

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Holy Trinity Church of England Primary School

#### Vision

Excellence in how we worship, learn and work together

Our school vision is deeply rooted in biblical principles and underpins the heart of our purpose through the Bible verse 'I can do all things through Christ who strengthens me' Philippians 4:13. Excellence in how we worship, learn and work together emphasizes the school achieving excellence through Christ's strength and declares our commitment to flourish and to achieve high standards in all aspects of school life.

Holy Trinity Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- A deeply meaningful Christian vision, emphasising strength in challenging situations, has upheld the whole school community in recent times. It is an anchor which keeps them firmly grounded so that they serve each other and their local community very well.
- Collective worship is a special time, during which pupils and adults are invited to praise God and to offer their heartfelt prayers. It supports and encourages the gathered community as they live out their faith, vision and values.
- School leaders support their staff very well by living out the school's vision and linked values. They encourage them personally and enable them professionally, so that they thrive as a close and dedicated team.
- Love and care for families and their children, including those who have particular needs, creates trusting and lasting relationships. These form the basis for the social and emotional flourishing of pupils, day by day.
- Adults and pupils challenge unfair situations in the wider world, by supporting the causes which mean most to them. This results in a growing understanding of how they might make the world a more equitable place for everyone.

#### Development Points

- Embed a consistent and explicit approach for spiritual development across the wider curriculum. This is so that adults and pupils are enriched by a clear understanding of how they are growing together spiritually.
- Establish an assessment system for religious education (RE) which aligns with the newly implemented curriculum and with the context of the school. This is so that adults and pupils are confident about their next steps and continue to make good progress.



## Inspection Findings

### Vision and Leadership

The school's Christian vision has brought them through a period of turbulence and uncertainty because of their reliance on the strength of Christ. The words of the vision are well known to pupils and adults, including parents and carers. These words have helped the school community to be resilient and not to give up. This has resulted in bringing people together to support each other and to realise how special their school is. School leaders, including governors, rely on and live out the vision and its linked values. Their decisions and actions are undertaken in the strength of the vision and with excellence for all as their goal. They have maintained and furthered relationships and partnerships in the local community and beyond, including with local churches. This is mutually beneficial and moves the school forward. Support from the diocese has helped the school to survive and to thrive as a Church school.

### Vision and Curriculum

The Christian vision and its linked values are threaded throughout the curriculum, which is very well matched to the school's context. At the beginning of each school year, questions of belonging and identity are addressed. This helps the pupils to understand who they are and how to find their place in the world. On 'international day', they wear costumes which celebrate their personal heritage with pride. It is one of the various ways in which the school embraces difference, diversity and the richness of traditions. The school's approach for developing spirituality across the curriculum is that of recognising relationships with self, others and 'what is beyond'. Pupils and adults are able to express certain elements of this but with limited understanding. This is because it is not embedded explicitly or consistently within and across the curriculum. Elements of critical thinking and reflection are woven through the curriculum. This means that pupils are able to develop a depth of personal understanding. In turn, this contributes to the high standards towards which the vision strives.

### Worship and Spirituality

Collective worship is a celebration of a vision and set of values which sustain and motivate adults and pupils. It is carefully crafted to remind everyone that they are a unique individual made in the image of God. There is a clear invitation for all to participate, which is applauded by parents and carers who do not profess the Christian faith. Those with additional needs join their friends, with the support of their adults and resources which help them to be calm. This time of the day is for the praise of God through song and for coming to God in prayer. The leader for worship describes it as a time to 'communicate with God and with each other'. This happens by offering the space for reflection, stillness, thinking and sharing. Pupils say that this time of their day is about 'life lessons and our future'. They realise that it is about shaping them as the person they are going to be. Singing is joyful, exuberant and from the heart. Pupils in the 'faith group' regularly help to lead worship, including the prayers. Although the parish vicar recently moved on, there is a rich and lasting legacy from his teaching and musical contributions in worship and beyond. Daily worship is a special time for the whole school community and contributes well to spiritual flourishing in its specific context. It is clear how a desire for excellence in worship contributes to the Christian vision.

### Vision and School Culture

The school culture is deeply rooted in its Christian vision. School leaders draw on the strength of Christ to pursue excellence for adults, as well as for families and their children. It continues to uphold them in a time of uncertainty. For pupils and adults alike, their day to day living as a school community ensures the dignity of each unique individual. The words which pupils use to describe their school are overwhelmingly about care, kindness and being helped. This is particularly evident in the support given to those who have special educational needs and/or disabilities (SEND). A separate provision is in place for those with high needs, offering extra support and addressing sensory challenges. They join with their peers in as many ways as is practical, with collective worship being a priority for such inclusion. Parents and carers are strengthened as they experience the care of staff and



their willingness to go 'beyond the call of duty'. This means that trusting and unwavering relationships are formed to the benefit of families and their children. Staff are very well supported by school leaders, including governors, both personally and professionally. The doors of senior staff and each other's classrooms are always open if they need to seek advice or a listening ear. Their knowledge and skills for building up their Church school have been enhanced by the school's partnership with their diocese.

#### Vision, Justice and Responsibility

There is a keen sense of responsibility for each other as well as a outward-looking focus in this close-knit school community. Parents and carers have chosen to remain in the school because they see care demonstrated in being responsible one for another. The roles taken by older pupils in nurturing the younger ones is a source of great pride. This is an important part of learning and working together. Pupils of all ages demonstrate a responsibility for supporting those with additional needs. They offer encouragement when they join their lessons and they celebrate their contributions. There is also compassion shown for those suffering in the wider world. Pupils say that they 'see things that are not right and try and make them equal'. For example, they are collecting money and practical items for those affected by the hurricane in Jamaica. The choice of causes to be supported are discussed by both adults and pupils. This means that there is a deep and personal motivation for any action taken.

#### Religious Education

The recently implemented RE curriculum has been introduced very thoughtfully by the subject leader. Supported well in their subject knowledge, teachers and pupils are enjoying a new way of looking at religious and non-religious worldviews. Pupils are quickly growing in their understanding of how they and others view the world. This is because they are exploring their ideas effectively through the lenses of believing, living and thinking. They enjoy the variety of ways in which they record their work, especially through art and the teachers' extension questions. For example, pupils in Year 4 talked confidently about their 'flower of faith' pictures, describing different ways of believing. Those in Year 5 were able to express their own conclusions in an extension question about the new Archbishop of Canterbury.

The current curriculum was introduced in September 2025. Assessment in lessons means that teachers can check accuracy and address any misconceptions. An approach to assessing pupils' knowledge and skills over time is being trialled and refined. This means that it is not having as much impact on teaching and learning as it could. However, the RE leader, together with those who teach the RE curriculum, are ambitious in their teaching and have high expectations for learning. Previous successful ways of ensuring good progress form part of the planning for the new curriculum. Monitoring and evaluation of RE by senior leaders and the diocese is regular and effective. Professional development for teachers to sustain and improve teaching and learning is ongoing. An enthusiasm for, and a commitment to, RE means that it maintains a high profile in the school.

## Information

Address	Upper Tulse Hill, London SW2 2RL		
Date	26 November 2025	URN	100622
Type of school	Voluntary aided	No. of pupils	121
Diocese	Southwark		
Headteacher	Pauline Thomas		
Chair of Governors	Chris Tongeman		
Inspector	Virginia Corbyn		