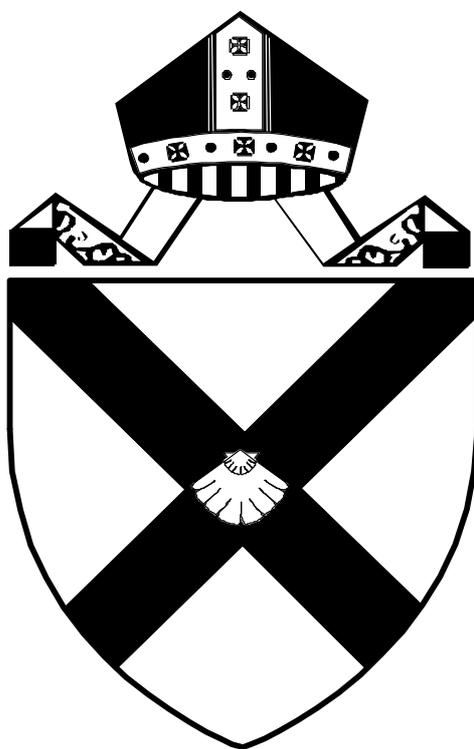


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2009



Holy Trinity Lamorbey
Church of England
Voluntary Aided Primary School
Burnt Oak Lane, Sidcup, Kent DA15 9DB
Bexley LA
Unique Reference No: 101453
Headteacher: Robin Aldcroft
Chair of Governors: Steven Hall
Incumbent: Revd Fr George Davies
Inspector: Mr. John Viner NS No.144
Inspection: 26 November 2009

SUMMARY JUDGEMENT

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

Holy Trinity Lamorbey Primary School is a good Church school.

GRADE 2: GOOD

SCHOOL CONTEXT

Holy Trinity Lamorbey is a larger than average Voluntary Aided primary school of 396 pupils with a further 19 children in the nursery. The school is housed in large grounds with some attractive modern buildings. It serves the parish of Holy Trinity Lamorbey, drawing its pupils from here and the wider area. The current headteacher is recently in post. The majority of pupils are of White British heritage, although an increasing number reflect the cultural diversity of the area. Around a third of pupils attend Holy Trinity or one of the other local churches. Ofsted judged the school's overall effectiveness to be satisfactory.

ESTABLISHED STRENGTHS

- Christian values are at the heart of the school and are evident in all aspects of its work.
- Collective worship is at the centre of school life.
- Pupils reach good standards in Religious Education (RE) and it is a popular subject.
- The headteacher provides a clear Christian vision for the school that is shared by governors and understood by all staff.

FOCUS FOR DEVELOPMENT

- Improve the opportunities for pupils to reflect and respond in personal prayer.
- Formalise the evaluation of collective worship so that it leads to planned improvement.
- Embed the systems for the evaluation of RE so that teachers develop greater confidence in their judgements.
- Ensure that governors understand and can plan for the school's future leadership needs through a formal system of ongoing self evaluation.

How well does the school, through its distinctive Christian character, meet the needs of all learners? GRADE 2: GOOD

The school is underpinned by Christian values that are evident in every aspect of its work. Parents say that friendship, respect and trust pervade the school and, as a result of the ethos of nurture and care, their children achieve well and grow in confidence. The very good relationships between and among adults and pupils ensure that pupils feel safe, valued and special. One pupil commented that teachers are like 'another mum or dad' and all agree that the school is like a big family. Behaviour is good and pupils know that their concerns will always be dealt with quickly and compassionately. Pupils develop good attitudes towards one another and quickly acquire a sense of Christian compassion. For example, a reception child, knowing his friend was ill, said, 'I was worried so I prayed for him in assembly'. Pupils know that prayer is encouraged, although the use of prayer at lunchtime and at the end of each day varies from class to class so that pupils' do not have equality of opportunity. The school environment is well used to promote pupils' spiritual development, especially the good class quiet areas. However the opportunities to respond in personal prayer are limited to a prayer tree, which pupils say is out of date. Pupils would also like an outdoor area where they can be quiet and reflective.

What is the impact of collective worship on the school community? GRADE 2: GOOD

Collective worship, which the school often refers to inaccurately as 'assembly', is central to school life. It takes place at the start of each day and pupils say that they enjoy it, although older pupils are less enthusiastic. They say that the things they enjoy most are the variety, singing and the opportunities to volunteer. Some particularly refer to enjoying praying and learning about God. Following the last inspection the school was asked to ensure that the weekly singing practice included an act of worship, which it now does. It was also asked to monitor the quality of worship that took place in classes. A foundation governor now has this responsibility but, like the evaluation of the main acts of worship, this informal monitoring is not systematic and so does not lead to planned improvements. Worship is well led by a range of school and church leaders and it is carefully planned so that it is always exciting and interesting. One pupil remarked that 'it is never the same twice'. There is a strong Anglican character to worship. This is seen in the big events, like the school mass, which takes place six times a year, as well as the regular use of liturgical responses in the daily act of worship. Parents welcome the opportunities to attend worship, both in school and at the church. They do so in considerable numbers so that the 'open worship' is a key point in the week. The high status given to worship ensures that pupils know it is a special time.

How effective is Religious Education? GRADE 2; GOOD

RE is given an important place in the school's curriculum. Pupils enjoy it and achieve well so that the standards they reach are often above those achieved in core subjects. RE is well taught by teachers who make learning exciting. In lessons and in their good written feedback, teachers engage pupils with deep questions and provide good opportunities for them to explore their feelings. Pupils of all faiths and none therefore have their spiritual development strengthened. At the last inspection, the school was asked to improve planning for RE so that it challenged older pupils. This has happened and teachers now have a better understanding of the progress their pupils are making. However, the assessment process is not yet embedded so securely that they are confident in their judgements. The curriculum is well balanced within an overall context of Christianity. The very good foundations laid in Christian knowledge and understanding, combined with pupils' very good Bible knowledge, gives them a firm foundation and a confidence to explore other faiths. Many pupils say that one of the best features of RE is the chance to find out about other faiths because they learn understanding of and respect for them. One pupil put it like this, 'I liked learning about Islam. I also liked learning about Paul's first missionary journey'. There is a knowledgeable RE subject leader whose effective monitoring is helping to sustain high standards.

How effective are the leadership and management of the school as a Church school? GRADE 2: GOOD

The headteacher articulates a clear Christian vision for the school that is understood by stakeholders and shared by governors. The last inspection report asked governors to play a more active role in the ongoing evaluation of the school's Christian character, and the headteacher has worked well in partnership with the foundation governors on this. They say that the school is special 'because it provides a moral compass for its pupils' and this is something they wish to sustain. Although governors now play an active role in monitoring worship and RE and in evaluating the school's Christian distinctiveness, this is informal and unstructured. They do not understand enough about the school's future leadership needs to be able to plan for them. Parents speak positively of the school's leadership and like the Parents Forum, which is a good mechanism for consultation. As well as the school Mass there are some good links with the parish church that include school participation at some Sunday services. Foundation governors regularly report to the Parochial Church Council and the headteacher has also attended to share his vision with the church. The school makes good use of Diocesan support and events. The incumbent and headteacher are united in seeking to strengthen and further develop the links between the school and the parish church.

