



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School, Waltham Cross	
Address	Longlands Close, Crossbrook Street, Waltham Cross, EN8 8LU
School vision	
<p>'Aim High, Let Your Light Shine' Matthew 5:16</p>	
School strengths	
<ul style="list-style-type: none"> • The vision is clearly articulated by all members of the community and reflects the ambitions of all. It is having a significant impact on pupils and staff alike. • Collective worship is effectively planned and conveys the aspiration the school has for pupils. Spiritual opportunities are woven throughout as pupils reflect regularly. • Pupils understand the importance of charitable work and give freely. They are developing their understanding of how impactful their voices can be on issues such as exploitation of the natural world. • The school is highly inclusive of pupils. Pupils are encouraged to do their best and are known individually. Parents acknowledge the efforts it goes to in enabling their children to flourish. • The religious education (RE) curriculum enables pupils to make good progress. Pupils have a good understanding of Christianity and worldfaiths. 	
Areas for development	
<ul style="list-style-type: none"> • Continue to develop the spiritual offer to enable deliberate opportunities in worship and across the wider curriculum. • To develop pupils' voice further and help them to understand the impact they can have globally with regard to exploitation of the natural world and the persecution of people. • Ensure governors hold the school rigorously to account over the impact the vision has on aspects of the school's work. 	
Inspection findings	
<p>Holy Trinity is a welcoming and inclusive Church school. The vision permeates all aspects of the school's work and reflects its ambition for all pupils. Leaders and governors understand the community very well and are passionate about how the vision embodies their aspiration. Ensuring the vision is at the heart of plans, leaders ensure that that all they do focusses on pupils flourishing through 'aiming high'. Leaders in school have a clear understanding of the strengths and areas of</p>	



development of the school, as do governors. However, governor accountability does not focus stringently enough on the impact initiatives have, linked to the vision.

The curriculum has been meticulously designed to motivate everyone and cater to the requirements of all pupils attending Holy Trinity. The expectations of the curriculum challenge pupils while embodying the guiding principle of 'let your light shine'. Equal opportunities extend to the broader aspects of school life. Leaders allocate resources strategically to ensure access to extracurricular activities, and the breakfast club, each morning. Fuelled by the vision, partnerships are remarkably robust and beneficial to all. A dynamic group of pupils contributes significantly to the school environment and help to develop aspects of the school's work. For example the eco team help to steer the focus on developing understanding of pollution and being environmentally aware. A diverse cross-section of community members actively supports wider school life. Volunteers enhance school life through activities such as managing the library and accompanying school outings. Due to the captivating curriculum, pupils are eager to learn and come to school, leading to improving attendance. Both teachers and support staff guarantee the needs of vulnerable pupils are met. In a proactive learning and encouraging environment, pupils flourish. The vision of leading a fulfilling life inspires a curriculum enriched with opportunity.

Guided by the teachings of Christ, collective worship is celebratory, contemplative, and welcoming. Collective worship is planned creatively including various worship opportunities, both as a whole school, and in classes. These opportunities help embrace a range of religious traditions within the Anglican Church. Both adults and pupils appreciate congregating to sing, respond, contemplate, and pray as their individual views allow. Illuminating and sharing three candles at the start of worship helpfully reminds the children of the 'aiming high' through God. Holy Trinity's flourishing collaboration with the local Church, significantly enriches worship, particularly at significant times in the Church's calendar. Local clergy collaboratively design and lead weekly worship, broadening pupils' experiences. Families value regular opportunities to partake in worship at school and church, enhancing the spirituality of both adults and pupils. They recognise how collective worship aids in comprehending the relevance of Jesus' teachings to their lives. For instance, a collective worship session on new beginnings prompted pupils to embrace feelings of uncertainty. One pupil remarked, 'It made me think it's okay to be worried. I think Jesus is by my side.' Reflection areas across the school prompt pupils to offer thoughts and prayers related to worship and the school's vision, enriching their spiritual development. However, planned opportunities for spirituality are not yet developed.

Motivated by a Christian commitment to extend God's love to all, leaders actively embrace diversity and equal opportunities. Parents and guardians appreciate the personalised support offered to each child. The school is perceived as a hub of hospitality within the local community. One parent noted, 'the school's vision is so relevant to us all and easy to understand. It really makes a difference to us all as we can remember it to talk about at home too'. School policies nurture equality and advocate for mental health awareness. Pupils and adults actively engage in various national events, such as Refugee Week and Children's Mental Health Week. Regular staff consultations prioritise wellbeing, and leaders act upon suggestions. Staff feel highly supported and valued which demonstrates how everyone at Holy Trinity flourishes. Consequently, the staff form a united and ambitious team, embodying the vision of encouragement and growth. Supported by a reconciliation-focused behaviour policy, pupils readily forgive and look out for each other with love and gentleness. Regular opportunities for older pupils to partner with their younger peers deepen interpersonal relationships. For example, children play joyfully with each other when outside at play time.

Inspired by the vision of bringing hope and encouragement to others, adults and pupils give generously to charities. They have a developing understanding of different charities and where the donations go. Curriculum and collective worship themes inspire all to respond with compassion,

collectively taking responsibility for those whose voices go unheard. Children have an emerging understanding of people around the world who are persecuted. Impactful charitable work is at the core of school life, and pupils understand how to address issues of inequality and injustice. Pupils, with their families and the Church, give generously to the community through the Porch Pantry. Pupils have an understanding of poverty and the impact that can have on the lives of others. The school does not yet provide opportunities for pupils to develop their voice at a national or global level to enable positive change in the world.

Religious education (RE) holds a prestigious position within the curriculum and is well-equipped. New teachers receive competent support from experienced and knowledgeable school leaders. However, teachers do not have the required depth of knowledge to stretch the most able in RE. The school actively participates in diocesan training, leading to ongoing school improvement. Teachers creatively adapt school assessment frameworks, accurately capturing pupil achievements. As a result, teaching is flexibly adjusted to meet the diverse needs of all learners. Comprehensive monitoring and evaluation confirm the effectiveness of RE teaching, with pupils making at least expected progress. Sequenced and coherent teaching enables pupils to develop a thorough knowledge and understanding of Christianity. Pupils explore theological concepts in-depth, consistently linking them with the school's vision. For example, through the study of the Bible story of the Prodigal Son, pupils understand how Christians are encouraged to forgive. Lessons effectively delve into various world religions and worldviews, with pupils demonstrating good knowledge and understanding.

These inspection findings indicate that Holy Trinity Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	9 November 2023	URN	117428
VC/VA/Academy	Voluntary aided	Pupils on roll	206
Diocese	St Albans		
MAT/Federation			
Headteacher	Sarah Chaloner		
Chair	Reverend Canon Teresa Wynne		
Inspector	Ben Hodson	No.	2231