

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School

Vision

Growing together as Children of God

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

- Leaders, including governors, are passionate in their aspiration for pupils and adults in this school community. They evaluate their work as a Church school robustly and make bold, vision-led decisions that enable pupils and adults to thrive.
- The rich curriculum reflects the school's vision well, enabling pupils to grow and flourish in life. Their spiritual growth is enriched alongside their learning and personal development.
- Effective leadership of religious education (RE) with positive support from the diocese ensures a broad and well-sequenced curriculum. Pupils have a strong understanding of a range of world religions and worldviews, including Christianity.
- Collective worship is inspiring and joyful. Varied opportunities for deep thinking and reflection nourish pupils and adults' spiritual development.
- Compassionate and caring relationships are a hallmark of the school. There is a strong sense of community and belonging within this nurturing and inclusive environment. Pupils who have special educational needs and/or disabilities (SEND) or additional needs thrive because they receive bespoke support.

Development Points

- Revise assessment practices in RE, so that pupils have opportunity to demonstrate their learning fully.



Inspection Findings

Vision and Leadership

The Christian vision of pupils and adults 'growing together as children of God' beats the heart of this vibrant school. Its underpinning values are biblically rooted in Jesus' miraculous healing of the paralysed man. Pupils and adults are called to be thankful, to recognise God's love, and to nurture one another through friendship. The vision and its outworking thus shapes pupils' positive attitudes to each other, their learning and spiritual development. Furthermore, it underpins inclusive practices. Pupils and adults are rightly proud of their work on race and equality, and on embracing neurodiversity. This impacts strongly on pupils' appreciation and respect for difference, including that it is fair for individuals to receive personalised support. Those with a range of additional needs including SEND thrive as a result. Dedicated leaders, including governors, are rigorous and thoughtful in evaluating the impact of the vision on the school's effectiveness. Consequently, they make bold decisions such as partnering with another Church school, enabling both to grow together. This outward-looking approach and collaboration with the diocese enhances opportunities for pupils and staff and their wellbeing.

Vision and Curriculum

Holy Trinity's ambitious curriculum is enriching as it develops language and creativity alongside academic progress. Leaders focus on spiritual development in curriculum planning, for example through experience days. These engage pupils in deep thinking and challenging questions which are followed up in subsequent lessons. Learning is adapted to meet pupils' needs, whether to aid small steps of progress or to offer additional challenge. Carefully selected literature strengthens pupils' appreciation of diversity and the histories of under-represented groups. This supports pupils growing well together, fostering empathy and their social and emotional development. Wide-ranging activities and sports similarly reflect the vision, highlighting participation and sportsmanship as well as healthy physical development and wellbeing. Pupils' horizons are expanded by residential, local visits and trips to places of cultural and historical importance. Learning French is brought to life through a visit to France, where pupils enjoy practising their language skills. Visiting war graves provides vivid insights into history and allows space for contemplation and prayer. Holy Trinity's strong musical tradition celebrates the skills and gifts of pupils and staff. Composing and singing worship songs offers pupils and adults precious spiritual moments. Both the choir and orchestra fulfil the vision of growing together.

Worship and Spirituality

Collective worship is valued as an uplifting time of spiritual togetherness. Local Church school leaders collaborate with clergy in planning interesting themes, such as 'questions for God'. They craft a thoughtful programme, enabling pupils to explore the diversity of Christian faith. The Bible is central to worship, with key ideas and messages explored through drama, music and discussion. Interactive opportunities to reflect and share ideas inspire pupils and adults. Leaders are mindful of variation in personal beliefs and spiritual styles, so these approaches ensure that worship is inclusive. The 'growing together in spirit' team of pupils is significantly involved in planning, leading and evaluating worship. They model respectful calm, leading prayers and reading, alongside enthusing their peers with actions to joyful songs. Pupils nurture their personal spiritual journey using prayer tables and reflection spaces for individual prayer and contemplation. Clergy contribute to weekly worship, strengthening pupils and adults' familiarity with Anglican traditions. The parish church hosts services for key festivals, helping pupils to understand the pattern of the church year. Pupil leaders choose readings and compose prayers for these, further strengthening their spiritual growth. Pupils and adults complete 'worship snapshots' to provide feedback on their experiences. Leaders use these effectively to evaluate its impact and shape future developments, such as an outside prayer garden.

