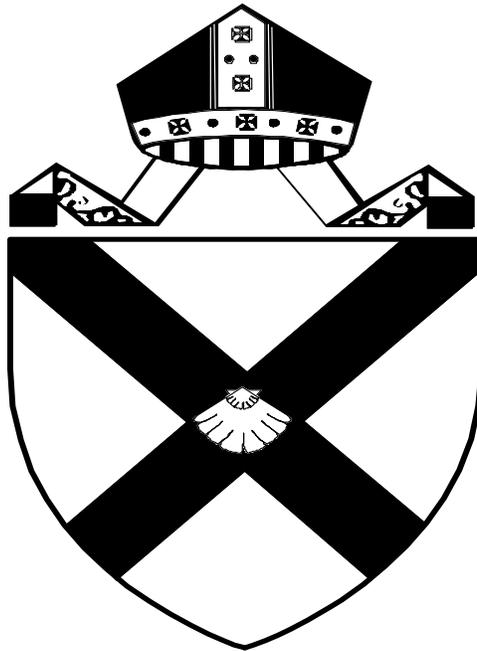


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2011



**Holy Trinity Church of England
Primary School, Gravesend**

Voluntary Aided

Trinity Road, Gravesend, Kent, DA12 1LU
Kent Local Authority

Unique Reference No: 118848

Head Teacher: Mr. Graham Howard

Chair of Governors: Mr. Keith Blakemore

Incumbent: Rev. Graham Herbert

Inspector: Miss Judy Bainbridge (NS 328)

Inspection: 1st March 2011

SUMMARY JUDGEMENT

How distinctive and effective is the school as a Church of England school?

Grade 1: Outstanding

Holy Trinity Voluntary Aided Church of England Primary School, Gravesend, is an outstanding Church school that has continued to develop since the last inspection.

SCHOOL CONTEXT

Holy Trinity is a two-form entry primary school and nursery situated close to the centre of Gravesend. Pupils represent the town's religious and cultural diversity. The proportion from minority ethnic backgrounds is considerably higher than average, as is the percentage who speak English as an additional language. The proportion of pupils from Church families has risen over recent years to just over a half in the 2010 Reception classes, while over a third come from other faith backgrounds, principally Sikhism. The proportion of pupils with learning difficulties and/or disabilities is above the national average. OfSTED recently judged the overall effectiveness of the school to be good, and found that pupils' behaviour and personal development were outstanding.

ESTABLISHED STRENGTHS

- The school's ethos is characterised by caring and respectful relationships which are rooted in the clear Christian values shared by all its members.
- Collective Worship unites and nurtures the spirituality of the whole school community.
- Very good subject leadership and high quality teaching enable pupils to make good progress in Religious Education (RE).
- The management team, staff and governors are united in their commitment to the school's continuous improvement as a Church school.

FOCUS FOR DEVELOPMENT

- Develop and extend opportunities for the formal evaluation of Collective Worship.
- Provide further opportunities for pupils to take a leading part in Collective Worship, as planned.
- Actively establish relevant links between RE and other curriculum areas, as identified in the school's own self-evaluation.

How well does the school, through its distinctive Christian character, meet the needs of all learners? Grade1: Outstanding

Explicit Christian values permeate every aspect of life at Holy Trinity, underpinning its aim to be both distinctive and inclusive as a Church school. Relationships at all levels are caring and respectful. Pupils' outstanding behaviour is guided by Christian teaching. In the case of any falling out, one explained, 'God forgives, and we forgive them'. Pupils are well-prepared for becoming responsible citizens. They welcome with enthusiasm many opportunities to care for one another and to serve the school community, as play leaders or reading buddies, for example. They are also keenly aware of needs in the wider world, and are energetic in raising money for a wide variety of charities. They understand that these activities are important 'because Jesus helped other people'. The stimulating school environment is used very well to express the school's Christian character and to foster pupils' spiritual and moral development. Vibrant displays in classrooms and common areas help them to think about topics covered in Collective Worship and Religious Education (RE), and to wonder at and reverence the natural world. Pupils' spiritual growth is also nurtured by times of prayer in the classroom. They greatly value the prayer tree, where they can reflect quietly and offer their own prayers.

What is the impact of collective worship on the school community? Grade 1: Outstanding

The daily act of worship is central to the school day and was described by one teacher as 'the life and soul of this place'. It includes all pupils and teaching staff, whatever their faith background, and is highly valued by all as a means of affirming and celebrating the unity and diversity of the school community. Music, visual images and artefacts are used very effectively to create a reverent atmosphere and to communicate the theme for worship. As a result, pupils are responsive and show a good understanding of the purpose of worship. They demonstrate their enjoyment through their attentiveness and through the enthusiasm with which they sing and respond to questions. They particularly value being able to take an active part, for example through contributing prayers, or reading a Bible passage, and would like these opportunities to be developed further. Pupils have a very good understanding of the Christian year and greatly enjoy worshipping in church at festival times. The celebration of the Eucharist is greatly appreciated by pupils and staff alike. Worship is led well. Since the last inspection, particular priority has been given to encouraging all teaching staff to participate in worship, and all now are confident in taking on leadership roles. Visitors, including local clergy, also lead worship regularly, and pupils appreciate the variety they bring. The development of worship draws on monitoring, which includes feedback in pupil and parental questionnaires. The school recognises the need to develop this and to extend it to more stakeholders.

How effective is the Religious Education? Grade 1: Outstanding

Pupils make good progress in RE. The school's assessment data shows that the great majority of pupils attain average standards in RE, and a good number exceed them. This is because teachers use a wide range of imaginative teaching strategies to capture pupils' interest. The Diocesan Syllabus is well-planned to enable pupils both to learn about religion and to relate what they have learnt to their own lives. For example, in an outstanding lesson, Key Stage 1 pupils explored the concept of service by reading the story of the last supper together. They went on to re-enact the foot-washing, and to reflect on the links between that experience and their own opportunities to serve others at home and in school. Similar approaches across the school mean that the subject makes a very good contribution to pupils' spiritual and moral development. While the syllabus gives priority to Christianity, it also ensures that pupils learn about other world religions. None are withdrawn from RE. Pupils of all faith backgrounds recognise that the subject helps them to understand and respect the beliefs of others. A new RE subject leader has been in post since September 2010. Building on the very effective work of her predecessor, she has been energetic in reviewing policies and provision, and in drawing up a detailed development plan. A priority is to make meaningful links with other curriculum areas.

How effective are the leadership and management of the school as a church school? Grade 1: Outstanding

The headteacher, staff and governors work as a united team, passionately committed to their Christian vision for Holy Trinity. This vision is underpinned by explicit values that are displayed around the school and in key documentation, as well as being modelled by all staff. It also informs the rigorous self-evaluation that leads to exceptionally clear planning for its ongoing development as a Church school. Response to the last inspection report has led to the further strengthening of the school's Christian identity, particularly through improvements to worship, and through taking account of pupils' and parents' views. The headteacher and governors give high priority to professional development, recognising the importance of training staff for leadership roles in other Church schools, as well as at Holy Trinity. The school has an excellent partnership with parents, who especially value its caring ethos. There are close relationships with the three neighbouring Anglican parishes, as well as with churches of other denominations and the local Sikh community. Such links are used well to enhance pupils' learning and contribute very effectively to the school's excellent promotion of community cohesion.