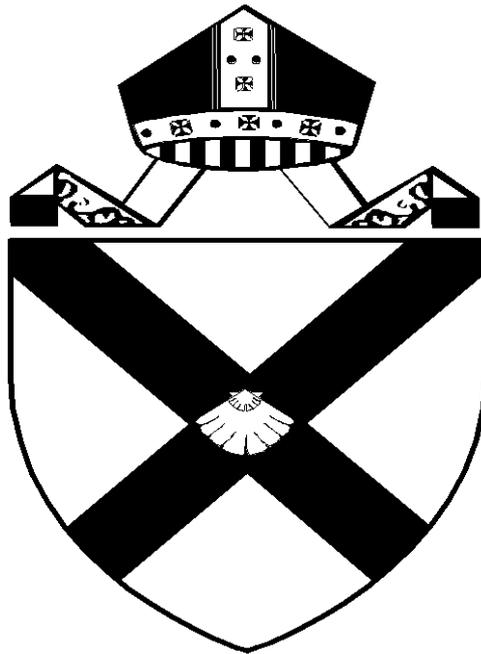


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2012



**Holy Trinity Church of England
Primary School**

Chatsworth Road, **DARTFORD**, Kent DA1 5AF

Voluntary Aided

Kent CC

Unique Reference No: 118859

Head Teacher: Mrs Julia Davies

Chair of Governors: Mr Matthew Davis

Incumbent: Rev. Martin Henwood

Inspector: Mrs Elizabeth A. Caudwell (NS 639)

Inspection: 10 July 2012

National Society Statutory Inspection of Anglican Schools Report

Holy Trinity Church of England Primary School

Chatsworth Road, Dartford, Kent DA1 5AF

Diocese: Rochester

Local authority: Kent

Date of inspection: 10 July 2012

Date of last inspection: 13 November 2008

School's unique reference number: 118859

Headteacher: Mrs Julia Davies

Inspector's name and number: Mrs Elizabeth A. Caudwell (639)

School context

Holy Trinity is a larger than average primary school, whose pupils come from a wide variety of cultures and socio-economic backgrounds. The proportion of pupils eligible for free school meals is average, whilst the number of pupils supported by the school at school action plus or with statements of special educational needs is almost twice the national average. In the recent Ofsted inspection the school was graded as good overall and outstanding for pupils' spiritual, moral, social and cultural development.

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

Holy Trinity has a very strong Christian ethos, characterised by excellent relationships between all members of the community. Central to this is the belief, included in the Mission Statement, that 'everybody is unique and special'.

Established strengths

- The Christian ethos ensures an inclusive community whose members are encouraged to be 'the very best we can be for ourselves, for others and for God'.
- The very clearly articulated vision for this Church school, as set out by the headteacher, senior staff and governors, results in highly effective leadership.
- The school environment, collective worship and religious education (RE), which are intrinsically linked, ensure a cohesive and nurturing Christian community.

Focus for development

- Strengthen the planning process for collective worship by adopting an overarching programme of themes and incorporating enhanced opportunities for pupils to lead worship.
- Consolidate the recently introduced strategies for tracking pupils' progress in RE, as identified in the subject action plan for the new academic year.
- Embed the use of the Statutory Inspection of Anglican Schools (SIAS) Toolkit for self evaluation and improvement planning, ensuring the involvement of a wide range of stakeholders and the full governing body.

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

The Christian character is immediately apparent on entry to the school, with the words 'The Lord is here – His Spirit is with us' and a calendar of Church festivals being prominently displayed. The school environment plays a major part in supporting the school's Christian character, with prayer and reflective corners accessible to pupils in classrooms and shared areas. These areas are consistently used by pupils for writing and displaying prayers or as a sanctuary where, for example, a vulnerable pupil can listen to running water and experience a sense of peace. Outside, a memorial seat and shelter allows everyone to pay quiet tribute to former members of the school community. Parents are very supportive of the school and pupil numbers are growing rapidly due to the school's strong Christian ethos. Pupils are taught how to reflect on their actions and to take time to consider 'What would Jesus do?' (WWJD) and to support each other through cooperation, communication and encouragement (CCE). Pupils, including the youngest are able to link WWJD to specific Christian values such as gentleness and friendship, whilst older pupils can explain the difference that the Christian ethos makes to their lives. As a result, relationships are harmonious and a spirit of team work pervades all sections of the community. Pupils show emotional maturity, which is developed through the innovative Ubuntu Education Skills project in Year 6. This also promotes collaboration with a South African school, thus enhancing global understanding. With forty-one nationalities and an ever changing school population at Holy Trinity, respect for others and the development of responsible citizens is a key focus. This is achieved by providing opportunities for pupils to express their views and by involving them in fund raising,

such as for purchasing shoes for every child in the linked orphanage in the Philippines.

