



Holy Trinity CE Primary School, Lower Beeding

Diocese of Chichester

Statutory Inspection of Anglican Schools

Inspection Report



Date of inspection: 13 November 2012

Name of inspector: Julie Burnett-Kirk

NS inspector's number: 748

School address: Church Close,
Lower Beeding,
Horsham,
West Sussex,
RH13 6NS

Unique reference number: 125987

Status: Voluntary Controlled

Number on roll: 88

Age range of pupils: 4 – 11 years

LA: West Sussex

Name of chair of governors: Christine Hook

Name of headteacher: Tracey Bishop

Date of previous inspection: November 2007

Description of the school

Holy Trinity CE School is a small, rural, village school situated in the village of Lower Beeding. Over half the children travel from out of catchment including nearby towns such as Crawley. The school is awaiting a building programme, which is approved for completion in 2013. The school has gained a range of awards including the Gold 'Sing Up' and Eco School.

Summary judgement

The distinctiveness and effectiveness of Holy Trinity CE Primary School, Lower Beeding as a Church of England school are good.

The school's core Christian values of 'responsibility, creativity, resilience, respect and spirituality' are recognised by the whole school community at Holy Trinity CE school as fundamentally important for the education of all their children. Children regularly think about these values and reflect on how they can be applied to their life. Consequently these values can be seen in the positive relationships and ethos of the school. Children are sensitive about the needs of others and are reflective about their learning. Good spiritual development is influenced by carefully planned creative teaching together with inclusive and engaging worship in both the school and the parish church. The relationship between the church and the school is strongly appreciated by the school, the church community, the children and their families.

Grade: 2

Established strengths

- The thoughtfulness and care that the school has used to develop and apply their core Christian values to underpin the life of the school and children's spiritual development
- carefully planned worship and curriculum times that are used effectively to creatively explore Christian beliefs and values with the children
- a close relationship between the school, the parish church and the Ethos committee which contributes strongly to the school's vision and values

Focus for development

- staff and governors to monitor and evaluate children's understanding of the school's core Christian values and the impact they are having on the children
- involve more children in leading worship more often
- expand children's interactive experiences of worship to include more opportunities for reflection.

The school meets the statutory requirement for Collective Worship	Yes
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The school, through its distinctive Christian character is good at meeting the needs of all its learners.

At Holy Trinity CE Primary School the core values and aims of 'Work together, Learn Together, Grow Together' are interwoven to underpin the Christian character of the school. Care has been taken to involve the whole school community in devising their core values and ensure that there is a Christian perspective for each. Consequently everybody works together to apply the values creating a harmonious atmosphere. Children are respectful towards others and have a strong sense of responsibility. For example the school council take pride in knowing all the children in the school and looking after them. All the year 6 children are given the responsibility of being prefects, which adds to this respect for others. A recent survey of parents by the vicar and foundation governor at parents evening gathered comments about the teaching of values e.g. 'I think these are valuable and appreciate that my child's development is being considered at each stage'. This has strengthened the provision for spiritual development, which was an area for development at the previous inspection.

Children's work and conversations with children show that the needs of all learners are met through creative cross curricular approaches used to teach RE. For example, the whole school is currently focusing on Hindu religious beliefs, which has included opportunities such as role play, drama, art and a visit to a Hindu temple. Reception children were using 'persona dolls' to explore the differences and similarities between Hindu and Christian children. Older children know about religion through regular teaching and a special bible exploration time in years 5 and 6 with Outreach UK. However some opportunities are missed to enhance children's spiritual development through closer links between the school's values to the life of Jesus and biblical stories. Documents, the website and the school environment are used effectively to ensure that the Christian nature of the school is prominent e.g. half termly interactive RE prayer and values displays, school banner, stained glass panels designed by the children and use of the quiet garden.

Grade: 2

The impact of Collective Worship on the school community is good.

The school carefully considers the needs of all the children and adapts the collective worship during the week to include both key stage and whole school worship times. Conversations with children, governor monitoring, parent comments and pupil surveys confirm that children enjoy worship and learn about Christian values, Anglican traditions and prayers during worship. There is a strong relationship between the parish church and the school through collaborative planning for worship between the worship co-ordinator, vicar and foundation governor. Y6 children are actively involved in some worship through writing the Leavers' Service that includes poems written by Y6 and read by Y5, songs, blessing, performance, and sung response. However, this is the only example of children planning worship.

Prayer is part of the life of the school through worship and at different times of the day. They write their own prayers such as 'Y3 loves God Prayer book' and use special prayers including the prayer of St Richard and extemporary prayer during special services. Children were able to describe the importance of prayer, such as when asked about prayer, one child reflected 'I can ask God to help me with difficulties in my life ... make contact with God.' This focus on more opportunities for prayer has addressed one of the areas for development at the previous inspection. A collective worship review by the school identified that children enjoyed the singing and active elements of worship but were not as confident about the more reflective elements. Consequently the school is now using strategies to teach children how to be more reflective.

Grade: 2

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

There is a very clear understanding of the vision and values of the school because the whole school community is involved in the process, which staff and governors review together every three years. The school's self evaluation is good and the ethos committee is actively involved in the self evaluation processes. The school made a conscious choice to keep its ethos committee when they restructured their governing body sub-committees. They regularly visit the school, observe worship and RE lessons, talk with the children, take collective worship monthly, survey parents at parent evenings for their views and also receive reports to their committee regarding parental views from surveys. This has strengthened the self evaluation since the previous inspection.

The school prospectus, website and recruitment of staff all make it clear that the school is a Church school and what is expected. Many parents travel some distance and choose the school because it is a Church school. In a recent questionnaire 87% of parents agreed that 'it was important for the school to have strong links with the church.' There is a good two-way relationship with the parish church e.g. children write each term for the parish magazine, cook a Lenten lunch for parishioners and design a card for the church Christmas fair.

Careful thought is being given by the school to the logistical considerations they will need to make during the building programme next year and they have also thought creatively about Collective Worship in the new building design. This thoughtful, planned and evaluative approach underlies everything the school does and exemplifies good leadership from the headteacher and her team that has created an environment where children want to learn and where they know they are valued.

Grade: 2