

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School

Vision

At Holy Trinity we are passionate about growing tomorrow's leaders. We educate and equip our children with the skills they need to succeed and thrive. We develop and value the characteristics of everyone, enabling them to flourish into the best version of themselves and be happy. We work as a community to create opportunities for all children to become confident and respectful citizens, who contribute positively to society. We flourish when we help others flourish. (Jeremiah 29:4-7)

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.

Strengths

- The Christian vision and associated values are evident and lived out across all aspects of school life. As a result, pupils develop as thoughtful and responsible individuals who speak and act with kindness and care.
- Leaders responded to their context when crafting the curriculum, recognising and valuing the diversity of the pupils within their school. Pupils are offered a breadth of experiences that enrich their learning.
- Collective worship is inclusive, engaging and invitational. Rich opportunities exist for learning, celebration and reflection. As a result, pupils and adults value this time to come together, further strengthening the strong sense of community that exists at this school.
- Leaders are committed to the wellbeing of everyone in the school community. Staff feel valued and well-supported in their roles. They talk about how they have been helped to progress, regardless of their career starting points.
- Strong leadership of religious education (RE) ensures that the curriculum meets the needs of pupils. Lessons are engaging and encourage discussion, reflection and respectful debate. As a result, pupils retain information and make good progress.

Development Points

- Maximise planned opportunities for spirituality across the whole curriculum in addition to those taking place spontaneously. This is to support the spiritual flourishing of pupils within a greater range of learning experiences.
- Implement a systematic approach to monitoring and evaluating collective worship. This is to enable pupils to contribute to shaping their collective worship experiences, enhancing their spiritual growth.
- Strengthen pupils' understanding of the difference they can make beyond their own community. This is to enable them to find their own voice beyond their local area, to challenge wider injustice.



Inspection Findings

The aspirational Christian vision and associated values at Holy Trinity resonate with pupils and adults across the school. Staff are united in their determination to provide nurture, care and support for pupils, including to those who are vulnerable. As a result, pupils feel safe, recognising their place in the school community and holding a deep sense of belonging and acceptance. Pupils know the values that underpin the school's vision and strive to show these through their actions and behaviour. Driven by the vision to grow tomorrow's leaders, there are high aspirations for staff as well as pupils. Continued professional development and training opportunities enable staff to flourish in their roles.

Leaders know their pupils well and have designed a curriculum that celebrates the diversity of their school community. Opportunities to celebrate the rich breadth of cultures and beliefs within the school are provided across the curriculum and beyond. For example, Reception pupils brought in foods from their own cultures to share with the class during Harvest celebrations. Chances to identify spiritual flourishing exist through the shared language of 'ows and wows'. Pupils enjoy reflecting on these moments as they arise. However, sometimes these experiences are not built upon, as there is a lack of planned opportunities to enhance spiritual growth. Provision for the most vulnerable and pupils with special educational needs and/or disabilities is strong. Staff are passionate about reducing barriers to learning and they work closely with pupils and their families, enabling them to flourish.

Daily collective worship sets the spiritual tone and is a time that is valued by pupils and adults. Everyone is treated with respect and consideration during this time of calm. Pupils' understanding of the Bible is enhanced through their engagement with this time of learning and reflection, which is varied and inclusive. Those staff leading worship are trained and well-supported so that they can confidently carry out this role. Pupil 'RE Ambassadors' also play a key part in the worship life of the school, helping to plan and lead it. As a result, they recognise the relevance of worship in their lives. Leaders of worship have ensured that the message received at this time continues to have a lasting impact. Pupils have spaces to pray and reflect, with prayer books being shared within future times of worship. Leaders are beginning to monitor and evaluate collective worship to further enhance the spiritual experience for pupils and adults. However, this is in its infancy and currently has a limited impact on pupils' collective worship experiences. A close partnership with Holy Trinity Church affirms a keen sense of community. Parents and carers are welcomed to the church for services. They speak about how the partnership between school and church has enhanced their own spiritual flourishing, as well as their children's. It also provides pupils with a breadth of experiences. For example, the school receives support in preparing pupils for their confirmation.

Pastoral care is a strength of the school, with school staff effectively supporting the diverse community. Staff know and care for pupils, and this is recognised and valued by pupils and their parents. Carefully planned provision enables pupils to recognise and regulate their emotions and behaviour. They show strong self-awareness and relationship skills through the tools they have been provided with. Time is dedicated to setting up systems of support across the school for those who need it. Playtimes offer pupils help, such as a games club and the 'Oasis' for those requiring time to talk or a quiet space. This provision, as well as tailored assistance across the school day, is strengthened by a range of specialist staff to enhance pupils' wellbeing. Staff feel well enabled by leaders. They value the time that is invested in their professional development, as well as the care given to their personal circumstances.

The school's vision to value and respect difference underpins the focus on justice and responsibility amongst the school community. Pupils talk with passion and conviction about the leadership roles that they hold in school. They



recognise how these responsibilities will help them to become 'future leaders and role models'. For example, anti-bullying ambassadors speak of how they aim to be 'upstanders, not bystanders' to support others who need their help. The 'big me, mini me' buddy partnership between the youngest and oldest pupils strengthens relationships and instils self-confidence. Staff carefully consider the roles on offer to enable those who are vulnerable to also benefit from these opportunities. The recent introduction of news resources into the school week has deepened pupils' understanding of the wider world. This leads to further times of exploration and personal reflection. Pupils recognise injustice and reflect on how they may be able to make a difference to their school community. However, they do not always understand how they can make an impact in addressing unfairness and injustice in the wider world.

RE is led skilfully. Leaders have thought carefully about how to structure a curriculum that meets the needs of the school. The introduction of world religions and views has broadened pupils' appreciation of a range of beliefs. As a result, they recognise how learning about different faiths enables them to be respectful of the views of others. RE is well-resourced to ensure pupils are offered a variety of experiences to enhance their knowledge in this subject. A range of visitors and visits to places of worship help to bring the teaching of RE to life.

Expectations for the teaching of RE are high. As such, professional development for those teaching RE is prioritised, to ensure that staff are well-equipped to capably do so. Focused training and support are provided for teachers before they teach new or unfamiliar RE content. For example, diocese training and joint teaching with leaders are supportive tools made available to staff. Robust assessment procedures inform the teaching of RE and monitor progress. Knowledgeable teachers provide many opportunities for pupils to think deeply and reflect on their learning. Questioning is used effectively to provoke curiosity and discussion. Strategies are in place to adapt lessons, so that pupils are supported in their learning and can contribute to discussion and debate. As a result of this effective teaching and high engagement, pupils retain information and make good progress in RE.

Information

Address	Chatsworth Road, Dartford, Kent, DA1 5AF		
Date	30 January 2025	URN	118859
Type of school	Voluntary Aided	No. of pupils	421
Diocese	Rochester		
Headteacher	Vikki Wall		
Chair of Governors	Martin Henwood		
Inspector	Rosie Piper		