



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Holy Trinity, Church of England, Junior School

Addison Road
Guildford
GU1 3QF

Diocese: Guildford

Local authority: Surrey

Date of inspection: 23 June 2014

Date of last inspection: March 2009

School's unique reference number: 125288

Headteacher: Mr R Rowe

Inspector's name and number: Dr Glyn Willoughby 637

School context

Holy Trinity is a larger than average junior school serving the local urban community and the surrounding area. The large majority of pupils are of a white British heritage and the number from minority ethnic groups or speaking English as an additional language is higher than the national average. The proportion of pupils who trigger additional government funding is much lower than the national average while the proportion with different levels of special needs is above the national average. The school is federated with Pewley Down CE Infant school with an Executive headteacher and single governing body.

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

- The vision and passionate spiritual leadership of the headteacher, supported by governors and staff, in deeply embedding the distinctive Christian ethos.
- Caring and respectful staff who model the school's Christian values, inspire confidence, and enable pupils to develop a zest for learning and flourish in their academic achievement, personal development and wellbeing.
- The impact on spiritual, moral, social and cultural development of inter-twining the distinctive Christian values with religious education, collective worship and the curriculum.

Areas to improve

- Refine a self-evaluation programme that involves the school community in exploring how Christian values impact upon academic achievement and personal development.

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

Distinctive Christian values are deeply rooted in the life of this caring and inclusive school and provide the energy and a platform for securing pupils' academic achievement, personal development and wellbeing, regardless of their ability or background. Within this vibrant Christian community, headteacher, staff and governors live out the values, bringing them to life in an atmosphere of shared respect where pupils are 'partners' in learning. Pupils appreciate the impact the school's distinctive values and 'enthusiastic, encouraging' staff have on their

growing confidence, personal development and academic achievement. Christian values underpin the teaching of religious education and as well as being taught in collective worship, permeate school life through the creative curriculum. By embedding the values in this way, pupils are able to develop their spirituality as they gain a deeper understanding of their own personal meaning and relevance.

The headteacher's spiritual leadership creates a climate of unity and mutual trust that inspires the cohesive staff team to emulate this approach as they engage pupils with an innovative, structured and flexible curriculum that stimulates active participation and an enjoyment of learning. Pupils respond positively to the extensive range of clubs and extra-curricular trips and activities by supporting others through initiatives such as School Council, buddy mentoring and through music and sport.

The depth of thought, language and artistic development, as shown through the spiritual art work and the stained glass window project for the new chapel, shows how pupils undertake a spiritual journey as they progress through the school, whilst deeply involved in the creative Christian life of the school. Pupils seen walking along the 'river of life' painted on the floor as they processed in single file to worship provided a graphic representation of this journey. The displays and reflective areas, many pupil based, also make an effective contribution to spiritual development. Pupils feel secure and enjoy coming to school and no matter what their faith, feel welcomed and accepted. As the chair of governors said: 'Children here are confident and happy. They know they are loved by God and they take that on.'

The impact of collective worship on the school community is outstanding

Collective worship is an inspiring part of school life and has a significant impact upon pupils' spiritual growth and how they develop as considerate young people. They explain its significance in affirming the school as a Christian community and also its value to them personally. A stimulating programme of worship themes which expand on key Christian beliefs and the school's values and their relevance, is maintained through feedback and discussion with pupils, staff and governors. The programme enhances pupils' knowledge and understanding of the Christian faith, including a growing understanding of God as Father, Son and Holy Spirit. Staff are all actively involved which gives a positive message about its importance and ensures the messages from worship are followed up throughout the school day.

'Thoughtful' time set aside each week allows pupils to reflect upon the meaning of each worship theme in their classrooms. As a result they have the opportunity to develop a personal spiritual response as they listen and articulate their own feelings about the theme, link these to aspects of their life and then share their thoughts with others.

