

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity and St Silas Church of England Primary School

Vision statement

At the heart of our school are high expectations and depth in faith that inspire us to grow, flourish and work together to achieve our full potential. It is our intention that we all develop our fullest sense of self, both individually and collectively. Our vision is inspired and theologically rooted in the verse from Hebrews 10:23 - 25. Strong in our faith in God, let us consider how we may spur one another on toward love and good deeds, by encouraging one another. Hebrews 10: 23 – 25

The vision is underpinned by the three core values of care, courage and cooperation.

(The three Cs)

Holy Trinity and St Silas 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

- The Christian vision is the foundation of the school, guiding decisions, shaping actions and permeating every aspect of its life. The three Cs encapsulate the vision, providing a blueprint for adults and pupils to live by and enabling them to flourish.
- The ambitious curriculum reflects the vision and sets high expectations for pupils. Opportunities such as the Shakespeare project enrich their experience and develop a love of learning.
- The culture of the school is characterised by strong and supportive relationships. Pupils and their families benefit from the high level of care which it provides. Staff flourish through networks of mutual support, knowing they are valued by leaders.
- Religious education (RE) is a strength. Pupils' knowledge and understanding of Christianity is very strong. They develop critical thinking skills and know how to explore religious texts. They consider the 'big questions' of life and give mature responses.
- Pupils take on a range of roles such as supporting their friends' wellbeing. They understand the meaning of responsibility and take pride that they are helping others. They know they are making a positive difference to school life.

Development Points

- Develop a shared understanding of spirituality which is clearly expressed and consistently reflected in the planned and unplanned curriculum. This is to enable adults and pupils to recognise and share their spiritual experiences.
- Widen the scope of the RE curriculum so pupils gain a greater understanding of non-religious worldviews and the richness of practice amongst world faiths. This will allow them to develop a deeper appreciation of belief systems and the diversity of global worship.



Inspection Findings

Vision and Leadership

Holy Trinity and St Silas is a welcoming and inclusive school which lives by its vision. Pupils and adults are appreciated for who they are and nurtured to become the best version of themselves. Setting high expectations for everyone in all things is central. Modelled by dedicated leaders, staff and pupils are inspired to live up to them. The three Cs underpin the vision. They encapsulate 'the Holy Trinity way'. Constantly reinforced, pupils and adults understand that this is 'how things are done at this school'. 'Relentless routines' emphasise expectations and provide a consistency of approach. As a result, there is a strong sense of belonging, identity and purpose. Leaders and staff know the school's context well. They actively seek ways to support pupils and their families. They make small changes which make a big difference to individuals. This creates positive relationships and builds trust between school and home. Questionnaires confirm that parents hold the school in high regard. Leaders are supported by hard working and committed governors who share the vision. They make bold decisions. Working with leaders, they act in the best interests of the school, ensuring it continues to flourish.

Vision and Curriculum

The ambitious curriculum places a strong emphasis on the creative arts. Lessons reflect this and motivate pupils to be their 'best self'. Time and resources are directed to planning rich experiences which have a lasting impact. Working with the Shakespeare project, for example, contributes to the fulfilment of the vision. It inspires pupils to be ambitious about what they can achieve. Specialist teachers extend pupils' scope to explore their talents. A wide range of extracurricular activities provide further opportunities to develop skills. Leaders and staff do not compromise on the high expectations they set across the curriculum and are ambitious for every pupil to succeed. Staff know pupils well and use this knowledge to make adaptations to support their learning. Encouraged by the three Cs, pupils collaborate when learning, recognising that more can be achieved by working together than alone. They show courage in persevering when something is challenging. Support for pupils with special educational needs and/or disabilities or who are considered to be vulnerable is sensitively and effectively planned. Strong links with outside agencies provide further expertise which help pupils flourish. There are some opportunities to explore spirituality across the curriculum. However, adults and pupils do not have a shared understanding of what this means. As a result, opportunities for spiritual growth are not realised.

