



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Holy Trinity Church of England Secondary School

Buckswood Drive  
Gossops Green  
Crawley  
RH11 8JE

**Previous SIAMS grade: Outstanding**

**Current inspection grade: Good**

**Diocese: Chichester**

Local authority: West Sussex

Dates of inspection: 9 and 10 November 2015

Date of last inspection: 23 September and 2 October 2009

School's unique reference number: 126098

Headteacher: Paul Kennedy

Inspector's name and number: Susan Thompson 714

#### School context

Holy Trinity is a larger than average-sized secondary school. In recent years the diversity of the school population has increased. As a result, the proportion of students from minority ethnic backgrounds and the proportion who speak English as an additional language are above average. The proportion of students eligible for pupil premium funding is around the national average. A budget deficit has resulted in two years of staffing reductions, including restructuring the leadership team. In November 2014 the school was judged 'good' by OfSTED. The governors have started a headteacher recruitment process as the current headteacher leaves at Christmas.

#### The distinctiveness and effectiveness of Holy Trinity Secondary School as a Church of England school are good

- The Christian ethos and values are at the heart of all policies which are lived out in practice by the whole school community.
- The school has a very clear focus on the wellbeing of all members of the school community based on Christian values.
- Students play a leading role in acts of collective worship and contribute significantly to charity fundraising.
- Prayer and reflection are valued by all members of the school community.
- A team of well-qualified staff support high levels of attainment in RE in Key Stages 4 and 5.

#### Areas to improve

- Improve the cycle of monitoring and evaluation, so it consistently leads to improvement.
- Ensure challenge and progress through consistent RE departmental practice in assessment and feedback across all year groups.
- Develop stakeholders' confidence in explicitly identifying the biblical teachings that underpin the school values.

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

Holy Trinity school community is absolutely clear that this is a Christian school. The Christian values identified as key to the school were developed in February 2015. These are central to school life and are well understood as Christian values by all members of the school community. However, few members of the community are able to root these values in specific biblical teaching. Sixth form students talk eloquently about the impact of the Christian values on their thinking. Students, parents and staff remark on the care that is expressed when individuals face times of adversity. The school has recently revised the behaviour policy which is focused on respect, responsibility, restoration and reintegration. Clear links are made between teachings on forgiveness and restoration in the policy. This policy is very effective: pupils understand that all can make mistakes and have a second chance. As a result of these approaches, pupil attendance is good and exclusions are rare. The following was emailed by a member of the public about student conduct at the theatre, "A pleasure to sit amongst them and a credit to the school!" This high standard of behaviour was exemplified throughout the inspection. The moral education of the pupils is well developed. Each year pupils raise significant amounts for charity and there is a long established link with Sierra Leone. A highly developed system of mentoring enables older students to support younger students. Thirty two different first-languages are spoken by the student body. Students come from a range of world faiths which are openly discussed, one student commented "we can discuss our beliefs and learn from each other." This openness is also evident within the staff conversations. These factors result in a strong sense of the importance of inclusivity. There is a focus on thinking of others which has contributed to the school's approach to spirituality. On a recent residential the hotel staff observed students picking things up for their fellow students. All departments have analysed their contribution to spiritual, moral, social and cultural education showing the diversity of opportunities available to the students. Holy Trinity is enabling students to achieve well and there are no significant gaps in attainment between learners. The priority given to open expression empowers students to show great maturity of thought through different media.

