



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Trinity Church of England School, Belvedere

Erith Road, Belvedere, Bexley DA17 6HT

**Previous SIAMS grade:** Outstanding

**Current inspection grade:** Outstanding

**Diocese:** Rochester

**Local authority:** N/A

**Dates of inspection:** 21-22 April 2016

**Date of last inspection:** 11 and 15 March 2011

**School's unique reference number:** 136538

**Headteacher:** Ian Collins (Principal); Beverley Gardner (Trust Executive Principal)

**Inspector's name and number:** Canon Linda Burton NS426

### School context

Trinity is a Church of England academy in Belvedere, Bexley. It is of average size, with 1066 pupils, including 171 in the sixth form. It opened as a Church of England school in 1994 and converted to an academy in April 2011. It is the lead sponsor school in Trinitas, a small multi-academy trust which includes two local Church of England primary schools. Within Bexley, around a quarter of pupils attend selective schools. Approximately half of the pupils in the school are white British; one third of the pupils are of black African heritage. The school is popular with parents and it has been oversubscribed in recent years. The proportion of disadvantaged pupils identified is in line with the national average. The proportion of disabled pupils and those who have special educational needs is above the national average. In February 2016, Ofsted judged it to be a good school with a number of outstanding features. Its ordained chaplain left at Easter in 2016.

### The distinctiveness and effectiveness of Trinity School, Belvedere, as a Church of England school are outstanding

- Strong, insightful and effective Christian leadership has a significant and positive impact on pupils' achievement and wellbeing.
- The shared Christian values of the school are evident in all aspects of the relationships between pupils and staff.
- Outstanding practice and leadership in Religious Education (RE) ensure that the subject has a high priority in the school and is regarded as a core subject.
- The quality of collective worship in this inclusive Christian community makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development.

### Areas to improve

- Develop methods to involve all members of the school community in monitoring and robustly evaluating collective worship, so that best practice can be shared consistently.

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

Christian faith is central to the daily life of Trinity School. Its three core Christian values – hope,

forgiveness and compassion – were chosen by the pupils and are embedded in all aspects of school life. The school is a happy, purposeful and inclusive Christian community. Pupils of all ages talk about how faith is a fundamental part of school life. They describe how no-one is marginalised because there is a deep-seated care and respect for the opinions of others. Achievement of pupils is good and improving. Pupil attainment at five A\*-C GCSE grades including English and maths is in line with the national average. Pupils with special educational needs and disabilities make good progress. Disadvantaged pupils make better progress than their peers. The school is placed in the top 10% of schools nationally for attendance and there is no difference between the attendance rates of different groups of pupils. Driven by the school's values, the staff work unstintingly to remove any potential barriers to success and to support all pupils, particularly those experiencing difficulties. Behaviour is outstanding, both in lessons and around the school, where pupils show great care and concern for each other. The Learning Support Centre, described by the Principal as 'a haven for the most vulnerable and a sanctuary for the most challenging', is staffed by skilled and committed learning mentors. It is particularly effective in enabling the progress and wellbeing of pupils in school, equipping them with valuable life skills. Highly effective whole staff training has led to the promotion of Christian distinctiveness and the creation of rich and diverse opportunities for pupils' spiritual, moral, social and cultural development. These have become explicit features of all schemes of work and are embedded across the school curriculum. Opportunities for pupils' spiritual development, in particular, are outstanding. During the inspection, pupils of all ages were able to articulate the impact of this on their lives. The school community has a highly-developed social conscience, raising significant funds for local, national and global charities. The biennial Trinity Tanzania Mission began as a response by pupils to the challenge presented by the 2011 'Building Bridges' sixth form conference, organised by the chaplain and the RE department. Christian compassion is seen in action as pupils and staff throughout the school unite in imaginative fund-raising activities for a range of practical projects.