Throughout the worship observed, pupils watched with rapt attention as the headteacher as narrator and staff in costume, acted out the story of the Parable of the Good Samaritan. Dramatising the story, combined with effective use of humour and fun, enabled them to gain a clear understanding of the parable's meaning and its relevance for them. Enthusiastic singing created a spiritual atmosphere that embraced all present and reflection time refocused everyone towards prayer. Pupils clearly used this time to be alone with their own thoughts as they intently listened to prayers prepared and written by other pupils.

There is a strong sense of trust and partnership between church and school and this relationship creates a secure environment in which pupils of all faiths and none feel able to openly grow spiritually. The Rector regularly leads worship and this makes a difference to how pupils benefit from worship. Regular visits to the church develop their understanding of church tradition and practice.

The effectiveness of the religious education is outstanding

Standards of attainment achieved in religious education are at least in line with and often above

the other core subjects that are higher than the national average. Pupils, including those with disability and special educational needs, make good progress throughout the school, developing their knowledge and understanding across a range of religions and beliefs.

Since the last inspection, the scheme of work and assessment framework has been revised. Effective monitoring and assessment procedures enable staff to meet the needs of pupils of all abilities and careful checking of understanding during lessons has a positive impact on the quality of learning. The subject co-ordinator, new to the role since the last inspection, has excellent subject knowledge and carefully monitors standards by working closely with staff. The effective way in which Christian values underpin the creative and cross-curricular scheme of work provides a platform for pupils to develop a spiritual vocabulary and a range of higher level skills, as well as developing knowledge about Christianity and other religions.

In lessons observed, the quality of teaching was consistently good with a wide range of approaches and resources used to stimulate pupils of all abilities. They responded positively to the creative and challenging approach that places emphasis upon both attainment targets 1 and 2, learning about and learning from religion. A Year 6 lesson reflecting on the parable of the Good Samaritan, illustrated the benefit gained by pupils from links between collective worship and religious education. Insight into the parable's meaning gained from worship, was evident as pupils demonstrated a mature ability to reflect on questions such as 'who is my neighbour?' Pupil's knowledge deepens year by year because lessons build on what has been learned previously and Biblical teaching in worship enriches this understanding. The study of different religions and faiths as well as Christianity, enables them to develop respect and an understanding for the thoughts and beliefs of others, whether they have a faith or not. The skills developed in religious education provide excellent grounding for spiritual and moral development across the curriculum.

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

The inspirational and dynamic leadership of the headteacher ensures the promotion of a vision rooted in distinctively Christian values that underpin the life and direction of the school. Ably supported by senior staff and governors, the headteacher's spiritual leadership has embedded a distinctive ethos throughout the school that is conducive to promoting pupils' spiritual development and has a significant impact upon the success of the school. In this reflective Christian community, teamwork is a strong feature and staff are highly valued and respected. As a result their positive approach inspires pupils who, in the family ethos, grow in confidence and become motivated to support and respect others.

Competently led by the chair, who is also the Rector, governors have a clear understanding of the school's distinctiveness, strengths and future needs. Their resolve to sustain the distinctive Christian ethos, whether appointing new staff or when implementing a development plan, demonstrates how they have a clear understanding of the future needs of the school. The construction of a new chapel provides additional evidence. Whilst robust in their approach to school improvement, they are also very supportive of the headteacher and staff, who are encouraged in their personal, spiritual and professional development and also to prepare for professional advancement and future leadership of Church schools

Arising from the previous inspection, the school has competently addressed the requirement to monitor and evaluate church school issues by appointing link governors for worship and religious education. The school now plans to refine the self-evaluation programme by involving the school community in exploring how Christian values impact upon academic achievement and personal development.

As well as the partnership with the Diocese and the local church, there are an extensive range of links between school, church and the wider community. The partnership with parents is

very strong. Those spoken to praised the school's inclusive leadership that models kindness and empathy. As one said: 'Everybody is valued here and children buy into that culture.' Other parents recognised how staff successfully model the school's Christian values 'building self-esteem and academic excellence.'

The school meets the statutory requirements for collective worship and religious education.

SIAMS report, June 2014. Holy Trinity, Church of England, Junior School,
Addison Road, Guildford, GU1 3QF