

Holy Trinity CE Primary School
Believe • Achieve • Inspire •
SIAMS Governor Visit Report



Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where
we are happy, respectful, kind and safe.

Name of Governor	Andrea Williamson
Date of Visit	17 th October 2025
Agreed SIAMS Focus for Visit (linked to SEF, SDP & Key priorities)	Is the vision known/lived by pupils? Is Collective Worship Inclusive, Inspirational and Invitational?
Name of Staff	Jo Griffith
HUGG shared?	SIAMS SEF shared
Staff wellbeing check in The Staff seem happy and engaged. There was good engagement with the children observed in the Collective Workshop/Assembly and on the playground.	
Next Steps/follow up from previous monitoring Is the school's definition of spirituality shared, known and explored?	
Key Area in SDP: Monitoring Findings from this visit My objectives for monitoring were as follows: - Is there a clear Mantra, Vision and Values statement for the school - Is this evident on the website for the Parent and wider community? - Is this evident at the school? - Are the pupils and staff aware of these? Do they understand them? Can they give examples of these in practice? - Are these evidenced in classrooms and in communal areas? - Is the school inclusive of all children and other faiths?	
Actions used to identify findings I observed the end of KS1 playtime, KS2 playtime for 15 minutes and the Collective Worship and Assembly on this day. All classes were represented in these. I asked some of the children questions ensuring I covered all years for KS2. I visited all the classrooms to look for evidence of the Mantra, Vision, Values and School Ethos. Attended Harvest Service.	
How I witnessed the vision in action during my visit (See above) School Website: https://holy-trinity-ce-primary.secure-primariesite.net/our-church-school/ - On the school website there is a section for all to see the School Church Vision. On here I observed the Vision, the core Christian and Termly Values and the School Rules: Be Respectful, Be Kind, Be Responsible, Be Safe. - There is a section on World Views and information on what is being taught at the school with regards to these topics. - There is another section on Living the Values and some wonderful examples of awards and achievements relating to these for children at the school. - With regards to Spirituality, the Governing board have recently reviewed the vision with "the feeling of wonder and wow" featuring in this. The website shows some examples of varying forms of spirituality including Church services, work in the School Garden and Forrest School. - I am very satisfied that any prospective parent or community member interested in the School Church Ethos and approach would be fully informed through all the content available on the website.	

Revised September 2025

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Collective Worship and Assembly

- All children came into the hall in a calm manner. They seemed content and I noted one very big smile and greeting from one little boy with ear defenders on. I noted that as having the whole school in the hall could be very daunting for children who have heightened sensitivity to sounds.
- It was particularly noted that all Year 6 students walk in with their Reception buddy. They walked hand in hand with them and then sat at the back of the hall throughout the Assembly with them. There was a part where the Headteacher asked the children to discuss with the person next to them about their "wow" moment (more to follow below) and it was audible and visible how much the Year 6 children interacted with their reception buddies to explain the content and listen to their stories. Some of the Reception children even found the courage to raise their hands to share their stories.
- I noted a very inclusive environment - there was consideration and an explanation that applause might scare some of the children and silent celebration through the waving of hands was used to celebrate awards and recognition.
- For the Collective Worship, the school have Spiritual Leaders from Year 6 who open by leading the school through prayer and again close it in a similar manner. Their Year 6 buddies were included by sitting next to them.
- The Headmistress opened with inviting someone to light the 3 candles (battery powered). She then asked what they stood for and the children all responded the trinity. She then encouraged the children to close their eyes and be at one with their thoughts, spending a couple of minutes encouraging the children to think about something that might have bothered them, maybe they were sleepy, or had rushed out the door, or had had an argument with someone, and then encouraged deep breaths to breathe away their concerns to clear their mind to think clearly
- When this was finished, she then presented on screen the school definition of spirituality. She discussed in simple terms the feelings spirituality might invoke in children such as "tingly, excited etc.". She asked the children if anyone could remember her wow moment - many hands were raised and a Year 4 explained her being at home and seeing the sparkling sky. (When asking some children in the playground about their spirituality, 2 separate children referenced this.) The children were encouraged to share their moments of spirituality or wonder - one little boy who wanted to share and was slightly phased was dealt with sensitively, with a "don't worry we'll come back to you" and he then shared how going to a motorbike event and invoked a sense of wow and wonder for him.
- The Headteacher then gave out Star of the Week awards, with each recipient getting a handshake and personal well done from the Headteacher. She shared the reason for their winning these, from embodying the school values, to improving their handwriting to reading 14 books on the extended reading list. Bee badges were then awarded to 2 pupils. These are coveted badges for children who have demonstrated the school's 4 "Be" badges and the children were clearly delighted. (I also noted that the school office staff have also been awarded Bee badges - a lovely way to ensure children and staff are recognised for their embodying the school Mantra, Values and Vision.)
- The Digital Leaders then shared the winning house for the week who won extra playtime that day.
- The children finished with a prayer and left contentedly to the song "You've got a friend in me".