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

Worship takes place every morning, attended by all members of the school community. Pupils appreciate this special start to the day and say that after worship they feel 'woken up', 'calm and relaxed' and 'as though my sins have been washed away'. They can describe the purpose of worship as a 'time to pray and talk to God' and to show 'that we appreciate what God has given us'. Leaders of worship are varied and include school leaders, the incumbent, local clergy and members of the Salvation Army, ensuring that pupils' differing Christian backgrounds are catered for. Worship is characterised by a reflective atmosphere, whilst active participation is encouraged through action songs and with extempore prayers being led by pupils and governors. Pupils sing enthusiastically and join in saying the Lord's Prayer with confidence. Appreciation of Anglican tradition is promoted through the lighting of candles for worship, a focus table with a cross and Bible and the use of responses for prayers. The 'I Am' display at the front of the hall encourages pupils' understanding of Christian symbols and enables pupils to explain Jesus as 'the Good Shepherd' or the 'Light of the World'. Familiarity with Anglican worship is promoted through services, such as at Harvest and Christmas and for Year 6 Leavers held at Holy Trinity Church and through the termly Eucharist led by the incumbent. These are well attended and praised by parents. Worship for the whole school is planned according to the themes of the 'Twelve Baskets' publications, but there is no overall scheme covering other worship, such as for key stage groups. Pupil feedback is not fully utilised in ensuring that they can contribute to planning and take a leading role in worship.

The effectiveness of the religious education is outstanding.

RE teaching is based on the Diocesan Syllabus and its effectiveness ensures that pupils make above average progress in RE across both key stages. Standards are above average and in line with core subjects. Pupils enjoy creative and reflective RE lessons and are keen to learn about other religions and enjoy visiting a variety of places of worship. They praise the opportunities to celebrate the vibrant ethnic diversity of the school, such as the 'World Fair Day', which cultivates respect and interest for others' beliefs and cultures. Teaching is imaginative with initiatives such as 'Godly Play' and special workshop days, such as for Easter and Pentecost, encouraging pupils to respond creatively. RE teaching has a very positive impact on the spiritual and moral development of pupils of all faiths and of none. Pupils can give examples of Jesus' use of parables in teaching people how to behave. Emphasis on the two attainment targets in RE results in pupils themselves being able to explain that Attainment Target 2 'is about what the lesson means to you'. The local church is used as a resource for RE teaching and the incumbent plays a significant role in class visits and in teaching about ceremonies such as baptism. Effective monitoring and evaluation systems for RE teaching are in place. Assessment procedures have recently been enhanced, with pupils each having an individual target setting book mark linked to the current RE topic. Initial feedback suggests that this is helping pupils to understand how to improve their work, but further work is needed to monitor fully and to embed this initiative.

The leadership and management of the school as a church school is good.

The headteacher, staff and governors are united in their well articulated Christian vision for the school. Issues from the previous SIAS inspection have been addressed well because feedback is regularly sought from pupils and parents, and collective worship is firmly based on Christian teaching. There is a culture of seeking continuous improvement. The recently established Ethos Committee is enabling a wider range of stakeholders to participate in the evaluation of the school's Christian character. Governors are committed to professional development but they have not yet addressed the need for specific governor training for Church school leadership. Regular opportunities for monitoring exist, but as yet senior leaders and governors have not developed a systematic programme for self evaluation and for the completion of the SIAS Toolkit. Succession planning for school staff is being addressed and middle leaders are preparing to take a greater role in leading RE and worship. The school development day for the new academic year is to be held at a local church and will involve clergy and a wide range of stakeholders. The school shares its good practice with other local schools and participates in community events such as the Outreach Choral concert. Links with Holy Trinity Church are strong, with regular liaison with the Parochial Church Council and an invitation for members of the school to attend special Sunday services. This results in strong mutual support between the church, the school and other local faith groups, ensuring the school's key place at the heart of the community.