Worship and Spirituality

Collective worship is a valued part of the school day and contributes to pupils' spiritual development. Regular worship, led by the parish priest, reflects the Anglican tradition. However, leaders are beginning to encompass different traditions to extend pupils' experience of worship. Following the pattern of the church year links school worship to that of the wider family of the Anglican Church. The language of faith is carefully crafted so that pupils and adults can take part meaningfully and without compromise. Bible stories promote the vision and values and connect to pupils' everyday lives. One pupil was inspired to be courageous in sport after hearing the story of Moses challenging Pharaoh. Prayer is invitational. Pupils respond, knowing they can talk to God here, or reflect on what they have heard and seen. Across the week class and keystone worship enables pupils and staff to reflect on the themes of worship and discuss them more deeply. This promotes their spiritual development. Celebration worship recognises those who live out the vision and values. Pupils are proud to achieve these awards knowing they made a difference. They look forward to their class Mass which enriches the school's worship life.

Vision and Culture

Strong and mutually supportive relationships create a culture of love and trust. Based on the vision to have faith in themselves and others, adults and pupils know their worth. This is characterised by the many small acts of kindness (the good deeds of the vision) which take place every day. Staff regularly 'go the extra mile' to ensure that all are 'held' as members of the community. They support and encourage one other, particularly in times of need. Staff respond quickly to concerns. This reassures parents that their children are well cared for. The carefully constructed behaviour policy is based on clear biblical principles of forgiveness and reconciliation. This



helps pupils and adults understand and aspire to the high expectations which build the culture of respect. Pupils can 'reset' at any time. This gives them a fresh start, knowing they are cared for and valued for who they are, not what they do. Leaders respond to the needs of staff and make changes to support their wellbeing. They are mindful of workload and ensure regular and meaningful conversations take place. This open-door policy is appreciated as adults know they are listened to and their views matter.

Vision, Justice and Responsibility

Through the vision, pupils develop a sense of what is fair and unfair. They are keen to help others and enthusiastically take responsibility for different areas of school life. These are significant roles that maintain the vision and sustain the culture. For example, pupils support in the playground by making sure others are included in games and mediating in disagreements. One pupil said this was important because 'it means we can all live in peace.' Pupils learn how to look after their friends' mental health, knowing this can make a significant difference to their happiness. Partnerships with the local church and diocese are strong. The parish priest is a welcome visitor, supporting collective worship and consolidating connections with wider church community. Links with local business and the Mercers Company provide resources for ambitious, creative changes to be made. For example, the redesigned outdoor environment offers rich play and learning opportunities, increasing pupils' confidence and social skills.

Religious Education

RE has a high profile in the school. The ambitious curriculum encompasses Christianity and a range of world religions, building securely on prior knowledge. From reception, where pupils receive a firm foundation, pupils learn about faith and belief at an age-appropriate level. Creative approaches, such as art and music, capture their imagination. Pupils explore 'different ways of thinking' in a variety of ways. They offer mature and thoughtful responses to the big questions of life. Listening to the beliefs and opinions of others, they respect those different from their own. Visits to places of worship enrich their understanding of the lives of believers. Pupils' knowledge of Christianity and world religions is strong. However, they are unclear about wider beliefs that are not linked to a specific religion. Their understanding of the diverse ways in which beliefs are lived and practised globally is also less secure.

RE is well led and managed, with high quality provision a priority for leaders and governors. They allocate resources to meet the school's ambitions. The subject lead provides training and support that develops staff expertise and ensures consistently high-quality teaching. Professional development from the diocese supports this. Robust systems track progress and provide opportunities to revisit learning and close any gaps. Ongoing assessment gives staff a clear picture of attainment and pupils know how well they are doing through effective feedback. This motivates them to improve and achieve well.

Holy Trinity and St Silas Church of England School

Address	Hartland Rd, Camden, London NW1 8DE		
Date	29 September 2025	URN	100033
Type of school	Voluntary-aided (VA)	No. of pupils	202
Diocese	London		
Headteacher	Lorraine Goll		
Chair of Governors	Katie Roden		
Inspector	Rachel Beeson		