



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**



National Society Statutory Inspection of Anglican and Methodist Schools Report

Trinity CE School

Taunton Road, Lee,
London, SE12 8PD

Previous SIAS grade (secondary phase only): **Outstanding**

Current SIAMS grade: Outstanding

Diocese: Southwark

Local authority: Lewisham

Date of inspection: 5 and 6 October 2015

Date of last inspection: October 2010

School's unique reference number: 100749

Headteacher: Revd Richard Peers

Inspector's name and number: Pamela Draycott 161

School context

Since the previous denominational inspection Trinity has become an 'all through' school for pupils aged 4 to 16. Currently the primary phase has Reception, Year 1 and Year 2 pupils. The school is now on two sites, a mile apart. Pupil premium funding, received for those from disadvantaged backgrounds, is significantly above average as is the number who speak English as an additional language. Most pupils come from Black Caribbean, Black African or White British heritages. Many come from Pentecostal, Roman Catholic or Anglican Christian backgrounds with around 3% from other faiths or with no religious faith.

The distinctiveness and effectiveness of Trinity, Lewisham as a Church of England school are outstanding

- The deep sense of spirituality, underpinned by an explicitly Anglo-Catholic and inclusive approach is effectively promoted throughout the school. This distinctive Christian and inclusive vision is very well expressed through its 'Trinity Values'.
- The strong spiritual leadership of the headteacher permeates school life; in this he is ably supported by senior leaders, the chaplain and governors. This results in a clear and revitalised focus on raising attainment for all, as precious children of God.
- The strong model of co-operation with clergy across in the two parishes in which the buildings are situated as well as across the deanery. This results in regular and positive interaction between the school and the parishes which supports pupils' spiritual, moral, social and cultural development well.

Areas to improve

- To raise standards further in Religious Education (RE) by ensuring continuity and progression in the curriculum across the whole age range in the school.

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

Trinity is thoroughly rooted in the Anglo-Catholic tradition, whilst celebrating and being inclusive of those of different Christian and other faith traditions. Pupils are known and valued as individuals. Pupils and staff speak confidently about 'the Trinity family'. Attendance is above the national average because pupils feel safe and cared for in school. Relationships and behaviour are excellent and consequently support learning very well. In those few instances where behaviour or attainment may be a cause for concern, the school works effectively with pupils and their families. Reflecting the school's Christian foundation very well, facing up to the consequences of actions and forgiveness are key aspects of the restorative justice approaches which underpin behaviour management. Consequently the number of pupils excluded from school is low. Pupils enter both the primary and secondary phases with around average attainment. Current attainment data for both phases indicates very good progress being made against both borough and national averages. This is explicitly linked with the Trinity vision for education where all 'have a place at the table, are listened to and are equally valuable to God'. Consequently, there is effective monitoring and evaluation of teaching and learning to ensure that all pupils' learning needs are met. Pupils are confident, courteous and kind and display self-control and self-belief. There is a calm and purposeful atmosphere which supports learning effectively. Again this is linked explicitly to the Trinity values. In the secondary phase extra-curricular activities and trips, including to Taize and Walsingham successfully support its Christian ethos and enhance pupils' spiritual, moral, social and cultural development extremely well. RE makes a good contribution to the school's Christian character because pupils enjoy it and see its relevance to their own lives. Pupils recognise how through RE they develop an appreciation for diversity of beliefs and practices.

The impact of collective worship on the school community is outstanding

Worship takes place daily with very well developed themes, linked to explicit Christian values, biblical teaching and the Church's year. Worship is extended very well through other regular services and by pilgrimages and retreats for both staff and pupils. The Eucharist underpins school life and worship. Pupils and staff respond positively, valuing and enjoying worship. Whilst being explicitly Christian it is planned to allow all to participate in it 'at their own level'. Thus it is inclusive of all which effectively reflects the school's Christian distinctiveness. The quality and variety provided is co-ordinated very well by the school chaplain. A range of pupils, staff and visitors from local churches contribute to the worship programme. Parents, particularly in the primary phase, are appropriately involved and appreciate worship. The involvement of pupils in planning, leading and evaluating the worship programme has improved since the previous denominational inspection. Whole school, family group (tutor group) and class worship has a significant and positive impact on pupils' personal development. It contributes to their spiritual and moral development extremely well. Pupils speak confidently of the importance of worship in school and in their own lives. As one primary pupils said, 'We worship God and think carefully about things'. Pupils appreciate the practice of 'mindfulness' which is an important element of school worship. As stated by one secondary pupil, 'The silence helps me reflect and feel very calm inside which helps me a lot'. Pupils have an appropriate understanding of the importance of Jesus for Christians and an age appropriate understanding of the Trinity. Secondary pupils know the Lord's prayer and other liturgical prayers linked to the Eucharist well. Pupils know the opening and closing sentences and responses to worship which help to mark the pattern of daily school worship.

