

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chrishall Holy Trinity and St Nicholas Church of England Voluntary Aided Primary School and Pre-School

Vision

‘Let your light shine’ Matthew 5:16

Chrishall Holy Trinity and St Nicholas Church of England Voluntary Aided Primary School and Pre-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.

Strengths

- Adults and pupils flourish because of the Christian vision. The school prioritises wellbeing, providing support that ensures pupils and adults thrive.
- Inspired by the vision, pupils and adults foster a deep understanding of justice and responsibility. As a result, they show a developed understanding of fairness and actively engage in supporting others.
- Closely aligned with the vision, the creative curriculum offers diverse opportunities for pupils to flourish. Big questions inspire them to think independently.
- Collective worship inspires growth for pupils and adults, deepening their understanding of, and connection to, the vision. Reflection time and discussions on world events spark meaningful engagement and critical thinking.
- Religious education (RE) is highly valued, with a curriculum that promotes curiosity and deepens understanding of the diversity of worldviews and faiths. Its focus on theology, philosophy, and human and social science, equips pupils to engage meaningfully in a multicultural world.

Development Points

- Refine the impact of the shared understanding of spirituality across the whole school community. This is to extend the way pupils and adults can identify and embrace moments of spirituality in daily life.
- Extend the language which pupils and adults use to describe the spiritual opportunities within the curriculum and worship. This is to enhance the way they can express the impact of these experiences on their personal spiritual development.



Inspection Findings

The vision at Chrishall directly develops the way pupils have a strong sense of responsibility towards others. Dedicated leaders inspire pupils and adults to 'shine their light.' The school's vision, supported by five associated values, drives its impact across the community. The popular 'Conquering Chrishall' challenges motivate pupils to live the Christian vision both at school and at home. Leaders, including governors, regularly review the impact of the vision, while subject leaders align their work to its principles. Successes, both in and outside school, are celebrated, fostering a culture of value and support. Committed governors actively enhance school life. Their popular supper club, and PTA events, strengthen community engagement, raising funds to enhance the engaging and varied curriculum. Leaders know their families well and use the vision to support parents, carers, and children. Families feel valued, reflecting the school's commitment to its community. The Christian vision is a lived reality at Chrishall, creating a culture which enables adults and pupils to flourish.

The school vision inspires a creative and inclusive curriculum, providing varied opportunities for pupils to 'shine their lights.' Learning makes full use of indoor and outdoor spaces. A wide and diverse range of opportunities engage pupils, enriching their learning experiences and stimulating excitement and growth. The vision shapes the curriculum with time for reflection planned within different subjects. Leaders carefully review the curriculum to ensure it adapts to the needs of pupils and lives out the vision. Pupils participate in forest school activities, creating opportunities for spiritual growth through nature-based learning. However, adults and pupils do not always recognise these moments as spiritual opportunities, sometimes missing implicit connections. This limits the impact they have on the way pupils develop spiritually. Special events, such as careers days, provide opportunities for pupils to be inspired by visitors who share how their own lights shine. The vision enables pupils deemed vulnerable and those with special educational needs and disabilities (SEND) to thrive. Regular training keeps adults informed on effective support strategies. Staff build on pupils' personal interests and passions to inspire them to achieve their goals. Close monitoring of progress allows staff to shape a curriculum where pupils can succeed.

Collective worship inspires adults and pupils to share the school's vision through practical actions and meaningful reflections. Regularly reviewed values enrich the vision by showing pupils and adults how to 'shine their light.' Worship is carefully planned around the Christian calendar, incorporating Bible stories, topical news, and big questions. Pupils and adults actively engage with worship through open questions such as 'What should we build our life on?' Displays around the school reinforce the weekly focus and provide opportunities to reflect outside of worship. Parents and carers receive updates on worship themes, enabling them to discuss the messages with their children. Pupils enjoy singing hymns and songs that reflect the worship theme, with signing included to promote inclusivity. A strong partnership with Holy Trinity Church further enhances worship experiences. Collective worship includes time for invitational prayer and reflection, providing opportunities for spiritual growth. While adults and pupils engage in these practices, they do not always recognise them as spiritual moments. A shared understanding of spirituality remains in its preliminary stages. This restricts how pupils and adults express the impact of spiritual development opportunities and worship on their lives.

