

# Holy Trinity and Saint Silas CofE Primary School, NW1

URN: 100033 | Inspected: 02 December 2025

## Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

## Achievement

Expected standard

Pupils achieve well across this one-form entry school. They progress appropriately from the early years through to Year 6, building knowledge steadily over time. Published outcomes in reading, writing and mathematics remain consistently above national averages. This includes for pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND). Pupils' achievements are reflected in the school's consistent approach to phonics, early reading and mathematics. Pupils, including those with SEND, build their understanding across the curriculum. They apply their knowledge with increasing confidence. Leaders continue to develop how pupils use their writing skills across different subjects. This is so that pupils' writing becomes more fluent and secure. By the time they leave, pupils are confident learners who are well prepared for the next stage of their education.

## Curriculum and teaching

Expected standard

Leaders have a clear understanding of the quality of the curriculum and teaching. They make thoughtful decisions that strengthen practice, including securing consistent phonics teaching. The curriculum is broad and balanced. Leaders adapt it so that pupils learn the knowledge and skills they need for their

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. Early reading is a notable strength. Phonics is taught consistently well and with confidence. Pupils apply their phonics knowledge accurately when reading. Mathematics teaching is also well established. Pupils build secure knowledge through carefully structured lessons. Leaders quickly identify pupils who need extra help and provide targeted support. This helps them to secure essential knowledge in early reading and mathematics. However, some variability remains in writing across the wider curriculum, and leaders are working to address this. This affects how well some pupils record their ideas. Across the curriculum, teachers introduce subject-specific vocabulary clearly. For example, in physical education, pupils use precise terms such as 'travelling' to describe movement. Workbooks show that pupils are progressing well, including disadvantaged pupils and those with special educational needs and/or disabilities. Leaders make sure staff understand pupils' needs. They adapt teaching so that pupils access learning successfully. The curriculum is sequenced so that pupils build knowledge

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over time and can confidently recall key ideas.

## Early years

### Expected standard

Children experience warm and purposeful relationships in the early years. Staff provide effective interactions that develop children's language and vocabulary. They model language clearly and engage children in talk during play. They respond appropriately to children's ideas, which helps them grow in confidence. The Reception Year curriculum is organised to support progression across all areas of learning, with communication and language at its core. This helps children build secure foundations for future learning. Staff consider children's starting points. They make adaptations so that children, including those who are disadvantaged, have special educational needs and/or disabilities or are new to English, can access the curriculum. Staff work closely with parents and carers to share information about children's learning. Reading is a priority. Children follow a structured phonics programme. They start to read and write simple words with increasing accuracy. They also develop early mathematical understanding through practical and well-designed activities. The indoor and outdoor environments encourage children's independence, physical development and exploration. Staff help children grow in their personal, social and emotional development. They provide care, helping them to feel safe and encouraging them to make positive choices. As a result, children move into Year 1 with the knowledge and confidence needed for the next stage of their learning.

## Inclusion

### Expected standard

Leaders have created an inclusive culture that understands and takes pupils' needs seriously. They identify additional needs early. Leaders draw on assessment information, observations and the constructive relationships that they build with families. This includes pupils who are disadvantaged, have special educational needs and/or disabilities (SEND) and those known to social care. Leaders work proactively with external professionals to shape the support pupils receive. They monitor pupils' progress carefully and review the impact of interventions, adjusting provision when needed. Leaders reduce barriers to learning through strategic decisions. For example, they adapt classroom environments, introducing calm sensory areas, and train staff to make learning accessible. Leaders' open and inclusive approach means that they welcome and support pupils with complex needs. Leaders ensure that pupils receive appropriate support and adaptations so they can access the curriculum. However, the school is still refining adjustments in the wider curriculum to reflect its growing number of pupils with SEND. Strengthening this consistency is helping pupils develop greater independence in accessing the curriculum. Leaders use pupil premium funding well to address identified barriers. This helps disadvantaged pupils access all aspects of school life. A tailored approach and additional pastoral support enable these pupils to participate in school life and make positive progress.

