



## Statutory Inspection of Anglican Schools Report

**Holy Trinity Church of England Voluntary Aided Primary School  
Longlands Close, Crossbrook Street, Waltham Cross EN8 8LU**

**Diocese of St Albans**

<b>LA:</b>	<b>Hertfordshire</b>
<b>SIAS Inspection:</b>	<b>16 November 2007</b>
<b>Previous S23 Inspection:</b>	<b>December 2003</b>
<b>URN:</b>	<b>117428</b>
<b>Headteacher:</b>	<b>Sarah Chaloner</b>
<b>SIAS Inspector Name:</b>	<b>Lyn Field</b>
<b>SIAS Inspector No:</b>	<b>151</b>

### **School Context**

This is a smaller than average primary school. Pupils come from a range of social backgrounds and the proportion with learning difficulties or disabilities is well below average. The headteacher and deputy headteacher have both taken up their posts in 2007.

### **The distinctiveness and effectiveness of Holy Trinity as a Church of England school are satisfactory.**

The partnership between the new headteacher and the church has revitalised the school's Christian ethos. Faith is clearly valued in the school and pupils show real respect for the place it has in people's lives. The development of the school as a church school has gained a momentum because of the involvement of church leaders and it is clear there is a good capacity for this to continue.

### **Established strengths**

- The clear vision of the headteacher and governors that gives direction to school improvement
- The active support of members of the church for the school
- The positive attitudes of pupils to Religious Education
- The improvement in behaviour that enables pupils to learn and worship effectively

### **Focus for development**

- To maintain the current momentum by identifying clear priorities for action based on the outcomes of self-evaluation
- To plan links between RE and other subjects
- To plan to introduce assessment in RE to support teachers in their planning
- To identify current good practice and plan further opportunities for spiritual development

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

The school is developing its links with the wider church family and these experiences are enriching the pupils' learning and personal development. Gifted and talented pupils join activity days at the church secondary school and the choir has been part of the first joint music and drama production by the local cluster of church primary schools. Awards have been introduced in school to recognise children who make a contribution to the life of the church and these make it clear that faith is valued. Pupils show very positive attitudes to people with particular needs or from different cultures. This is clearly shaped by their work in Religious Education where they benefit from the emphasis placed on understanding how beliefs make a difference to the way people live their daily lives. The spiritual, moral, social and cultural development of pupils is good overall although the school has yet to monitor its strengths in this area and use them in developing the curriculum. The behaviour of most pupils has improved significantly over recent months and this means they can learn and worship in an atmosphere that helps them to do their best. The arrival of the new headteacher has helped everyone to look afresh at behaviour. It is now underpinned by principles of fairness and kindness and the staff have consistent expectations of pupils. The pastoral care of children and families is strengthened by the close partnership with the church. Pupils feel they can talk easily to their teachers and there are a variety of ways in which they can express any concerns they have such as 'think books' and 'worry boxes' in classrooms. A prayer box has been placed in the entrance hall and pupils use this when they want the vicar or the church to pray on their behalf. Pupils take good care of each other. Teams of buddies and play leaders are now well-established and they explain how this has broadened friendship groups across the school.

**The impact of collective worship on the school community is satisfactory**

Pupils gain a good understanding of Christian values from daily worship. They particularly enjoy services in church for the major Christian festivals because they feel part of a larger community. Improvements in behaviour mean that they are increasingly taking an active role. They appreciate the importance of a reverent atmosphere and concentrate well. The partnership between the Anglican and Methodist churches and the local convent has resulted in a team of people working alongside the headteacher to make a real impact on the leadership of worship. They understand what needs to improve further and are working hard to draw on creativity in the school. Pupils have good relationships with the clergy team and respond well to the different styles they bring to worship. They talk very positively about the changes being made to services and like the direction worship is taking. They enjoy simple rituals and value time for personal reflection and prayer. This indicates how the spiritual impact of worship is growing but the school rightly feels this is still inconsistent because new developments are not yet embedded.

**The effectiveness of the religious education is satisfactory**

Pupils are very positive about RE lessons. They understand the nature of the subject and older pupils make mature observations about how it shapes their attitudes to living in a multi-cultural society. They appreciate that teachers give them time to think about their own beliefs and do not just expect them to listen to information. There is evidence of this in an assembly celebrating RE in the school. It is clear in the contributions from each class that teachers are not just covering factual information but are providing activities that help pupils understand how people express what they believe in everyday life. The school accurately assesses the standards pupils achieve as satisfactory but pupils are unsure how well they

are doing. This is because assessment is at an early stage so it does not help teachers to know at what level they should pitch lessons to help pupils improve.

The governors have a clear vision for RE in the school and this has a high profile on the school's web-site. They demonstrate this commitment through the active support the vicar and church warden give to lessons. The new deputy headteacher has taken responsibility for RE and already has a good grasp of the areas to be improved. The school is revising the curriculum so that greater links between subjects give a deeper understanding of religious themes.

**The effectiveness of the leadership and management of the school  
as a church school is good.**

The church has always regarded the school as a key part of parish life and demonstrated a deep commitment to the care of staff and pupils. The effective partnership with other local churches and church schools is gaining momentum and offers pupils a rich experience of the Christian faith. The aim is that the experience of attending a church school should provide pupils with a framework for life and the church provides visible and practical support for this. The foundation governors are active worshippers and ensure the spiritual life of the school is regularly discussed by governors. Confirmation classes are held in school and this has encouraged more families into the life of the church. The confirmation of pupils is celebrated in collective worship and is yet another example of how faith is valued in the school. The new headteacher has initiated an evaluation of exactly what impact the Christian ethos has on pupils. This has identified areas for improvement to ensure that what happens in school reflects the aspirations of the school as a church school. In its enthusiasm, the school is tackling every possible aspect at once rather than prioritising the order in which changes should be made so that one step can build securely on another. The impact of the new head and deputy in partnership with church leaders indicates the school has good capacity to improve.