

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

### Holy Trinity Church of England Primary School

#### Vision

Those who have hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary; they will walk and not be faint. Isaiah 40:31

Holy Trinity Church of England 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

- The school's Christian vision is deeply embedded and rooted in biblical teaching. It guides strategic choices and promotes ethical practice.
- The curriculum is rich and inspiring and provides transformational experiences. As a result, pupils grow in self-understanding and appreciate their place in the wider world.
- A strong culture of inclusion and nurture, firmly grounded in the school's Christian vision, enables pupils and adults to feel valued and supported.
- Relationships across the school are characterised by mutual respect, dignity, and compassion, reflecting the school's Christian values in action.
- Teaching, learning and assessment in religious education (RE) are effective, supported by dedicated and strong subject leadership that ensures pupils make good progress.

#### Development Points

- Consolidate pupils and adults' understanding of the ideas and perspectives that shape beliefs, meaning, and society. This is so that the school's ambitious vision for RE is fully realised in practice.
- Ensure the approach to spiritual development in collective worship is clear and widely understood. This is to help adults and pupils confidently recognise and reflect on their spiritual growth.



## Inspection Findings

### Vision and Leadership

Holy Trinity is a happy and welcoming school where the Christian vision is well known, understood, and lived out daily. Pupils and adults alike show a deep sense of ownership and commitment to this vision. It inspires pupils and adults through the intent of raising aspirations, reaching potential, and living well together. They are encouraged to 'soar on wings like eagles' embodying the hope, strength, and perseverance that the vision represents. Each half term, one of the six values is given a specific focus. This approach gives pupils dedicated time to engage with each value meaningfully. Leaders ensure that values are carefully sequenced to reflect the rhythm and priorities of the school year. For example, 'courage' is explored in the final term to support pupils as they prepare for transition to the next phase of their education. Consequently, pupils grow in confidence, compassion, and the ability to make thoughtful decisions as they progress through the school year. Strong and supportive partnerships between the school, home, church, and diocese enrich the lives of pupils, families, and staff. As a result, the Christian vision effectively supports the needs and context of the community it serves.

### Vision and Curriculum

The curriculum is deeply rooted in the school's vision, guiding learning experiences that enable pupils and staff to flourish. Spirituality is woven into learning, encouraging reflection on the self, on others, and on the beauty of creation. This approach fosters personal growth and a strong sense of purpose. Notably, encounter days provide opportunities for reflection, transformation, and peace. For example, an encounter day for older pupils at Highgate cemetery allows them to explore themes of loss and renewal. This experience helps them to develop empathy, resilience, and a deeper understanding of life's cycles. Reception pupils experience wonder and care first-hand by caring for chicks. This encounter nurtures empathy, attentiveness, and a sense of connection to living things from an early age. Partnerships with a world-renowned dance organisation allow pupils to explore movement, choreography, and cultural expression. Such creative activities encourage pupils to discover talents, express themselves confidently, and engage sensitively with different perspectives. The arts curriculum celebrates diversity, representing artists, cultures, and creative practices from across the world. Through these experiences, pupils are able to recognise and appropriately challenge stereotypes. They grow in appreciation of diversity in lasting ways.

### Worship and Spirituality

Daily collective worship provides pupils and adults with space to reflect, connect, and explore meaning. Leaders and the children's pastor report that both church and school-based worship follow the pattern: gather, engage, respond, and send. This consistent structure builds familiarity and flow, making worship accessible and encouraging thoughtful reflection and participation. Parents and carers report that children enjoy worship. Pupils are encouraged to reflect on values and demonstrate compassion through their actions. For example, they support the local community by donating to foodbanks and singing at events for older people. Pupils are also exposed to big questions, such as 'How can you live a significant life?', which promotes stillness and deeper thinking. As a result, collective worship helps pupils to develop empathy, moral awareness, and a sense of personal responsibility. Leaders proactively sample pupil voice and have established an 'even better if' format for feedback. Pupils' thoughtful suggestions reflect their engagement and sense of belonging in worship. However, pupils are not contributing in ways that fully support the school's spiritual life. Their involvement does not clearly demonstrate the school's intended approach to spirituality.

### Vision and School Culture

The school fosters a culture in which pupils and adults are treated with care and respect. Pupils and their families are warmly welcomed at the school gate by cheerful staff who know them well. A safe, supportive environment reflects the vision, encouraging pupils to engage confidently in learning and school life. Leaders model the vision



with energy and optimism, setting expectations rooted in dignity, respect, and inclusion. Annual training reinforces the staff's appreciation of the vision as the foundation for all of the school's work. This ensures that staff implement the vision consistently, promoting high-quality learning and supportive classroom environments. Other professional development raises aspirations and builds capacity, including initiatives for leading teacher development. Pupils deemed to be vulnerable thrive through inclusive routines, bespoke enrichment, and tailored mentoring provision. They also have access to at least one after-school club free of charge. This enables pupils to explore interests, build friendships, and engage confidently in the school community. Adapted spaces, sensory areas, and safe play provision create secure, nurturing environments that support wellbeing, confidence, and engagement for pupils and staff alike.

#### Vision, Justice and Responsibility

The school's vision shapes a culture of justice, responsibility, and mutual respect. Pupils are empowered to lead and contribute positively through the available leadership roles. Examples include helping younger children at different points in the school day, as well as advocating for others through individual fundraising events and sponsored walks. Engagement in such projects fosters a growing sense of accountability, and an awareness of the importance of collaboration. Partnerships are central to realising the school's vision. The school actively seeks the views of parents and carers through community events, questionnaires, and focus groups. The local church supports pastoral care, offering guidance to families and staff. Alliances with other Church of England primary schools enables shared expertise and strengthens practice. These collaborations impact pupils and adults positively. They enrich learning, fostering empathy, and promoting confidence, responsibility, and a sense of belonging across the community.

#### Religious Education

RE is highly valued and appropriately resourced by leaders. The curriculum is designed so that pupils develop a deep understanding of Christianity, alongside a range of world religions and non-religious worldviews. The enquiry-led curriculum is academically challenging. It also encourages pupils to explore diverse concepts. Examples include gratitude, the role of the church in the community, biblical stories, and questions about life after death. Pupils who have special educational needs and/or disabilities (SEND), are included through annotated planning, visual supports, scaffolded outcomes, and tailored learning. The curriculum is enriched through visits such as the Year 6 pilgrimage to places of worship across London. These experiences deepen pupils' understanding of how people of different faiths and denominations express their beliefs. Courageous and ambitious decisions for RE are developing thinking about how people practise and explore religion. Pupils and staff are still developing their understanding of this new approach, and it is not currently embedded.

Teachers deliver highly engaging, well-paced lessons that challenge pupils to think deeply, reflect on meaning, and explore different perspectives. Pupils say that RE helps them to understand different viewpoints and respect others in a multi-faith community. They enjoy exploring religious and non-religious worldviews and they use subject-specific vocabulary and give examples of their understanding confidently. A culture of respectful RE dialogue is thoroughly embedded. Assessment effectively guides teaching and learning, with teachers checking understanding regularly and providing opportunities for discussion. Substantive assessments at the end of each half term record pupils' progress in knowledge, reflection, and critical thinking. Pupils across the school make good progress and learn well in RE.

## Information

Address	Trinity Walk, Maresfield Gardens, Swiss Cottage, London, NW3 5SQ		
Date	21 October 2025	URN	100032
Type of school	Voluntary aided	No. of pupils	167
Diocese	London		
Head of School	Keeley McCleave		
Chair of Governors	Andrew Hull		
Inspector	Pamela Gough		