Loving relationships at Chrishall reflect the Christian vision. These create a safe and welcoming environment where pupils and adults can shine. Parents and carers value the school's academic strengths and deeply appreciate the way it prioritises character development. Wellbeing is a key focus, with staff and pupils feeling supported, valued,



and recognised. Staff thrive because they receive time and resources to focus on their own learning. Pupils describe 'putting a smile on someone's face' as living their vision, and actively seek to share this joy with others. Through activities, such as weekend mental health workshops, leaders help families flourish, knowing this enables pupils to thrive. This enhances family wellbeing and creates opportunities for closer connections between the school and their community. The school's behaviour policy and 'super seven rules' promote positive behaviour and living the vision daily. Pupils and adults repair and restore relationships when things go wrong, reinforcing the school's values. Consequently, Chrishall is a harmonious community where pupils and adults can prosper and feel a keen sense of belonging.

Pupils take pride in their school and embrace leadership roles that inspire meaningful change. They understand justice and injustice, confidently explaining how equity and equality require different support to help others shine. Special learning weeks on topics like oceans and being good neighbours inspire pupils to reflect on the rights and freedoms of others. They support their community by collecting donations for the local food bank and visiting to gain a deeper understanding of its work. After discovering they cannot accept fresh food due to appliance shortages, pupils wrote to their Member of Parliament requesting support. Leaders drive change through providing in-school counselling services for pupils. Justice and fairness are actively addressed, ensuring the school's values are lived out through action. These efforts empower pupils to believe in their ability to create positive change and inspire them to act with courage and compassion in life.

RE is central to the school's purpose, guided by the vision and taught weekly as an integral part of the curriculum. Teaching and progress in RE are rigorously tracked to ensure high standards. The RE leader collaborates with federation schools, the local church, and the diocese to share and maintain best practice. Chrishall, as a small school, values these partnerships to uphold high expectations. The impact of monitoring enhances the RE curriculum, for instance through extending opportunities for creative learning. As a result of this, pupils frequently use artwork to express their understanding in meaningful ways. The school uses tailored, high-quality resources, supported by a strong focus on staff training to ensure consistency. A recent emphasis on vocabulary deepens pupils' questioning skills and helps them frame questions respectfully. The introduction of philosophy, theology, and human and social science lenses sharpens the focus of pupils' learning. Local clergy regularly visit, sharing stories and photos that engage pupils and highlight Christianity as a global religion. Visits to the school from a Ugandan choir expand pupils' understanding that worldviews and religions are global and diverse.

Leaders monitor RE teaching through classroom visits and pupil voice, ensuring a high-quality learning experience. Governors strengthen this by actively engaging in regular discussions and school visits, deepening their oversight. Together, they ensure the curriculum remains challenging, accurate, and well-sequenced, leading to positive outcomes for pupils. Staff feel strengthened by the RE leader, who readily provides guidance and advice. Progress in RE is effectively assessed using a variety of methods, reducing reliance on literacy skills. The curriculum is challenging and accessible to pupils, allowing them to demonstrate learning effectively. They speak enthusiastically about their learning and confidently connect different religions and worldviews. The RE curriculum inspires pupils to 'shine their light,' aligning seamlessly with the school's vision and associated values.

Information

Address	Palmers Lane, Chrishall, Royston, Herts, SG8 8QE		
Date	16 January 2025	URN	115195
Type of school	voluntary aided	No. of pupils	126
Diocese	Chelmsford		
Federation	Federation of Farnham and Rickling Primary Schools		
Headteacher	Tracey Bratley		
Co-Chairs of Governors	Islay Dring and Joanna Freemantle		
Inspector	Kaye Healy		