The effectiveness of the religious education is outstanding

Across the school the profile and importance of RE as a 'core subject' alongside English and mathematics is celebrated. Links with the worship programme are strong and developing. There is a very clear balance between study addressing Christianity and that which addresses world faiths, such as Judaism and Islam. There is a very good balance between activities which help pupils develop knowledge and understanding of religions, and opportunities to relate that to their own lives. In the secondary phase attainment and progress in RE is consistently high in relation to school and borough averages. A significant number of pupils are making more than expected progress with some attaining higher than national expectations. The secondary RE department is very well led by a committed,

enthusiastic and skilled subject leader who is currently seconded onto the senior leadership team. In the primary phase RE is being very well led by an experienced subject leader who is an assistant headteacher and new to the school. She is working closely with the new head of school. Their positive impact on the quality of RE is already demonstrated. Pupils are engaged and on task and enjoy their learning, participating very well in activities either individually or in groups. Teachers are successfully focused on ensuring pupils make at least good progress. Consequently, lessons are extremely well planned. The quality of teaching overall is at least good and more often outstanding. In the primary phase RE attainment and progress is good. Very recent curriculum changes and assessment practice is already impacting positively on the learning of these younger pupils. In the secondary phase assessment is clearly focused and helps pupils make good or very good progress in their learning. It does this by providing well defined guidance on how to improve their work. Careful and detailed monitoring of progress and of teaching in RE is undertaken. This is conducted by the curriculum leaders and by the senior leader responsible for teaching and learning. This has improved practice and developed learning well. It has led to clear action planning for further improvement in RE. However, explicit linking between RE in the primary and secondary phases is under-developed.

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

The school's distinctive Christian foundation is very effectively promoted by the vision and dedication of the headteacher and his staff, in partnership with governors. There is a very strong and theological underpinning to the life and work of the school. This focuses explicitly on serving its local community and on raising aspirations and attainment for all. It is extremely well understood and shared by pupils and their parents, local clergy and staff. This is because of the widespread and positive support for the school's Christian ethos and values which is seen as an important driving force for improvement. The chaplain's work is impacting positively on school life. Senior leaders and governors have an accurate understanding of where the school is and what developments are needed in order to further improve its Christian service to its pupils. Consequently, the school development plan and self-evaluation documents are accurate and steer a clear vision for improvement. In the secondary phase in 2014 the GCSE results were very low and in October 2014 OfSTED judged the school to be 'in need of improvement'. Since then rapid and significant improvement has been made. The school has, for example, established a new data system which enables close monitoring of attainment and progress. It has also refocused lesson planning and improved revision techniques linked to examination criteria. A 'partnership board' between the school, the Local Authority and the Diocese has guided developments very well. Governors have improved the way in which they support and challenge the school. There is an effective focus on supporting the more able as well as those who have special educational needs. The 2015 GCSE results showed a significant improvement for all ability groups. The current data the school is using to support learning has contributed to them being able to set challenging but realistic targets for continued improvement. There are effective strategies in place to ensure that these targets are worked towards. Parents are supportive of the school as a church school. Governors and staff are strongly committed to implementing the school's development plan which is underpinned by its Christian distinctiveness. Governors are supportively challenging through their regular meetings and involvement in school life. The school is actively committed to the professional development of all staff, including senior staff as potential Church school leaders. Moreover, Trinity is outward looking which includes, for example, working well in partnership with other Church schools and with the local churches. However, the global dimension of the curriculum is underdeveloped. Arrangements for both worship and RE meet statutory requirements. Great value is placed on the quality of the leadership of RE and worship and this has resulted in exemplary practice.

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