Vision and School Culture

The Christian vision guides interactions and relationships across the school community. Staff and parents welcome leaders' openness and approachability. Adults are valued and show great loyalty to the school. They



grow professionally through high-quality training and networks. For example, they built on the diocese's work to develop their school-specific charter for race and equality. Working with key staff, pupil leaders developed and promoted a child-friendly version. Consequently, pupils and staff have a keen awareness of diversity and are respectful in their attitudes and behaviour. Whole-school learning and reflection on neurodiversity has a powerful impact on pupils' understanding of each other. This results in a culture of acceptance of, and kindness towards, difference. The nurturing and inclusive ethos prioritises mental health and wellbeing. Leaders provide wide-ranging specialist support for pupils, as well as simple solutions such as quiet spaces at lunchtime. The school's belonging and behaviour policy reflects the vision through its restorative approach of reflection, forgiveness and repairing of relationships. Adults consistently celebrate and promote positive and respectful behaviour.

Vision, Justice and Responsibility

Motivated by the vision, staff engage with pupils about issues they care about, preparing them for the future. Wide-ranging leadership roles empower pupils to take responsibility. For example, eco-warriors advocate for green policies such as reviewing the menu choices to reflect a more sustainable approach. They arrange recycling of used pens. Such achievements have a strong impact on other pupils' understanding of using the earth's resources responsibly. Leaders plan the curriculum intentionally to foster pupils' understanding of responsibility and justice. Learning about the illegal trafficking of endangered species strengthens pupils' grasp of injustice and the need for change. Such examples also nurture their spiritual appreciation of human impact on the natural world. Older pupils are impressive in their discussion of the potential benefits and risks of artificial intelligence. They articulate complex ideas and delve confidently into moral questions. Locally, pupils foster positive relationships between different generations by visiting residents of a nursing home. They are encouraged to be aware of global issues, and engage in making a difference. For example, they write letters to pupils in a school in Ukraine.

Religious Education

Highly effective subject leadership and the application of diocesan training ensure that the RE curriculum is planned systematically. Alongside Christianity, pupils study a well-balanced range of faiths and worldviews that are explored through carefully designed resources. The curriculum is effectively sequenced so that pupils build on their previous learning and deepen their religious literacy. They are confident in exploring a range of religious texts and ideas through the different lenses of thinking, believing and living. For example, younger pupils consider the story of creation and what teaches people to look after the world. Older pupils consider what Christians believe about life after death. RE is an expression of the vision as pupils grow in wisdom and deepen their knowledge of global faiths and worldviews, including Christianity.

Pupils benefit from engaging teaching, so are enthusiastic and remember their learning well. High-quality lessons challenge them to answer big questions, such as 'what is hope?' Seeing and using religious artefacts brings the study of selected world faiths to life. Visits to places of worship embrace a wide range of world religions and Christian traditions. These help pupils connect with and understand the lived experience of people with varying beliefs and worldviews. Teachers question pupils effectively in class and offer helpful feedback on written tasks. However formal assessments are largely limited to extended writing. This constrains some pupils' ability to demonstrate their learning fully. Nonetheless, pupils' strong progress is evident. They appreciate the importance of RE as a vehicle for understanding diversity in the local and global community.

Information

Address	Effra Road, Wimbledon, London SW19 8PW		
Date	26 June 2026	URN	102665
Type of school	Voluntary aided	No. of pupils	435
Diocese	Southwark		
Headteacher	Ysanne Rickards		
Co-Chairs of Governors	Natasha Grande Grace Walder		
Inspector	Rachel A Jones		