

HOLY TRINITY C OF E PRIMARY

GROWING TOGETHER AS CHILDREN OF GOD

SIAMS SUMMARY



WHO ARE WE?

Holy Trinity is a 2-form entry, Voluntary Aided Primary School in the London Borough of Merton and Southwark Diocese. Our school is increasingly diverse with 24.8% of children speaking a language other than English. 12% of our pupils have SEND, and 9% are eligible for Pupil Premium. Children love coming to school - our absence rate is in the lowest 20% of all schools. We are a nurturing school, which stems from our vision - Growing together as Children of God. Our desire is for all to flourish, and to have the tools to enable them to be lifelong learners, and positive contributors to the communities where God places them. We are proud of our exciting curriculum, and our children perform well, due to high quality teaching. We provide opportunities for our children to flourish academically, musically (we are a lead music school), physically (we are actively involved in the Merton School Sports Partnership), spiritually and socially. Our parent/carer community are highly engaged in the life of the school. Our pupils enjoy serving our community through our extensive pupil leadership groups.

WHAT ARE WE DOING HERE?

Our vision is rooted in theology, and can be summed up in the story of Jesus healing the paralysed man:
Nurture and friendship – the friends cared deeply about the paralysed man
Relying on Jesus – the friends and the paralysed man recognised their need for Jesus
Teaching – our collective worship centres on the life and teaching of Jesus
Thankfulness – the paralysed man left thankful for Jesus
Collective worship is inclusive and inspiring, supporting children's spiritual development. Children actively participate by helping to plan and lead worship through roles such as reading, singing, praying, performing, and using music or technology. Religious Education is prioritised.
Relationships are important to us. We have strong relationships with our church, with the Diocese, with neighbouring schools, with the community and with local and international charities.
Our governors, whilst acting as critical friends, support us in bringing our vision to life.

IQ1 FLOURISH

Our Christian vision is at the heart of our school, and underpins everything that we do. - both children and adults flourish at Holy Trinity.
Outcomes are strong in all key stages - the progress our disadvantaged pupils made was commended by the Secretary of State. Nurture and care of children and adults is central to our school.
Staff professional development is of high quality. Professional Growth meetings encourage adults to flourish in their careers. Staff turn-over is low, and pastoral care is high.
Children flourish academically but are also encouraged to develop their talents through music, art, or sporting opportunities. Achievements are celebrated as a whole community each week.
Inviting, inspirational and inclusive Collective Worship encourages children to flourish spiritually.
Children are proud to serve the school through our pupil leadership groups. Attendance is high, and 100% of children feel safe at our school.

IQ2 CURRICULUM

The school's vision, inspired by Psalm 32:8, is to nurture every child academically and pastorally within a strong Christian ethos of Growing Together as Children of God. We value and celebrate all members of our community, ensuring children feel safe, valued and supported. Our inclusive, language-rich curriculum promotes a love of learning, resilience and curiosity, preparing pupils for life in modern Britain through high-quality teaching and inspiring experiences.
At the heart of the curriculum is the desire to see all children flourish and achieve their potential. This is borne out in comprehensive pupil progress meetings which discuss the needs of every child, as individuals, working out the best way for each child to make as much progress as possible. This may be through interventions, FAB folders (sent home), extra challenge, 1:1 support or small group support.
Our curriculum encourages questioning, allows for times of reflection and celebrates the good mistakes that we all make, which act as a learning point. Spiritual development is seen throughout the life of the school.

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IQ3 WORSHIP

Collective Worship is timetabled at the start of every day, and is integral to us living and working together. Our worship program is planned together with the clergy and headteachers/RE leads of 2 other church schools. Working together, and learning from each other, is a key aspect of our vision. Worship is linked to the Anglican church calendar, following the Christian festivals.

Our Collective Worship offers opportunities for both corporate and personal worship. There is a set pattern/rhythm to worship each day, with a combination of whole school and class worship. Children are actively involved in worship through reading, praying, singing, lighting candle and saying opening liturgy, acting or serving. Our Worship table is dressed to reflect the Anglican Church Calendar.

