

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School

Vision

Let's Grow Together.

At Holy Trinity, we offer an inclusive curriculum where everyone can grow to gain the wisdom, self-worth, resilience & confidence to enable them to be the best they can be. We strive to be at the centre of the local community with positive links to wider and global communities. Our Christian ethos teaches the importance of strong relationships, where we value and respect the uniqueness of others. Together everyone can grow to find their place in the world.

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

- The school's Christian vision, Let's Grow Together, is deeply embedded and shapes the experiences of individuals in this thriving Church school. It drives leaders' purposeful decision-making, enabling pupils and adults to develop, succeed and flourish together.
- Meaningful relationships with the local community and a broad range of enrichment experiences enhance pupils' understanding of the wider world and contribute significantly to their personal development. These varied opportunities nurture pupils' talents and build their self-belief and understanding of diversity.
- Leaders prioritise wellbeing, creating a culture grounded in trust, collaboration and positive relationships. This enables pupils and adults to feel valued, supported and able to thrive.
- Dedicated to serving their community, pupils' keen sense of justice and responsibility leads them to champion fairness and challenge inequality that they see within the wider world. This inspires pupils to engage with local and wider community activities that enable them to make a difference.
- Leaders' commitment to enabling all pupils to flourish shapes an inclusive curriculum that is adapted to meet individual needs.

Development Points

- Ensure that the recently revised religious education (RE) curriculum gives meaningful opportunities for pupils across the school to develop a deep knowledge and understanding of a range of religions and worldviews.
- Strengthen the monitoring and evaluation of the impact of collective worship to inform its future development.



Inspection Findings

Vision and Leadership

The school's vision, Let's Grow Together, shapes daily life in this flourishing Church school. Rooted in Jesus' teachings on nurturing growth, leaders understand their community well. They foster an inclusive culture of high expectations where pupils and adults learn side by side. Individuals know that they are valued and treat one another with respect. Governors ensure that the vision drives strategic decisions, offering both challenge and support to leaders. For example, they prioritise resources for pupils considered more vulnerable so that their needs are met quickly. Mutually supportive relationships lie at the heart of the school, with its vision and values shaping how the school community connects and grows. Leaders build strong partnerships with the local church, the diocese and other schools, including one in Tanzania. These links create meaningful opportunities for shared projects and mutual support, enabling pupils and adults to collaborate and learn from one another.

Vision and Curriculum

Inspired by the vision, leaders are ambitious and have high expectations to help pupils reach their full potential. The curriculum empowers pupils to be active and engaged learners. It is designed to meet pupils' needs, offering a broad range of experiences that support personal development. For example, leaders ensure that the history curriculum explores global injustice and the people who have stood up against oppression. Thus, pupils recognise how these events shape our modern world. Staff adapt learning thoughtfully so that pupils, including those who have additional needs, learn successfully, alongside their peers. Links with another community school, together with a partnership in Tanzania, broaden pupils' experiences, widen their horizons and raise their aspirations. This latter connection also gives pupils meaningful opportunities to talk to children from another part of the world, deepening their understanding and expanding their outlook. A wide range of extracurricular opportunities, including art club and drama club, help pupils to develop confidence, resilience and pride. Leaders have developed a whole-school approach to spiritual development. In the forest school area, pupils are enabled to pause, think and connect with the world around them. Leaders plan memorable and reflective opportunities beyond the classroom to nurture pupils' spiritual growth. For example, visiting the beach encourages moments of reflection and connection to something bigger than themselves.