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## Leadership and governance

### Expected standard

Leaders understand the school's strengths and have identified key areas that support pupils' needs. They recognise the rising level of need across the school, particularly for pupils with special educational needs and/or disabilities (SEND). In response, leaders have taken appropriate action to address this. They make decisions that focus on pupils' wellbeing and learning. This is especially true for disadvantaged pupils, those with SEND and those known to social care. They also ensure that staff receive a high-quality, evidence-informed professional development programme. This programme builds expertise and aligns with school priorities. Leaders work closely with parents and carers and value their views. This partnership shapes provision and strengthens pupils' experiences. Leaders provide a bespoke offer so that pupils can participate fully in the curriculum and wider school life. They carefully target additional academic and emotional support. In addition, leaders track the impact of this support to ensure that it leads to improved outcomes for all groups of pupils. Governors provide effective strategic oversight and meet their statutory duties. They use their expertise to hold leaders to account for the quality of education, the use of resources and the impact of leaders' actions. Governors review systems such as safeguarding, curriculum leadership and SEND processes. They want to assure themselves that delegated responsibilities are carried out as intended. Their support and challenge contribute to sustained improvement and ensure that decisions remain in the best interests of pupils.

### What it's like to be a pupil at this school

This is a happy, welcoming school where pupils feel they belong. Each morning, they arrive enthusiastically and are excited for the day ahead. Pupils enjoy their learning and speak confidently about what they know and can do. This caring start is echoed in the early years, where children settle quickly and develop positive learning habits. Pupils achieve highly in reading, writing and mathematics. They feel well prepared for their

### next steps

because staff check learning carefully and offer timely support. Relationships across the school are nurturing and respectful. Pupils describe a warm atmosphere where the school values of care, courage and cooperation guide how they behave and treat others. They talk about a collective effort where everyone supports each other. They value the kind, approachable nature of the staff. Pupils say they feel safe. They know adults will help them if they have a worry. Pupils enjoy spending time with their friends and appreciate the wide range of opportunities available to them. They take part in games, sports teams and competitions. Many enjoy clubs such as choir, art, coding and multi-sports. They also benefit from drama workshops, music lessons and trips that deepen their learning. Older pupils take pride in supporting younger ones through activities such as reading and arts and crafts. These experiences help pupils develop confidence, teamwork and communication skills. Behaviour across the school is positive. Pupils show respect to one another and support others, recognising that some pupils have different needs. They understand how to stay safe online and say that any concerns, including the occasional disagreement, are quickly dealt with. Pupils enjoy coming to a school where everyone is valued, supported and encouraged to thrive.

### Next steps

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- Leaders should continue refining the adaptations they make for pupils with special educational needs and/or disabilities, so that these are consistently used to support pupils to develop greater independence.
- Leaders should continue to embed pupils' fluency in writing across the wider curriculum so that pupils apply their writing skills consistently well in all subjects.

## Attendance and behaviour

### Expected standard

Leaders have high expectations for pupils' attendance. Attendance is consistently above the national average, and persistent absence remains below it. Leaders have a forensic understanding of each pupil and track attendance closely. They carefully monitor patterns, identify pupils who need additional support and work with families to remove barriers to regular attendance. When attendance falls, leaders act quickly and provide clear guidance. As a result, pupils attend regularly and benefit from consistent learning time. Pupils behave well across the school and play happily with one another. Leaders create a calm, respectful and safe environment where pupils feel listened to. The school maintains a culture where discrimination or unkind behaviour is not accepted. Staff respond quickly to any concerns about bullying, and pupils know that adults will help them if they have a worry. Leaders have acted to support pupils with special educational needs and/or disabilities. They ensure that these pupils' needs are understood and met. Overall, pupils behave well and help create a positive, inclusive school community.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/holy-trinity-and-saint-silas-cofe-primary-school-nw1-london>