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

Collective worship has a central place in the daily life of the school. Pupils and staff value this time at the start of the day and understand its purposes: in learning about the Christian faith and in providing time and space for them to reflect on their own spiritual life. A year 11 pupil described it as 'the glue that holds the school together.' Every pupil attends acts of school worship and tutor group worship each week. The acts of school worship observed were outstanding. Prayer, opportunities for reflection and vibrant pupil-led singing were all important aspects of it. Skilful planning by the school's worship coordinator ensures that all collective worship is biblically based. It reflects Anglican practice and the Church calendar and makes clear links with the school's Christian values. Staff training and the provision of a variety of high quality worship resources has enabled all tutor groups to access teaching, challenging questions, music, prayers and a stimulus for reflection. Pupils enjoy taking part in and leading acts of worship. They readily talk about its positive impact on their beliefs, attitudes and behaviour. The worship devised in response to the current refugee crisis, followed up in Lent by a collection for a local refugee charity, elicited a particularly powerful response from pupils. Sustained developmental work has occurred since the previous church school inspection and the school's worship life is vibrant. The school's chapel has become a tranquil haven and a multi-purpose resource for worship. The school's ordained chaplain left at Easter in 2016 but the legacy of her creative imagination is to be found in the school's well established pattern of seasonal observations and significant points in the life of the school. These include, for example, Trinity Day and school baptism and confirmation services. The rich provision involves numerous pupils from all key stages in a variety of ways. Uptake is such that venues are filled to capacity and pupils have to be turned away. Impact on pupils is profound. 'It challenged me to be less self-centred', and 'I feel empowered when I pray' were included in feedback from a recent Christingle service. Pupils develop a good understanding of a Trinitarian concept of God and of Anglican faith and practice through the school's well-attended weekly voluntary Eucharist. A variety of popular lunchtime groups encourage pupils to explore their faith. Monitoring of collective worship is becoming increasingly formalised. As a result, the school is moving towards

greater consistency of practice in tutorial worship.

### **The effectiveness of the religious education is outstanding**

Considerable work has been undertaken since the previous denominational inspection and RE now has a high profile in the school. It is very well led and is staffed by committed and enthusiastic subject specialists who work effectively as a team. The culture for learning in RE is excellent at all key stages. Pupils rate the subject highly in terms of its challenge, their enjoyment and its relevance to their lives. Curriculum time allocation has increased in recent years and all pupils now take full course GCSE. Attainment at GCSE exceeds the majority of other subjects, including English and Maths. Uptake for A level has been rising over the last five years as has the proportion of A and A\* grades. Curriculum development at key stage three has enabled the RE curriculum to reflect the school's Christian character and to prepare pupils for life in modern Britain. Pupils develop a secure understanding of Christianity and of the other religions studied. They engage well with the relevance of faith and faith in action, and also with more philosophical questions of meaning and purpose. In these ways, RE makes a strong contribution to the spiritual, moral social and cultural development of pupils. The school's Christian values are embedded in the RE curriculum. This is achieved through explicit teaching at the start of every school year in key stage three and by appropriate interweaving into examination specifications. The quality of teaching observed in some lessons observed was good and, in the majority, was outstanding. Highly effective classroom practice enables pupils to engage fully with complex ideas. Creative teaching strategies and high levels of challenge are provided which support the development of skills of critical thinking, analysis and reflection. Teachers have a very good grasp of their subject. They are able to respond to pupils' challenging and controversial questions and to develop pupils' theological thinking. Teaching and learning tasks at key stages four and five are focused on examination techniques and strategies. The department participates fully in the whole school system to track pupil progress. It benefits from participation in the school's well-established monitoring and evaluation of teaching and learning. The core religious and social education programme in the sixth form has extensive pupil input into the choice of topics studied. High quality annual sixth form RE conferences are valued by pupils who appreciate the opportunity to explore challenging and difficult issues.

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

The principal, with the strong support of his senior leadership team and governors, articulates a passionate Christian vision. They provide exceptional, calm and transformational leadership. This is firmly grounded on the principles that every pupil is valued as an individual, made in the image of God. There is a shared belief that each pupil will find security, acceptance, confidence and an opportunity to develop their potential at Trinity school. The principal, his senior leadership team and the whole staff team model the school's three core Christian values. As a result, throughout the school, relationships, attitudes, behaviour and approaches to learning are of the highest quality. The Christian ethos shapes all strategic planning and all policies refer explicitly to Christian values and principles. For example, the behaviour policy is based on forgiveness and making a fresh start. Regular continuing professional development, focusing on church school issues, ensures that all staff members understand the importance of the Christian ethos. Evidence confirms governors' ability to support and challenge, and their skills in strategic planning and in evaluation of school effectiveness. The school shares its expertise and facilities with other local primary and secondary schools in a rich variety of partnerships. These benefit from mutual support and the sharing of best practice. Over 100 pupils from within the Anglican Schools' Partnership participate in Trinity's biennial 'Showcasing RE' event, using song, drama and art to explore and celebrate creativity in RE. Arrangements for collective worship and RE meet statutory requirements.

SIAMS report April 2016, Trinity School, Belvedere, DA17 6HT