

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School

Vision

Our vision is at the heart of what we do and is based on what is also at the heart of the Christian message – love. Jesus said: “There is no other commandment greater than these – you shall love the Lord your God with all your heart.....you shall love your neighbour as yourself.” (Mark 12 v30, 31) Our vision is to create a community where everyone feels Loved, Inspired, Nurtured, and Empowered, it is our golden LINE. We strive to instil Christian values that will give our pupils the best possible chance for positive relationships and success, both personally and in their future places of learning and work.

Holy Trinity 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

- The school’s Christian vision is rooted in the biblical message of love. Leaders are unwavering in their commitment to serve the needs of their community and live out the vision. Consequently, this enables both pupils and adults to thrive in this nurturing school.
- Leaders are dedicated in their drive to cultivate a curriculum which is skilfully shaped to provide rich, vibrant and meaningful learning experiences. This inspires pupils to foster a love for learning and to grow spiritually.
- Collective worship is joyful, inclusive and thought-provoking. This encapsulates the Christian vision and prompts pupils to explore how they might make decisions in their own lives.
- Staff and pupils are proud to be part of this caring and purposeful school community. Leaders inspire pupils to take responsibility for their own actions. This resonates in how pupils treat one another with kindness.
- Effective leadership of the religious education (RE) department means that learning is carefully crafted to be sequential and challenging. This means that pupils delight in their learning and build their knowledge and understanding of religions and worldviews.

Development Points

- Enhance ways to map spiritual development across the curriculum. This is to strengthen opportunities for leaders to reflect on the impact of this for pupils.
- Build on the opportunities for professional development in RE. This is so that staff build their knowledge of divergence within religions and worldviews.



Inspection Findings

The Christian message of love is the cornerstone of Holy Trinity CE Primary School. The school's Christian vision is carefully crafted to create a community where everyone feels loved, inspired, nurtured and empowered. This ambition for all permeates throughout the school and is the golden line which encapsulates the vision. Leaders serve the needs of their community well through new initiatives such as the school nursery and the development of outdoor learning. Strong layers of governance mean that leaders are robust and purposeful in their systems of self-reflection. Effective partnerships with The Alliance Multi-Academy Trust (TAMAT) and the diocese, cultivate professional development opportunities for staff. This promotes an outward looking and innovative team who are strongly committed to the Christian vision. Consequently, pupils and staff are supported well to flourish and live out the vision.

Driven by the vision, staff are committed to provide an education that is inspiring and accessible to all. Pupils are inquisitive about their learning and are encouraged to ask 'big questions' which invoke deeper thinking. Planned and spontaneous 'wow' moments are thought provoking and meaningfully engage pupils. Leaders foster a shared understanding of spirituality which supports a deeper appreciation of spiritual growth. This has been supported through professional development, however, opportunities to evaluate and map spirituality across the curriculum are less embedded. Driven by the vision, staff are ambitious for their pupils. Dedicated team members support pupils through a wide range of interventions such as additional phonics, maths and handwriting groups. This means that pupils including those with special educational needs and/or disabilities (SEND) are supported well. Opportunities within the wider curriculum are rich and broad. Trips to cultural places of interest, residential visits and clubs including chess, basketball and science enrich learning. Forest school and outdoor learning provision strengthen and build positive relationships.

Collective worship enriches and cultivates the spiritual life of pupils and staff. Uplifting music fosters an atmosphere of appreciation and joy. Pupils are supported in deepening their understanding of the school's Christian values through the words of the school song. This promotes a sense of togetherness and belonging. The engaging programme of worship themes inspires pupils to think about their own lives and make connections to biblical stories and values. Pupils are inspired to think how they might exemplify values in their own actions, such as displaying courage and service to others. Worship includes creative play and storytelling which consequently, nurtures spirituality. Prayer and reflection time are an integral part of worship and provide further opportunities for spiritual awareness. Prayer spaces around the school are inclusive and invite pupils to compose their own prayers and thoughts, creating deeper moments for reflection. The 'spiritual spiral' is a dedicated outdoor garden space for pupils to have quiet moments of contemplation. The school has forged fruitful partnerships with Holy Trinity Church. Through effective collaboration, speakers from the 'open the book' group and the Church invigorate worship. When pupils attend the local Church, they broaden their appreciation of key occasions in the Church calendar. Pause days effectively enable adults and pupils time to explore significant occasions, such as Remembrance Day. As pupils paint commemorative pebbles, they encapsulate their own spiritual reflections.

Staff have an uncompromising commitment to developing a culture of inclusivity. The distinctively Christian vision pervades decisions around supporting wellbeing of pupils and staff. As a consequence, adults can access the support they need to thrive in their role. Leaders prioritise strategies and programmes which promote emotional regulation and build resilience. Parents and carers are supported through the work of a family liaison worker and



workshops for parents and carers. Parents therefore feel valued and know where to seek support. The lunchtime club in 'The Den' provides a quiet space for pupils to go and spend time during busy breaktimes. Leaders have prioritised and shaped staff training to support positive mental health. The introduction of designated emotional literacy support assistants (ELSA), and the engagement of school wellbeing dogs, foster resilience. The overarching commitment of leaders to the vision enable pupils to flourish and be nurtured.

Staff model and support pupils to build positive and respectful relationships. This promotes a cohesive community and reflects the school's vision of love for others. Innovative outdoor learning in the school's green spaces provide rich and engaging opportunities for play. This supports pupils of all ages to treat each other well and live out the values of love, forgiveness and courage. Pupils are inspired to think about justice and consider how they can make a difference in the world. This prompts them to act and to write letters to the government and raise money to support endangered animals. The eco-warriors encourage recycling through their second-hand Christmas jumper sales and a toy swap. These experiences empower pupils to care for the environment and the natural world. Pupils consider how decision-making affects their own community. Subsequently, pupils lead on charity fundraising and champion causes which are important to them. Reading ambassadors organise competitions to promote the joy of books. The school council run a school talent show to celebrate individual gifts and talents. Pupils serve their community, and they are proud of the responsibilities and leadership roles that they have been given.

Effective leadership in RE means that the curriculum is engaging, well-sequenced and challenging. Pupils develop an understanding of key concepts such as creation through questioning and opportunities to explore a range of worldviews. Creative and inspiring learning activities include the use of art, class discussion and personal reflection. Pupils relish sharing their ideas and this helps to deepen their understanding of themes with friends. Leaders prioritise RE and consequently, it is well resourced and timetabled accordingly. As a result, the dedicated RE team is well-supported through the training provided by the diocese and the trust. However, opportunities for the wider staff team to develop a deeper knowledge of the updated curriculum and a range of worldviews is less well developed. RE leaders are highly reflective and deeply committed to developing effective resources to support and scaffold learning. This makes RE lessons accessible and promotes moments of deep reflection.

Information

Address	Benner Lane, West End, Woking, Surrey GU24 9JQ		
Date	1 st July 2025	URN	145700
Type of school	Academy	No. of pupils	445
Diocese and Methodist District	Guildford		
MAT/Federation	The Alliance Multi-Academy Trust (TAMAT)		
Headteacher	Liz Ambrose		
Chair of Governors	Catherine Williams and Gemma Kemp		
Inspector	Rachel Croft		