Worship and Spirituality

Collective worship is central to the life of the school. It is carefully planned to reflect the vision and to foster spiritual development. Pupils and adults explore biblical teachings and consider how these can guide their choices and relationships. Worship provides meaningful opportunities for reflection, prayer and shared experiences, strengthening the sense of community and belonging. Pupils and staff engage in ways that feel meaningful to them. For example, a worship based on a recent school trip to a wildlife park enabled pupils to make the link between Jesus' teachings about creation and the wonders of nature. Pupils take pride in acting as worship leaders, confidently planning and leading acts of worship that actively engage their peers. Through families joining the school to celebrate key festivals, such as Easter, in the church, pupils and adults feel a deep sense of belonging. The local vicar's frequent visits enrich the spiritual life of the school by giving pupils regular opportunities to reflect, ask questions and explore faith in a supportive, familiar setting. Collective worship is highly valued and contributes positively to the life of the school and pupils' spiritual development. However, systems for systematic monitoring and evaluation are not strategically planned. As a result, leaders are not fully informed of its impact on spiritual flourishing.

Vision and School Culture

A culture of kindness, care and mutual respect lies at the heart of the school community. Leaders, guided by the vision, ensure that individuals feel supported and valued. Staff wellbeing is prioritised. Staff events, as well as a



more systematic package of support, help to build a strong and collaborative team. As a result, staff are enthusiastic and have high expectations for themselves and their pupils. They model service and the school's Christian values, so that pupils know how to build supportive and trusting relationships. Pupils and adults listen to and support one another, creating a nurturing environment. Pupils value the school's dedicated wellbeing spaces where they can reflect and seek help if they need it. Pupils learn how to build confidence and resilience. As a result, they are well supported to understand and manage their emotions. Strong partnerships with clergy and external agencies offer additional pastoral care for staff, pupils and families. This support is highly valued, particularly during challenging times.

Vision, Justice and Responsibility

Inspired by the vision, leaders encourage pupils to grow and find their place in the world. Pupils enthusiastically take on a variety of leadership roles. They take responsibility for one another in school, checking in on friends or helping someone who has fallen. This builds a culture of kindness where individuals feel valued and included. The pupil leadership team focuses on helping to improve the school community and beyond. Through this, they enable their peers to develop a strong sense of right and wrong and engage them with issues, such as their responsibility towards the environment. Pupils understand that changing one small thing can have a big impact. They act to make a positive difference beyond the school. To this end, activities, such as litter picking around school and supporting the local foodbank, give pupils the opportunity to contribute positively to their community through purposeful and meaningful action.

Religious Education

RE is skilfully led. The recently revised curriculum is carefully designed to deepen pupils' understanding of a range of religions and worldviews. It gives pupils more opportunities to explore how people of different faiths think about and practise their beliefs. Through 'big questions', pupils make meaningful connections between beliefs and everyday life. Pupils enjoy RE, particularly studying Christianity in depth and discovering the varied ways Christians pray and practice their faith. For example, pupils understand the significance of pilgrimage in Christianity and other religions. Pupils value learning about global faiths and worldviews, recognising how this broadens their understanding of others, challenges stereotypes and allows reflection on their own views. However, as the revised curriculum is still in the early stages of implementation, pupils' depth of knowledge and understanding is not consistent across the school.

Leaders make informed and purposeful decisions that empower teachers to deliver engaging and meaningful RE lessons. They secure high-quality professional development from the diocese to ensure that staff have accurate subject knowledge, enabling them to teach with clarity and confidence. As a result, teachers use effective investigative approaches that deepen pupils' understanding. For example, visitors to the school from the Jewish community deepen pupils' appreciation of traditions within Judaism. Teachers make sure that pupils who have a wide range of needs are able to participate fully. For example, creative teaching enables pupils to show their learning in fun and engaging ways, such as through games to learn about different religious artefacts. Teachers assess pupils' learning accurately. They use this information to adapt lessons to meet pupils' individual needs. Thus, pupils make connections, compare beliefs and build on their learning from previous lessons. This enables them to make secure progress within the RE curriculum across the school.

Information

Address	Church Street, Ossett, West Yorkshire, WF5 9DG		
Date	9 June 2026	URN	108260
Type of school	Voluntary aided	No. of pupils	338
Diocese	Leeds		
Headteacher	Jonathan Wood		
Chair of Governors	Rachel Quayle		
Inspector	Yvette Sullivan		