared and presented by the pupils. The worship was vibrant, celebratory and inclusive and it was obviously enjoyed by all those present. This included a large number of parents and governors. The singing was excellent and well supported by the school musicians. Afterwards both parents and children spoke of the importance of worship and their enjoyment of the service. The children identified with Holy Trinity church: "I like going to church, it is my special place." The vicar, the curate and the Youth and Children's worker are all involved in leading and planning worship. The worker also works with school running a Bible club. There are also opportunities for reflection; the school has a number of areas to promote both thoughtfulness and prayer around the school and in the classrooms. The parents' prayer group meets monthly and much of the school literature, documentation and letters is used to promote prayer for the school and its work. The links with Holy Trinity Church are excellent. The school choir sings on a number of occasions and each class attends church for collective worship ensuring that all pupils are familiar with the church as a place of worship. Worship is consistently Christian, but the school is sensitive to the beliefs and traditions of those pupils in the school who are of other faiths or none. The school is taking steps to improve its links with both the diocese and the wider Anglican communion. Children are able to contribute to the self evaluation of worship. Drama, music and pupil participation are encouraged and the impact of the worship on the school community is excellent.

**The effectiveness of the religious education is good**

Observation of lessons, a scrutiny of work and discussion with the pupils show that levels of understanding and the oral contributions of the children are very good. Standards overall are good, the pupils are well taught and knowledgeable. They make good progress and it was evident from written work that their attainment is above average. They are developing the capacity to reflect on what they have learnt and were able to give thoughtful answers when questioned. In the lessons observed the planning was clear and the pupils were involved in a variety of tasks which were creative and appropriate to the learning objective. The quality of teaching observed was good, and there was good use of "Godly Play" in one lesson. The lesson began with a time of quiet reflection and with skilful questioning the pupils were able to respond confidently. It was also evident that children of other faiths were supported as Year 6 children were able to use their own faith stories to

illustrate their learning about beliefs and practice. It is clear that the school's overall development of teaching and learning has had a positive effect on the teaching of RE. The coordinator has observed a number of lessons and together with work samples from 2007-2008 demonstrate the fact that the pupils make good progress in RE. However, the school, led by the headteacher, who is the RE coordinator, is in the process of changing their scheme of work to the London Diocesan scheme "Every Child Matters to God" and to introducing the use of Godly Play throughout the school. Therefore, as yet, assessment strategies for the new scheme are insufficiently developed to ensure that staff are secure in judging the levels of pupil attainment or of using assessment to inform planning in conjunction with the new scheme.

**The effectiveness of the leadership and management of the school as a church school is good with outstanding features**

The quality of the new leadership and management is very good and has had a positive impact on the effectiveness of Holy Trinity as Christian school. The headteacher has a clear vision for the school's progress and for continuing to forge strong and supportive links with the local church and community. This has been effective in providing an ethos of mutual trust and support. The support of the church community has been important in the development of effectiveness of Holy Trinity as a church school. The use of the Youth and Children's worker to support a wide range of school activities and the introduction of "Godly Play" have been important factors in this link. The changes in management structure have ensured that teaching and non-teaching staff feel involved and appreciated and the relationships within the whole school community are very good. A Newly Qualified Teacher spoke of the support given by the whole school community when he first began teaching at Holy Trinity School. Parents are very supportive of the school's aims and are happy that the school provides a caring Christian environment which impacts positively on all learners. They are also appreciative of the school's open and welcoming policy. The governors are aware and well informed. A new committee structure has been introduced and a reorganisation to make the governing body more effective has enabled it to both monitor and challenge. A number visit regularly and there is a system of subject link governors.