Playtime observation

- All the children seemed happy to enjoy the fresh air and the extensive school grounds. Children can choose how to spend their time: basketball, skipping, sitting in the pagoda, on the activity playground, playing football or spending time in the school allotment and garden. Children from different years were sharing activities.
- I asked children from all years (except for KS1 due to timing): What do Governors do? What is the school's vision? What are the school values? What does spirituality mean to you? Some of the answers are as follows:
 - Many of the children were able to recite the full school vision. They were able to explain that this meant the school wanted to provide a place for them to be happy, safe and learn.
 - Spirituality meant different things: Closeness to God (one Year 4 explained that she was not close to god in Reception but the school had made her change her mind, being christened last year); others said it was a feeling of wonder and wow, something that made them feel calm and peaceful; others talked about it being the good relationship with their mind.
 - All children were able to recite the school values and some reference that they have termly focusses.
 - Some also discussed the school mantra: Believe, Achieve and Inspire - and were able to explain to me what it meant to them.
 - When children explained what the Governors did, one child responded "You need not worry, Mrs Griffith keeps us very safe and our teachers teach us a lot of stuff!".



- The staff on duty were also able to discuss this and many of the children engaging in the discussion.
- When I asked about church services and the Reverend Assemblies they confirmed they found them funny and particularly liked the videos and stories, giving me examples of these.

School Classroom observations:

- All classrooms have the School Mantra, Vision, Values, Termly values and mantra clearly displayed
- The hall ways had larger versions of the School Values, with the school vision and ethos displayed in various points.
- There were Global religion boards in the school hall, and each classroom had a dedicated Church/Vision board.
- There were other RE activities - a crepe paper cross; a board on shining light with some sparkling lights; Values chalked on the board in the playground; Bee badges worn by children awarded them.

Impact of this visit

- I was able to witness all intended areas of inspection
- I was able to watch the children taught in assembly and also speak to children 1-2-1. They were able to demonstrate a good awareness and understanding of the School Vision and values and relate it to their own experience
- Spirituality is taught in an inclusive manner and not solely centered on Christianity. It enables all children to find their own relationship to Christianity.
- Whilst the Reverend was not onsite due to illness, the children talked happily of his engagement and their church services, with a good understanding of the lessons shared in these situations.

Harvest Festival (separate to this visit)

- The school splits these into 2 sessions to allow all children and parents/carers to attend.
- Each class participated, with Reception singing with actions to songs, right through to Year 6 delivering their own version of a bible learning. Year 4 shared the various traditions across different countries for Harvest.
- There were hymns which all children participated in with gusto.
- The children and parents were clearly engaged and the clear theme of Harvest brought new learnings to both children and parents alike

Aspects I would like clarified/Questions I have

Next steps:

- I would like to observe KS1 and KS2 RE lessons and look through some of the related work.

To be shared with the school staff and school Governing Board.

Signed:

(Governor)

Signed:

(Headteacher/Staff member)

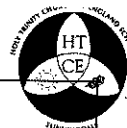
Areas to focus on for Collective Worship monitoring:

How is Collective Worship enabling pupils and adults to flourish spiritually?

- Is there daily Collective Worship taking place?
- Is it invitational, inspirational and inclusive?
- Are pupils actively involved in the act of Collective Worship?
- Is there a shared understanding of spirituality?
- Are there opportunities for pupils and adults to experience moments of spirituality?
- Do pupils and adults enjoy the Collective Worship?

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NB: Collective Worship takes place daily at 10.15am :

Monday – Key Stage 2 in hall. KS1 in class

Tuesday – Whole school in hall

Wednesday – Key Stage 1 in hall. KS2 in class.

Thursday – Singing Collective Worship, whole school in hall

Friday – Celebration Collective Worship, whole school in hall

Areas to focus on for RE monitoring:

Is RE effective? What is the quality of RE?

- Book looks
- Lesson observations
- Feedback from the RE leader
- RE curriculum
- How is RE celebrated around school? (Displays, on website)
- Pupil voice – do pupils enjoy RE?
- RE Data – end of year attainment across the school

Areas to focus on if monitoring the vision:

How does the school's vision enable pupils and adults to flourish?

- This could be monitored via pupil voice (questionnaire), adult voice (parents and staff questionnaire)
- Is the vision known by all stakeholders?
- Are there opportunities for the vision to be 'lived'?
- Is the vision visible around school? On the website?
- How are those 'living the vision' recognised and celebrated?
- Does the vision create a culture of pupils and adults being treated well? (pupil/staff voice, staff turnover, staff and pupil rewards,
- Are there strategies in place to support disadvantaged pupils
- How do the school values and Behaviour Policy enable the vision?