We celebrate the Eucharist together each term, and worship in church on 6 occasions each year, with the Growing Together in Spirit team planning the services.

Prayer is pivotal to our school, with prayer spaces available in each classroom and in the communal welcome area. There is an active staff prayer meeting and a committed parent prayer group.

IQ4 TREATED WELL

The wellbeing of children is of prime importance, as evidenced in our nurture provision, including:

- Lighthouse – nurture provision for invited pupils
- Chameleon Corner – daily lunch club
- Playground Buddy system – Year 6 children are World Friendship Ambassadors supporting lunchtime play
- Flowchart of who children can go to if they need to talk to someone.
- Headteacher office door always open for staff, parents and pupils.
- Belonging and Behaviour Policy – focused on non-shaming of children, reflection, apologies and repairing of relationships following a Restorative approach.

We are proud of our inclusive strategies that enable all children to feel loved, valued and unique in our school. The Headteacher chairs the Merton Mental in Schools Cluster and works with 15 other local schools to promote wellbeing services. We have an active parent community, who welcome new families. Governors have prioritised staff wellbeing benefits.

IQ5 JUSTICE & RESPONSIBILITY CULTURE

Our Pupil Leadership Groups, where children serve their school community, often act as our agent for creating an active culture of justice and responsibility. Children serve the school in many ways, including:

- House Captains organise the whole school Lent Appeal, including the Mini-Market.
- Year 6 act as school ambassadors showing visitors around the school
- Junior Leadership Team wrote their own Diversity Charter and shared this with the school
- Junior Leadership Team planned and implemented a shoebox appeal for the local hospital, delivering boxes of gifts to those who would be in hospital for Christmas
- Growing Together in Spirit team have made blankets out of crisp packets and hygiene packs for the homeless
- Monthly collections for the local foodbank with the DONS charity
- Eco-Warriors encourage the school to adopt green policies. We have been awarded the Green flag (with distinction) in recognition of their work.
- Two pupils wrote to the MP to campaign against the closure of the Wimbledon Police Station
- Pupils take it upon themselves to organize litter picks in the local park

IQ6 EFFECTIVE RE

The RE leader plays an active role in monitoring teaching and learning through planning reviews, pupil discussions and lesson visits, providing feedback to support teacher development. Professional development is a priority, with the RE leader attending diocesan meetings and completing an NPQ in Leading Teaching with a focus on RE, strengthening practice such as the fair transfer of pupil information between classes. The headteacher, who has a degree in Theology, supports the RE leader, and strong governance is evident through regular feedback to the Governor Faith Team, including pupil voice via the children's GTIS team. From 2024–2025, the school adopted the new SDBE syllabus. RE assessment is recorded alongside core subjects using a best-fit model.

The school meets the Statement of Entitlement for RE, enhanced by additional "Growing Big Minds" sessions. RE lessons encourage reflection and spiritual development, helping pupils consider how learning applies to their own lives. The curriculum is enriched through visits to a range of places of worship and visiting speakers.

IQ7 RE QUALITY

The RE curriculum has clear progression through the 3 different lenses Believing, Thinking and Living. The following table outlines the expectations at the end of each key stage (see grids). Prior to 2025, two different aspects of RE were assessed – AT1 (learning about religion and belief) and AT2 (learning from religion and belief). In the new SDBE syllabus, 3 lenses will be assessed: Believing, Thinking and Living. An overall, best-fit approach will be recorded at the end of each term. The RE Lead is working with 2 other Church of England schools to develop an assessment support pack, to enable teachers to accurately assess RE. We have moderated our RE with other schools in our cluster.

As in all of our subjects, teachers use assessment to inform their planning.

RE data shows that generally the children make good progress in RE as a result of quality first teaching. Where progress is not as expected, the team endeavor to identify the reasons for this, and make adjustments in planning.