

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Lamorbey Church of England School				
Address	Burnt Oak Lane, Sidcup, Kent, DA15 9DB			
Date of inspection	14 January 2020	Status of school	Academy inspected as VA Amadeus Primary Academies Trust	
Diocese	Rochester	URN	142229	

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Holy Trinity is a primary school with 394 pupils on roll. The majority of pupils are of white British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below national averages. The school became part of Amadeus Primary Academies Trust in 2015.

The school's Christian vision

Transforming lives, building futures

HTL transforms lives and builds futures through love, courage and wisdom. A strong standards agenda and ambitious broader curriculum offer ensures our pupils leave us exceptionally well prepared for life, in the knowledge that they are loved by God and that He has a unique purpose for each of them.

Key findings

- Strong partnerships with the local church and with schools within the Amadeus Trust provide effective support for school leaders. This has resulted in developing the school's Christian vision and sustaining ongoing school development with impact on pupil achievements. Governors' role in monitoring the vision is less robust.
- The rich and vibrant curriculum, effectively linked to the school's vision, is successfully tailored to meet the needs of all pupils, including the most vulnerable. It enables pupils to reflect and think, supporting their personal and spiritual development, thus preparing them well for their future lives.
- Opportunities to seek the presence of God within worship result in loving and mutually respectful relationships and excellent pupil behaviour. At present, monitoring does not impact on future planning and development in worship.
- The teaching of religious education (RE) supports the spiritual development of pupils well, enabling them to reflect and act on issues of moral and social concern. The teaching of RE is currently not consistent across the school.

Areas for development

- Strengthen the governors monitoring of the effectiveness and distinctiveness of the school's Christian vision to support on-going school development.
- Strengthen the role of the whole school community in gathering evidence, monitoring and evaluating collective worship to enrich the planning and development of worship so that it meets the needs of all.
- Explore the use of prayer throughout the school so that it more clearly supports staff and pupils' spiritual development.
- Embed regular monitoring of teaching and learning in RE to impact on the consistency of practice across the school and inform future developments.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

In consultation with local clergy and staff, the school has created a Christian vision, and associated values of love, courage and wisdom, that underpin its daily life. The vision is reflected in some school policies and is implicitly contained within the school development plan. The school has strong links with other schools within the Amadeus Trust. These support ongoing school improvement, providing shared monitoring activities and challenge of the school's practice. As a result, the attainment and progress of the majority of pupils is in line with national averages. Performance for the more able exceeds national averages. At present, Governor monitoring of the impact of the vision is not robust and does not support the school's continued development.

Following a review of the school's context and pupil needs, the school has created a rich and vibrant curriculum. An enquiry-based learning programme enables pupils to reflect and think, supporting their personal and spiritual development, thus preparing them well for their future lives. Topics for study enable pupils to have a mature understanding of global issues linked to disadvantage, deprivation and the exploitation of the natural world. An exploration of the lives of positive role models deepens an understanding of difference and diversity and serves to widen pupils' perspectives of their personal future potential. This, in turn, inspires pupils to make a difference to the lives of others in their fund raising. Specific programmes are put in place for pupils with SEND so that they flourish. Parents of these pupils feel equally supported and nurtured by the school. They recognise how the school's vision and values underpin their actions. In line with its vision, the school is supporting the families of specific pupils who are persistently absent. This is impacting positively on improved attendance.

The story of the Three Trees has enabled pupils to understand the school's Christian vision, in particular, how God has the perfect plan for their lives. This has helped to create a community where pupils are not only confident about their place within the school group, but also confident about their future. A harmonious society is formed where every pupil is valued as a unique child of God. Each pupil is respected and duly demonstrates respect to others on the playground and within classroom dialogue. The vision is lived out fully in the school's choice of charitable activities both nationally and internationally. These allow pupils to understand how their actions enable others to transform their lives and build a future. Pupils show tolerance of and empathy for each other, demonstrating an eagerness to seek reconciliation and forgiveness in any disagreement or misunderstanding. This impacts positively on mental health for pupils. Specific strategies are in place to support some pupils, such as play therapy. This enables pupils to overcome barriers at challenging times in their lives. Staff recognise the care that is given to their wellbeing by senior leaders. Equal regard is paid to the professional development of staff. The school takes pride in training staff for promotion within the school, who then support and develop others. This ensures constant improvements in the quality of teaching and ongoing school development.

Worship is seen as the heartbeat of the school and is centred on Biblical texts and the school's Christian vision and values. The school's wider focus on social and moral issues within worship enables pupils to have a mature understanding of local and world needs. Pupils take a lead in the presentation of prayers and the use of the Anglican liturgy. Pupil worship leaders interpret the themes in drama and role play scenarios. Times of reflection and stillness are used effectively within worship to enable pupils to seek the presence of God. The impact of this is seen in loving and mutually respectful relationships and excellent pupil behaviour. Pupils say their own prayers in worship or write them for display on classroom prayer trees. Opportunities for pupils to explore different styles of prayer to enrich their personal spiritual development are more limited. The local church community partners the school very effectively in offering pastoral support to staff and families, as well as enhancing the development of worship. Regular attendance at the local church enables pupils to be aware of the central importance of the Eucharist in Christian worship. Pupils are able to articulate an understanding of God as Father, Son and Holy Spirit in words and some are able to illustrate the Trinity imaginatively within art work. Pupils are involved in monitoring worship, in the form of recording the themes. No other formal monitoring takes place which means that action plans for worship do not reflect in a detailed manner how worship can be improved over time.

Pupils demonstrate an enjoyment in the teaching of RE. At Key Stage 2, RE enhances pupils' thinking and questioning skills through debates and clearly differentiated activities. As a result, pupils demonstrate an

understanding and tolerance of different faiths. Their discussion is of a high quality as pupils are willing to listen, challenge another's view, and have the confidence to change their mind as they see fit. This reinforces the importance that the school places on 'a change of heart, a change of mind and a change of action' in learning and behaviour matters that reflects the school vision. As a result, pupils have a well-developed spiritual understanding that impacts on their empathy for others and their response to matters of social and moral concern. However, the teaching of RE across the school is not consistent. In-school monitoring of RE takes place, but at present, this does not inform the RE action plan sufficiently. As a result, the plan lacks precision and limits the impact on future developments in RE. Support and professional development provided by the diocese is valued. A newly appointed RE leader has supported staff in the improvement of teaching across the school.



The effectiveness of RE is Good

Monitoring of the teaching of RE and book scrutiny have resulted in an understanding of the strengths of teaching and areas for development. A range of teaching strategies supports pupil engagement and involvement in learning. The assessment programme has enabled the school to identify the progress of pupils, which is in line with achievement in other core subjects. Most pupils reach at least age-related expectations.

Headteacher	Adam Twyman
Inspector's name and number	Elizabeth Pettersen 557