

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Junior School, Wallington	
Address	Bute Road, Wallington, SM6 8BZ
School vision	
Exemplary education for all, through God's amazing grace.	
School strengths	
• The vision statement, together with the school's Christian values, underpins the strategic and operational life of Holy Trinity School at all levels. It is clearly understood by the whole community and has a clear impact on the daily life of the school. • Leaders' strategic planning, monitoring and evaluation of this welcoming Church school is excellent. It ensures that Holy Trinity is true to its foundation. • Collective worship is inspirational and inclusive. All may participate in ways that suit their personal beliefs. Pupil leadership is highly effective. • The religious education (RE) curriculum is planned and sequenced very effectively to build pupils' learning. Teaching is good and often excellent, so pupils flourish in their learning. • Inspired by the Christian vision, the curriculum and social provision for pupils enables all to flourish, including most vulnerable and pupils with special educational needs and disabilities (SEND).	
Areas for development	
• Extend opportunities for pupils to think deeply about injustice and global inequality, so they may engage in social action beyond their locality. • Further enhance pupils' understanding of world religions. Broaden their knowledge of places and traditions of worship in order to deepen pupils' appreciation of different faiths and worldviews.	
Inspection findings	
Holy Trinity is a highly effective Church school that serves its community well. Leaders' commitment to all pupils flourishing is clearly affirmed in the vision 'exemplary education for all, through God's amazing grace'. High quality education and care are underpinned by five values – learning, love, integrity, dignity and confidence. These values guide decisions and actions for adults and pupils alike, creating a community founded on God's love for all. They are explored with reference to biblical teaching, so pupils and adults appreciate the theological roots of the vision. RE is given appropriate priority. The curriculum is carefully planned to respond to the vision of an 'exemplary education'. It is rich, interesting, and designed to expand pupils' horizons. Detailed planning helps pupils to understand the context of their learning, and enables them to deepen their understanding. With a focus on global topics, pupils encounter the world beyond themselves and their immediate environment.	

However this is not extended to pupils independently taking action about injustice and global inequality. Extra-curricular activities are plentiful, and includes an eco team, guided by staff. Although curriculum planning encourages pupils to consider 'big questions', this is not specifically linked to spiritual engagement and reflection. Tasks are offered to pupils in layers, so that they can access learning at an appropriate level. Because they are taught well, all pupils receive a good level of challenge and support in their lessons. Many pupils explore ideas at more depth and write at greater length, especially in end of unit tasks. Pupils with SEND participate successfully in class and are well supported to achieve. Because leaders' evaluation of provision is effective, all pupils flourish in their learning.

The school's Christian values of love and dignity are lived out daily in the prioritisation of inclusion and wellbeing. Resourcing an emotional literacy support assistant (ELSA) and two mentors demonstrates leaders' deep commitment to pupils' positive mental health. Effective leadership in the special needs team ensures that strong partnerships are built with parents, in turn supporting the child. When needed, the school connects parents promptly to support services. Highly trained specialist staff ensure that vulnerable pupils and those with SEND are well supported in and out of class. Lunchtime games and the availability of mentors support children with high needs outside the classroom structure. As a result of this, they experience support and success throughout the day.

The school benefits from several long-standing staff, and many have progressed significantly in their careers. Their success is clearly a result of the school's Christian vision. They rightly speak of the integrity of leaders and the professional and personal support they receive, so that they too flourish.

Collective worship at Holy Trinity celebrates God's love and all aspects of school life, building on the school's Christian foundation. There is a clear structure to collective worship which is planned on a four year cycle. It includes significant contributions by clergy from three local churches, Holy Trinity, St Patrick's and Springfield. Leaders and staff lead and attend collective acts of worship every day. Worship is creative and joyful while also providing time for stillness and reflection to think about God. Biblical teaching is clear, and made relevant by linking themes to the life of the school and its values. Pupils participate in a dignified and respectful way, it is clearly a meaningful experience for everyone. Parents value being invited to attend class-led acts of worship when their children are taking part. Pupil leadership of worship is a strength. Prayer walls in classrooms include weekly reflective questions for pupils to consider. In addition to involvement in their class or year-led worship, pupils may join the popular school spiritual reflection group, known as 'SuRGe'. They lead prayers in worship and conduct regular surveys and consultations with their classes. Such evaluation includes consideration of pupils' experience of worship and also what this means to them. Because of this, leaders have a strong understanding of the impact of worship on pupils. The SuRGe group also acts out the nativity at the carol service of a nearby school for children with SEND. This outreach fosters pupils' appreciation of Christian compassion and forges positive community relationships.

The school's clear vision for RE and commitment to resourcing meets the expectations of the Church of England. RE has a high priority, both as an academic subject and one in which values are developed. Pupils join Holy Trinity in Year 3 from other schools, so standards of attainment are variable on intake. The school plans for this very effectively and leaders, including governors, monitor pupils' progress carefully. Training by the Southwark Diocesan Board of Education is effective and provides excellent support. Subject leadership, which is very effective, has a strong impact on the quality of provision. Teachers are well trained, including those early in their career, consequently the quality of teaching and learning is good, sometimes excellent. Leaders ensure that teachers have time to collaborate through regular planning workshops, which has a strong impact on pupils' learning. Each unit concludes with quizzes and an 'end task', providing opportunity for pupils' to think deeply and write extended pieces. Because pupils' work is moderated regularly,

leaders know that pupils are taught well and succeeding their learning. As a result, pupils achieve high standards in their work and make good progress. The RE curriculum is enhanced by strong links with the local churches, and visitors from the churches to school. However pupils' knowledge about the places and traditions of worship of other world religions is not as strong. Their understanding of different faiths and worldviews is less developed as a result of this. Nonetheless, pupils are confident and show an appreciation of similarities and differences between world religions. Pupils' respect for diversity is well-developed as a result.

Members of the governing body's 'Faith Group' monitor the provision of collective worship and RE through visits and work scrutiny. They review pupil and adult evaluations and data. Detailed evaluation against the vision and values impacts positively on the effectiveness of the faith life of the school. The effectiveness of Holy Trinity as a Church school is due to leaders' commitment to following the example of Jesus. This is enhanced further by the joyful involvement of clergy from the local church community. As a result, the aspirational Christian vision flows through the daily life of the school, enabling all to flourish.

The inspection findings indicate that Holy Trinity Junior School is living up to its foundation as a Church school.

Information			
Inspection date	13 October 2023	URN	102991
VC/VA/Academy	Voluntary aided	Pupils on roll	352
Diocese	Southwark		
MAT/Federation			
Headteacher	Shirley Gruffydd		
Chair	Martin Hayward		
Inspector	Rachel A Jones	No.	2237