

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Giles' Church of England Primary School

Vision

Learn, Grow and Flourish

Drawing from Jeremiah 17:8: 'They will be like a tree planted by the water that sends out its roots by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit.'

St Giles' 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, with its strong biblical underpinning, is well matched to the context of the school. Dedicated leaders ensure that it informs strategic development and remains central to the daily life of this community.
- The curriculum is engaging and promotes pupils' broader development. Visits and extracurricular opportunities enrich their personal growth.
- Collective worship is valued as an important time for togetherness in the school day. Its inclusive and varied style enables pupils and adults to participate in ways that are personally meaningful.
- The vision underpins a clear focus on adults and pupils' wellbeing and personal dignity. Relationships within the school community are built on kindness and respect, ensuring a positive learning environment. Pupils with special educational needs and/or disabilities (SEND) and those considered to be vulnerable are fully included in the life of the school.
- Pupils have a strong understanding of justice and responsibility, appropriate to their age. These themes are explored well in the curriculum. Leadership roles and activities empower them to make a positive impact in their community.

Development Points

- Expand opportunities for the spiritual development of pupils and adults. This is to provide clearly planned, rich experiences within the curriculum and for personal spiritual reflection.
- Refine the curriculum sequence in religious education (RE). This is to enable pupils to build more effectively on their prior learning.



Inspection Findings

Vision and Leadership

The school's Christian vision of learning, growing and flourishing together is widely understood well by pupils, staff, parents and carers. They value its optimistic message of love and support through challenging times. The impact of the vision is demonstrated by pupils' confidence, friendly behaviour and positive attitudes. Strong relationships with families exemplify how the school community is embraced. Dedicated staff are positive and mutually supportive. They benefit from effective professional development and school leaders' care for their workload and personal lives. Governors know the school well and use monitoring information effectively in guiding their decisions. They contribute significantly to maintaining the school's partnership with the parish church.

Vision and Curriculum

The curriculum reflects the school's vision well. Leaders equip pupils with the knowledge, cultural appreciation and emotional resilience needed for life. This enables them to grow and flourish. Each individual is regarded as valued and worthy in keeping with Christian belief. Pupils with SEND or those who may be considered vulnerable receive bespoke support and thrive alongside their friends. Carefully selected literature strengthens pupils' awareness and appreciation of diversity and the histories of underrepresented groups. Broadening pupils' perspectives and fostering empathy enhances their social and emotional development. The curriculum is enriched by clubs, activities and learning experiences beyond the school. Pupils enjoy a broad extra-curricular offer, local visits and trips to places of cultural and historical importance. Together, these nurture their interests and expand their horizons. Leaders have a clear focus on spiritual development in their strategic planning and policy development. Adults and pupils explore what spirituality means to them and identify key concepts. Although still at an early stage, work is well underway to embed this in the curriculum. Engaging staff in training enables them to consider how spiritual concepts might be explored in lessons. This initiative is at the early stages of implementation, so its impact is not fully evident. Nonetheless, some opportunities to experience moments of wonder and debate interesting questions are identified by staff and relished by pupils.

Worship and Spirituality

Collective worship provides a valued time of prayer, reflection and praise for the community. Leaders are deeply reflective about the impact of collective worship and evaluate it carefully. As a result, it has evolved, and pupil feedback has become increasingly positive. Worship's varied offer includes music, storytelling, discussion, silence, prayer and drama. Pupils and staff are therefore able to participate in ways that are personally meaningful. This is true regardless of faith or worldview. Leaders plan a carefully structured range of worship experiences across each week and the school year. Themes are chosen to promote the school's Christian values, pupils and adults' spiritual growth and appreciation of faith. Bible stories provide a source of inspiration and learning. Through worship, adults and pupils become familiar with psalms, well-known prayers and scripture passages. Key Christian festivals and special events are celebrated at St Giles' Church. Together with weekly class visits, this builds adults and pupils' awareness of Christian and Anglican traditions. Leaders recognise the value of offering the opportunity for personal, spiritual contemplation in addition to worship. Strengthening pupils' understanding of spirituality is a significant priority. Opportunities for reflection and prayer outside formal worship gatherings are emerging but not developed. Pupil worship leaders contribute well to events organised in mixed-age 'house' groupings, enabling them to explore their ideas about spirituality. An early impact of this is introducing reflection spaces in classrooms.

Vision and School Culture

The school's values of respect, kindness, honesty, courage and perseverance are key drivers of positive behaviour and attitudes throughout this community. Striking wall displays highlight their importance, so pupils know them well and are keen to demonstrate them. Leaders live out the school's vision through their commitment to



supporting both adults and pupils. They know families well and show steadfast love and support, including in challenging circumstances. Practical help includes subsidising clubs and trips alongside providing resources to help parents and carers keep their children safe online. This compassionate culture is further demonstrated by older pupils helping younger peers in the playground. The school's diversity is celebrated through an inspiring display of the world, highlighting families' origins alongside places studied in the curriculum. Pupils who have SEND and those considered vulnerable are supported well. They participate successfully with their friends in class and at playtime. When disagreements arise, adults help pupils to understand and reflect on their impact on others. This leads to actions that rebuild trust and restore relationships. As a result, the school's culture is harmonious.

Vision, Justice and Responsibility

The vision of flourishing together drives a school culture which values fairness and responsibility. Issues of justice are explored in collective worship and throughout the curriculum, where pupils regularly consider ethical issues. Adults teach pupils to express their views and disagree appropriately. For example, events such as 'Earth Day' engage pupils with big questions about society and global inequalities. Pupils experience what it means to offer service to the community through taking up leadership roles. The eco team organises itself and keeps the school free of litter. House captains and school councillors consider improvements, coordinate events and have a high profile. These experiences of leading others and contributing to decisions that affect the community are deeply grounded in the school's Christian values. This strengthens pupils' understanding of what it means to take responsibility. They show courage and perseverance in their endeavours. Pupils think of others through fundraising events for national charities. Many are increasingly keen to initiate their own fundraisers and activities. Leaders expect pupils to prepare detailed plans. This strengthens their understanding of responsibility. The close relationship with the parish church involves pupils directly with gathering and distributing harvest donations. This deepens their appreciation of the value of local community support.

Religious Education

RE has a high profile as expected in this Church school. Leaders are effective and staff are offered guidance and support in their planning. Well-organised resources and religious artefacts enrich teaching and learning. The curriculum is well-balanced, including Christianity and a range of religions and worldviews. Staff include examples of practices from varying Christian traditions. A thematic approach enables pupils to explore theological thinking and the social impact of religion. However, units are not always sequenced accurately to enable pupils to build on a secure base of prior learning. An effective partnership with the parish church enhances pupils' learning of Anglican traditions. Regular visits provide helpful context to learning about Christian faith, bringing relevance to the curriculum.

Lessons are interesting and enriched by a range of stimulating resources and displays. Pupils value RE, especially discussions and questions concerning the meaning and purpose of life. They explore moral and ethical questions. Teachers provide regular feedback to pupils and help them extend their ideas through extra questions. Assessment regularly evaluates pupils' ideas through discussion and written work. Older pupils evaluate their own work. This helps them to demonstrate their knowledge and understand how to make positive progress. This approach is effective in enabling teachers to plan the next stages of pupils' learning.

Information

Address	Blanche Lane, South Mimms, Hertfordshire EN6 3PE		
Date	21 April 2026	URN	117564
Type of school	Voluntary aided	No. of pupils	85
Diocese	St Alban's		
Headteacher	Mark Pipe		
Co-Chairs of Governors	Mary Butcher Elaine Hartland		
Inspector	Rachel A Jones		