### **The impact of collective worship on the school community is good**

Collective worship takes place daily in different groupings across the school. Planning is based on the Christian values of the school, linked bible passages and reflects the Anglican church year. Christian teachings were clearly linked to the collective worships observed. Students talk about the impact learning about the fruits of the spirit has on their lives. The Road Safety collective worship observed made a link between God the Father and caring for others. The performance of Les Miserables made explicit bible teachings about justice and compassion. Students have a growing understanding of the three persons of the Trinity. They are able to make links between the Trinity and beliefs in other faiths. A large altar, featuring a bible and candles sitting behind cathedral stones, makes a powerful statement of faith in the entrance hall. Students are actively involved in leading collective worship. This, coupled with a range of other leaders, including many staff, clergy and outside speakers, offers a broad experience of collective worship. However, opportunities to appreciate that Christianity is a worldwide faith are not developed. Students' understanding of different Christian denominations either locally or further afield is underdeveloped. The school has a flourishing student led Christian Union which has a high profile in the school. The responsibility for leading this is held by the Senior Head Boy and Senior Head Girl. They meet in the dedicated Chapel which is also used for the termly Eucharist services. Prayer is important in the life of the school for adults and students alike. Staff, governor and parents' meetings include times of prayer, placing faith at the centre of school life. Places of prayer for both Christians and Muslims are valued by the students and parents. Prayer space events give opportunities to explore prayer and reflection through creative and interactive resources. The students have been actively involved in developing tutor prayer books to support tutor reflection times and private prayers, thus providing a common reference point. There is a prayer group for parents who support the school in prayer.

### **The effectiveness of the religious education is good**

Six religious education (RE) specialists are employed by the school, meaning all Key Stage 4 and 5 students are taught by subject specialists. RE in Key Stage 4 is compulsory and data reflects positive residuals over several years. To allow for students to access the most appropriate curriculum there is an impressive range of five examination courses for students. Alongside studying a range of ethical issues there is a focus on studying Christianity. This includes an option to study Mark's Gospel. Selected students have been able to opt for AS level RE during Key Stage 4. This has been a very successful option for students. Historically there is a good uptake of A level with strong levels of attainment. However, the changes in the Key Stage 4 curriculum and in whole school staffing have impacted on both courses. The AS at Key Stage 4 will no longer be offered. Furthermore, reducing A level options to 3 has resulted in fewer students taking an RE course post-sixteen. The Key Stage 3 curriculum seeks to balance the need to reflect the school's Christian character whilst appropriately preparing pupils for life in modern Britain, through the study of a range of faiths. Students who have their own faith commitment are confident in expressing their views and relating ideas to their own faith. Within the curriculum the students have opportunities to learn about the Trinity and different denominations. However, they are not able to express their understanding of different denominations to questions about the Christian faith. The majority of teaching seen was good and most of the children were engaged in their learning. Despite this, the areas of marking, feedback and response by students has been raised as an area for development as inconsistencies remain. This was seen in the National Society review of March 2014 and the internal subject review in January 2015. The new line manager for RE was involved in the book scrutiny during the inspection and has a clear view of the next steps for the subject. The RE subject leader has been focusing on Key Stage 4 and 5. A comprehensive assessment policy was developed in July 2015. However, the implementation of this has not been undertaken. Evidence of monitoring the impact of this development or tracking the areas for development from previous reviews was not seen.

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

The ethos and values statements were developed early in 2015. Governors were very involved in the development of these statements. They were launched by the Headteacher through a series of collective worships. As a consequence, the students considered how the values impacted on behaviour. Particular examples cited were through acts of service and a growing understanding of forgiveness and restoration. They also impacted on school life and are especially evident in policies. Each department considers school improvement in terms of its contribution to the Christian ethos. The manner in which the Christian values impact on the curriculum taught in the classroom is developing. This approach has been successful in placing the Christian ethos at the centre of school development in all subject areas and across the whole school. All members of the school community can articulate the values as being founded on Christian principles. This supports the clear focus on pupil well-being based on the school's Christian values. The pastoral support for all members of the community is strong, staff recognise they can turn to each other for support in challenging times. The governors have been guided by the headteacher in their understanding of what is expected of strategic leadership in a church school. The Ethos and Pastoral committee started in 2012 soon after the current headteacher took up his position. This committee meets a minimum of 3 times a year. They have developed the use of governor visits, but the full cycle of review and impact is not followed consistently. The determination of the senior leadership team to develop as a church school is evident. Opportunities are given for staff to develop as church school leaders of the future through professional development opportunities. This has involved staff members contributing to whole school developments and national events regarding teaching and learning. The school meets the requirements for collective worship and religious education.