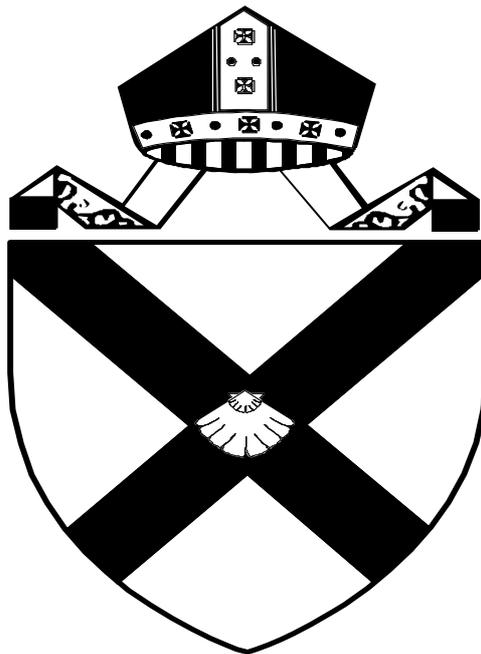


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2011



Trinity School

Erith Road, Belvedere, DA17 6HT

Voluntary Aided

Unique Reference No 101472

Bexley LA

Head Teacher: Mr. Ian Collins

Chair of Governors: Rev. Canon David Herbert

Chaplain: Rev. Nicky Teverson

Inspector: Mrs Tricia Martin (NS 105)

Inspection: 11 & 15 March 2011

SUMMARY JUDGEMENT

How distinctive and effective is the school as a Church School?

Trinity School in Belvedere is an outstanding Church of England secondary school.

Grade 1: OUTSTANDING

SCHOOL CONTEXT

Trinity School is a Voluntary Aided Church of England secondary school in Belvedere in Bexley Local Authority, where about a quarter of the pupils in the area attend Grammar Schools. It opened as a Church school in 1994 and has gone from strength to strength. It has 1045 students, boys and girls, 148 of whom are in the Sixth Form. Most students are White British, with an above average proportion from minority ethnic groups, particularly Black/ Black African. The school serves an area of considerable social and economic disadvantage. Approximately one quarter of the students have learning difficulties and disabilities, with an above average number of students having Statements of Educational Need. Students start school with standards that are much lower than the national average and attain results broadly in line with national figures at GCSE, indicating good progress overall. Ofsted judged it to be a good and improving school with a number of outstanding features. The school has earned itself a very good reputation and is heavily oversubscribed. The admissions criteria therefore have come into effect, giving preference to students from committed Christian families. The Governing Body policy is that the school should continue to serve the local community, which includes a Sikh minority, and monitors the Admissions Policy accordingly.

ESTABLISHED STRENGTHS

- The outstanding Christian ethos evident in all areas of school life.
- The excellent worship experiences (including Eucharistic experiences) provided for all members of the school community.
- The outstanding commitment and focused leadership based on the Christian values of the headteacher, senior leadership team and governors.

FOCUS FOR DEVELOPMENT

- Raise the profile of Religious Education with parents and students
- Explore and implement a full course GCSE that relates to and stimulates the interest of students and enables them to succeed.

How well does the school, through its distinctive Christian character, meet the needs of all learners? Grade 1: Outstanding

The Trinity Code lies at the heart of the school. This was devised by the students themselves and expresses and supports the Christian ethos of the school. The Code includes Jesus' teaching to 'Treat others as you would wish to be treated', encouraging self restraint and respect for others. Consequently there is a calm, ordered atmosphere in the school and relationships between all members of the school community are outstanding. Students flourish within this caring community because they are supported by the staff and their peers. Excellent provision enables the most vulnerable students to gain confidence and skills. Exclusions have dramatically reduced because of successful strategies put in place such as the Inclusion Room and the Respite Centre. One student spoke of how she had arrived

at the school mid-term knowing no one and how the school had put into place support for her so that she was welcomed and accepted into the community. Parents speak of how their children have changed and developed as a result of being at the school. This is the result of lived out Christian values and a deep sense of spirituality which is a strong thread of continuity throughout the school, binding the community together. The use of the greeting and response in collective worship, 'The Lord be with you – And also with you' resonates strongly with students across all year groups. Students are in no doubt that Trinity is a Christian school. They talk about the crosses in each classroom and in shared areas of the school, the accessibility of the chaplain and the Chaplaincy Centre and their use of the Spiritual Garden.

