

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Infant and Nursery School

Vision

'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.

Each day opens up horizons of hope, aspiration and joy!' 1 John 4:11-12

Holy Trinity Infant and Nursery 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.

Strengths

- There is a clear understanding of the shared vision. This drives the school's journey, creating an environment where pupils and staff are known as individuals and enabled to thrive.
- The relationships and links with the surrounding churches have a profound impact on this school. Through these links, pupils, staff and families access support, enabling the school community to flourish.
- Collective worship is a transformational time in the school day, shaping the spiritual, moral, and communal life of the school. Through inclusive and engaging worship, the adults and pupils deepen their shared understanding of faith, love, and service.
- Leaders create a culture where positive relationships flourish. Their commitment to relational trust strengthens the sense of belonging and unity, enabling adults and pupils to live and learn well together.
- Religious education (RE) is effectively led, ensuring that staff, particularly those early in their careers, are well supported. A well-structured and engaging curriculum enables pupils to develop deep subject knowledge and critical thinking skills in their study of Christianity.

Development Points

- Develop a shared approach to, and language of, spirituality to support pupils and adults in articulating their own spiritual flourishing. This is so that spiritual development can be recognised and expressed by adults and pupils with confidence.
- Expand opportunities for pupils to address and challenge injustice. This is to foster a deeper sense of personal responsibility and encourage meaningful actions that positively impact the lives of others more widely.
- Ensure the RE curriculum enables pupils to explore diversity across religions and worldviews. This is to enable them to understand the varied beliefs, practices, and perspectives shaping their world.



Inspection Findings

Holy Trinity School has a strong, clear vision that permeates through every part of school life. It is a vision that is understood by leaders, staff and pupils, centred around love and care. This is a small school, serving an ever-growing diverse community including armed forces families. Due to its increasingly transient nature leaders are clear that their vision of hope serves their community well. This vision is further supported by the vision of Leeds Diocesan Learning Trust (LDLT). Together they recognise their roles as partners serving the local community. Leaders at both trust and school level ensure that the school's Christian vision is embedded in policies, decision-making, and relationships. As a result, there is a culture of trust, respect, and shared purpose. This ensures that all members of the school can flourish together. Compassionate, loving leadership is at the heart of this school and parents recognise that their children are safe and cared for every day. The deep-rooted connections with Holy Trinity Church further confirm this vision as a living reality. The 'Boost Club' run by the church and school provides a safe, nurturing environment where pupils engage in learning and reflection. This strengthens the school's support for families, offering opportunities for pupils to develop a sense of belonging beyond the school day. Pupils thrive socially and emotionally, whilst reinforcing strong connections between school, home and church.

The vision at Holy Trinity shapes the curriculum, ensuring it reflects the school's commitment to Christian values and holistic pupil development. Carefully chosen resources and planning support this approach, providing an environment where pupils grow academically and spiritually. Staff understand pupils' needs and provide tailored support to help them progress in their learning. As a result, pupils feel valued and supported, enabling them to develop confidence, resilience, and positive attitudes. Joy and hope are central when encouraging pupils to see each day as a fresh start and a new learning opportunity. Pupils with special educational needs and disabilities (SEND) receive expert support enabling them to thrive. Staff access high-quality professional development through LDLT, enhancing their curriculum knowledge and teaching skills. The school provides meaningful opportunities for spiritual development through the curriculum and collective worship. Pupils engage with deep questions about themselves, others, and the world around them. However, they are not able to confidently recognise and articulate their own spiritual growth.

Collective worship is central to daily school life, enabling pupils to experience spiritual moments and meaningful reflection. It enriches their understanding of Christian values such as trust and friendship. This encourages them to take this beyond worship into their school day. Pupils actively participate, speaking positively about these times and how they foster peace and reflection. They value opportunities to contribute, whether leading prayers, reading, or offering reflections. This deepens their engagement with faith and spirituality. Inclusive worship is strengthened through strong and purposeful links with local churches. Open the Book is a regular feature of worship that brings Bible stories to life whilst providing spiritual insights through the parables shared. The school community gathers in church regularly, deepening its connection to Christian traditions and practices. These experiences strengthen the school's spiritual identity and foster a sense of belonging, shaping attitudes and behaviours throughout the school day.

A deeply embedded culture of wellbeing at Holy Trinity enables adults and pupils to feel valued, supported and empowered to thrive. The school's Christian vision drives a holistic approach to mental health and wellbeing. This shapes a culture where individuals are known and nurtured. Staff are cared for and receive strong pastoral support, fostering a positive working environment. The strong links with the church also provide a scaffold of support for staff and families of the school. These are integral to creating a shared feeling of belonging. This partnership has



supported the school through difficult times. The staff wellbeing charter ensures that all voices are heard, embedding a culture of shared responsibility for wellbeing. The support of LDLT enriches professional development, equipping staff with the skills and confidence to flourish both personally and professionally. Pupils experience a supportive atmosphere where their emotional and physical wellbeing are prioritised. Vulnerable pupils are swiftly identified. They then receive focused support, ensuring they feel safe, valued, and included. The introduction of a graduated nurture approach has deepened the quality of care for pupils. This enables staff to respond with greater insight to pupils' individual needs. Attendance support remains a key focus, with staff working closely with families to remove barriers to learning and promote regular engagement in school life. Extra-curricular provision is inclusive and well-attended, reflecting the school's commitment to holistic development. The Heroes Club provides essential peer support for pupils from military families. The choir and lunchtime sports clubs offer opportunities for pupils to connect, grow in confidence, and experience joy in shared activities.

The school's commitment to community engagement extends its vision beyond the school gates. Pupils participate in charitable activities developing an awareness of justice and responsibility. Partnerships with local churches and community organisations reinforce the school's Christian vision and commitment to service. Pupils engage in fundraising, foodbank collections, and are currently raising money to sponsor a child's education in Sudan. Pupils are therefore developing awareness of inequality and demonstrating compassion. However, their understanding of how these activities impact more widely is limited.

The RE offer is carefully planned and meaningfully contributes to pupils' flourishing. The newly adopted long-term plan demonstrates a curriculum that enables pupils to explore a range of religions and worldviews. Leaders have worked with the diocese to ensure a depth of coverage that meets the contextual needs of the pupils. This curriculum supports them to develop an understanding of diversity, though this is still in its early stages. RE subject leadership is effective and staff are supported well, particularly those who are early in their careers. Initial work on the new RE curriculum has focused on Christianity, embedding key learning for pupils. They are encouraged to ask big questions, fostering skills of enquiry. Through rich discussions and thoughtful exploration of religious concepts, pupils are encouraged to reflect, question, and form their own views. This strong provision ensures that RE is a subject where pupils grow in understanding. Governors and LDLT actively monitor and evaluate the impact of RE on pupils' personal development. This ensures that the subject continues to develop and remains a high priority for the school.

Information

Address	Church Lane, Ripon, North Yorkshire, HG4 2ES		
Date	10 March 2025	URN	121598
Type of school	Academy	No. of pupils	131
Diocese/District	Leeds		
MAT/Federation	Leeds Diocesan Learning Trust (LDLT)		
Headteacher	Sue Sanderson		
Chair of Governors	Adam Kitching		
Inspector	Abigail Clay		