

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

Holy Trinity Church of England Voluntary Controlled Primary School	
Address	Beridge Road, Halstead, Essex, CO9 1JH

### School vision

We are an inclusive, aspirational school that builds a kind, resilient community.

**Love**

1 John 4:19 - 'We love because He first loved us.'

**Honesty**

1 John 3:18 - 'Let us not love with words or speech but with actions and in truth.'

**Respect**

Matthew 7: 12 - 'In everything, do to others what you would have them do to you.'  
This is the 'golden rule.'

### School strengths

- The Christian vision, promoting inclusion and high aspiration, supports the work and life of the school. This enables pupils and adults to flourish.
- Relationships are strong at every level. This underpins an environment where people are treated well. As a result, pupils and their families thrive in a community of care and respect.
- The religious education (RE) curriculum is well balanced and sequenced. Supported by strong leadership, this provides pupils with effective provision.
- Led by the vision, the curriculum and wider enrichment opportunities motivate pupils to try exciting experiences and develop different skills. This prepares them for their future.
- Active and authentic international partnerships and global links enable pupils to develop their understanding of other cultures and appreciate their place in the world.

### Areas for development

- Explore a shared understanding of spirituality. This so pupils and adults can recognise and celebrate opportunities for spiritual development when they take place.

### Inspection findings

Holy Trinity's vision was carefully chosen to reflect the needs of the community it serves. Leaders are ambitious for the school to be a place which is characterised by respect, honesty and love. As such, the vision is lived out through an open hearted and welcoming approach, which is central to this. The values, particularly the 'golden rule' to treat others as you wish to be treated yourself, drive the school's inclusive culture. People know this well and, as a result, relationships are strong at every level. The Bible verses that underpin the values reinforce how this kind and resilient community live. An emphasis on continuous development and holding high aspirations motivates pupils to do their best. Staff act as role models. They recognise and praise the values when they are lived out by others. This keeps them at the forefront of their actions.



Respectful interactions lead to a culture of trust. People develop strong and positive relationships so that adults and pupils 'get along well together.' Pupils are respectful of others' opinions, and aim to understand different points of view. Therefore, when they do encounter friendship problems, they are equipped to solve them independently. Pupils know how to seek help from staff when they require it, confident they will be supported. An 'open door' approach means staff seek and generously receive guidance from each other. Thus, expertise is shared and staff feel part of a caring team. Leaders demonstrate that staff are valued by carefully managing workloads and providing practical arrangements for wellbeing. Through special weeks, adults and pupils access workshops on strategies to promote their mental health and wellbeing. These include music and mindfulness, which are also opportunities for developing spirituality. Carefully targeted help is available for families when needed through signposting to other agencies or support from the school counsellor and family support worker. These support mechanisms are valued and lead to an inclusive and fair culture, in which pupils flourish. Staff develop strong, trusting relationships with families that are founded on respect and kindness.

In line with the vision, leaders have designed a curriculum with inclusion and aspiration at its heart. Barriers to pupils' learning are identified and adaptations are made accordingly so that they can achieve their best. There is an emphasis on learning activities that enable pupils to explore their local community and beyond. This is because leaders want pupils to understand the richness and variety of where they live and the wider world. As such, pupils develop a strong awareness of their local area and an understanding of their place in a global community. Alongside the curriculum sit a range of enrichment activities, such as visiting speakers, 'Rocksteady' and Mandarin. These enable pupils to develop new skills, an appreciation of cultures, preparing them for life in a diverse society. Some opportunities for spiritual development are included within the curriculum. Pupils think 'beyond themselves' by exploring big questions and reflecting on themes such as injustice, poverty and famine. Thought provoking literature is also used to provide examples. Pupils use these to 'wonder about what could or should change.' A definition of spirituality is set out alongside the school's vision. However, pupils and adults are not able to consistently explain how this is applied at Holy Trinity. This means that when spiritual development does take place, through relationships or expressing ideas beyond themselves, it is not always recognised, shared and celebrated.

Treating 'others as you would have others treat you' is the golden rule. It is central to how the vision is lived out. Applying this on a global scale, links have been established with schools in different countries. This enables pupils to experience and value cultural diversity, providing them with a wider perspective. Work with charitable organisations enables pupils to demonstrate kindness and support for others. As a 'rights respecting school', pupils are inspired to 'stand up' and lead actions that cause positive changes on issues that concern them. Links through the 'Global Neighbours' accreditation and 'International Schools Award' confirm the school's commitment to this. This promotes a culture of justice and responsibility. Pupils take action through writing to MPs, creating artwork, fundraising and sharing presentations. As such, pupils are proud of their actions and empowered to see that they can make changes.

Collective worship is important for pupils and adults. They value the time to gather together in sessions and experience an inclusive space to think and share ideas. Worship is enhanced by links to St. Andrew's Church. Clergy regularly lead collective worship, enabling pupils to experience different styles and approaches. Services, such as harvest, Christmas and Ash Wednesday, mark the church's year so pupils are familiar with important festivals. Families increasingly attend these services and value being part of the worshipping community. The space and time created by worship offers opportunities for spiritual development through prayer, reflection and song. Engaging activities help pupils to understand key messages. Through acting out and reading Bible stories, they explore the life and teachings of Jesus. Sessions are carefully planned across the week and promote Christian values. With guidance from adults, pupils understand how Bible stories illustrate the values and what means to apply them to their lives. Pupils are able to explore the values and worship themes at other times of the school day to deepen their understanding of them. They independently respond by accessing the 'caring corner' and class reflection areas. This contributes to their spiritual development. The collective worship leader supports staff to lead

worship confidently. Planned themes, suggested resources and clear expectations about the structure of worship lead to pupils experiencing consistently well prepared experiences. The way in which pupils live out the values is celebrated during a special worship time. This motivates them to show how they make a difference to others and the school a 'kind place.' Leaders also acknowledge pupils' service to the local community, encouraging them to have a positive impact outside of school.

RE is seen as important. Access to training in RE and support from the RE leader means that staff are well prepared to deliver the curriculum. In line with the vision, it is inclusive and aspirational. Encouraging curiosity, pupils learn about a range of world faiths and beliefs. They ask 'big questions' and respond to these, developing their own views. Pupils make comparisons between faiths, recognising the importance of similarities. As a result, pupils, including those with additional needs, are enthusiastic to learn. Topics are sequenced, build on prior knowledge and support effective links between concepts. Learning is recorded in different ways, including through art. This motivates pupils to take pride in their work, sharing it with others with enthusiasm. Keen to discuss their learning at home, pupils continue deliberating on the themes with their families, generating ongoing interest.

The inspection findings indicate that Holy Trinity Church of England Voluntary Controlled Primary School is living up to its foundation as a Church school.

Information			
School	Holy Trinity Church of England Voluntary Controlled Primary School	Inspection date	29 April 2024
URN	115066	VC/VA/Academy	VC
Diocese/District	Chelmsford	Pupils on roll	220
MAT/Federation			
Headteacher	Sarah Rowe		
Chair of Governors/ Trust Board	Matthew Londesborough		
Inspector	Christopher Grey	No.	C23/24