What is the impact of collective worship on the school community?

Grade 1: Outstanding

Outstanding Christian worship is the mark of this school. It goes well beyond the requirement for a daily act of Collective Worship. It is led by the headteacher, chaplain and senior leadership team in the main. It is very well planned, prepared and presented. Students are involved in the leading of worship. Consequently they remember it and speak very highly of it. For example, a student in the Sixth Form said "Even to this day I remember my first assembly in Year 7," and in Year 7 a student was clearly inspired by an act of worship in which students were told to "Be the change you want to be." The creative use of visual and auditory arts, for example in the Lent canvasses and the two choirs, contribute to the atmosphere of reverence, respect and anticipation that is tangible in worship. Eucharist, led by the chaplain, is a regular feature of school life and valued by students and staff. These occasions in particular contribute to the students' outstanding understanding of Anglican faith and practice. Both the chapel and chaplain are available to students and staff alike. The chapel offers a sanctuary for all who wish to go there, providing hospitality, care and a space just 'to be' in addition to a focal place for worship. Tutor group worship is supported by thorough planning and a 'Thought for the day'. Consequently students speak highly of the opportunities for prayer and discussion and the atmosphere created to allow them to explore matters of faith and belief.

How effective is Religious Education? Grade 2: Good

Religious Education (RE) receives good support from the senior management team in terms of staffing, resources and increased curriculum time. This demonstrates the commitment of the school to the importance of the subject. The department is in a period of transition as it changes from all pupils taking the short course GCSE with the full course as an option, to all pupils taking the full course GCSE. This makes it difficult to secure a judgement on standards. However, the data available suggests that satisfactory progress is being made. The choice of examination course is being reviewed so that it best suits the needs of all the students. The department is aware that the profile of RE needs raising amongst parents and students as they report that RE is not being perceived as a priority for GCSE revision. Key Stage 3 RE is also under development with a new, detailed scheme of work being taught. This shows progression since the last inspection as it allows for a variety of learning styles and offers greater opportunity for engaging the interest of the students. Good progress is being made at Key Stage 3. At present 6th Form general RE is taught through values education and is well regarded by the students. AS level RE students are benefiting from revised teaching strategies that challenge and engage them. Key Stage 5 is identified to be reviewed next in the RE development plan. All lessons observed across the school ranged from satisfactory to good in terms of teaching and learning,

with some outstanding features. The inclusion of the 'Spirited Arts' project has made a positive contribution to spiritual development. A good balance of religions is taught, with Christianity having the greatest focus, as appropriate for a Church school. As a result, students confidently and sensitively discuss matters of faith and belief, and their understanding of religious issues supports community cohesion. The department has the capacity to further improve as leveling and assessment become embedded across all key stages.

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

The leadership of the school (including governors) has an outstanding Christian vision for the school which is shared with all members of the school community. Governors, parents, carers and students all understand what it means to be a part of the Christian community of Trinity School, where Gospel values are defined and lived out. These values are evident in every area of the school, from the management structure, through the school's policies to every day decision making and behaviour management. The low turn over of teaching staff illustrates its successful impact. The school's Prospectus and paper work proclaim its Christian ethos and new members of the school community are left in no doubt of the school's expectations. Issues raised at the previous denominational inspection have been addressed. The school identifies, encourages and develops future leaders, amongst the students and the staff. In this community where everyone matters, opinions are regularly sought and acted upon. The quality of self evaluation is outstanding. Extremely effective partnerships exist between the school, church and wider community including the Diocesan Board of Education. The part time chaplain provides an excellent role model and her clergy presence is a reminder of all the school stands for.