

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Giles Church of England Primary School, Willenhall

Vision

“You must love one another as I have loved you” John 13 v 34

Working together with love we will provide a happy and nurturing environment where all will, ***‘learn to love and love to learn’***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Strengths

- The vision has great value placed on it by the school. It informs strategic actions and daily decisions. As a result, pupils and adults thrive in this loving community.
- The school curriculum is crafted around its vision and values. High-quality opportunities, including vulnerable pupils and those with special educational needs and disabilities (SEND) means that they prosper.
- Pupil voice is very strong and respected. There are multiple roles that encourage responsibility and leadership. This motivates pupils to be agents of change in the global community.
- Parents and pupils value how well everyone is included and respected. Pupils care very well for each other, and they behave exceptionally well in both the classroom and during free times.
- The dedication and expertise of the leaders ensures that collective worship is well planned and led. Pupils enjoy worship and are very proud of being in the worship council and choir, leading worship for their peers and parents.

Development Points

- Embed a whole school understanding of spirituality. This is so that pupils have increasingly deeper opportunities to grow from times of reflection in the curriculum and in the outdoors.
- Within the religious education (RE) curriculum create opportunities for first hand experiences of worldviews and faiths. This is to enhance pupils’ understanding of the diverse world in which they live.



Inspection Findings

The Christian vision of St. Giles Church of England Primary School provides motivation for individual success. Through the promotion of love for each other and building very strong relationships, pupils are confident in their learning. The school strives to serve its local community by doing as Jesus commanded 'Love each other as I have loved you.' (John 13: 34). For example, most recently, families have donated food and hygiene items to support others. Pupils are surrounded by love and care, and this results in them thriving. Carefully crafted policies and decisions are driven by the vision. For example, the SEND policy so that all can achieve success in this school. The governors are involved in the life of the school. They evaluate the impact of the vision and identify next steps for improvements. Partnerships with the Diocese of Lichfield and local schools are strong as the vision and values are lived out in the wider community. Leaders from this and other schools support each other and offer guidance and challenge on various aspects of school life. The vision and values lived out by the staff enable pupils to thrive.

The school has a curriculum which is broad and vibrant. It has been crafted around the vision to support pupils' learning and enrich their lives. Leaders ensure that themes are enhanced by linking them to a variety of experiences. This includes visiting St. George's Park and Lord's Cricket ground affording pupils' opportunities to develop their love of learning. Barriers to learning are removed. For example, leaders use funding to support those who are vulnerable or have special educational needs and/or disabilities (SEND). This ensures that the curriculum is fully inclusive, thus enabling pupils to thrive in all aspects. Where appropriate, pupils benefit from a programme of interventions which support their achievement. Teachers plan moments for reflection and spiritual growth in lessons. However, a shared understanding of spiritual development is not firmly embedded. This means that there are insufficient opportunities for pupils to reflect deeply on their learning. Educating the whole child to offer a holistic educational experience is a priority at this school. There are a range of extra-curricular clubs and activities including cricket, fencing and golf. Parents say that their children love school and that they leave as good students.

Collective worship is greatly valued by this school community, and it enriches the lives of pupils and adults. It is a joyful time and the heartbeat of the school, leading to spiritual development. It is varied in approach with times of reflection, prayer, song and stories. Planning links clearly to the vision and Bible stories are used to illustrate this. Prayer and reflection areas are in the classrooms and pupils find these useful to ponder the school's Christian values. Pupils want to be part of the highly regarded worship council because they enjoy leading worship for their peers and parents. A focus on the school's Christian values within worship enables pupils to work and play extremely well together. They demonstrate care for each other and make sure everyone is included in playground games. The school benefits from the sole use of the church each Friday morning to welcome parents to celebrate with them. In line with the vision, the school and parish church work closely together, despite the current absence of a vicar. The popular school choir leads the singing in church each week. They also visit care homes locally to share their singing and bring joy at Christian festivals.

Pupil and staff wellbeing is high on the leaders' agenda as they live out the vision. Staff recognise that at times, their jobs can be stressful but feel very well supported by leaders and governors. They have been involved in the design of the staff wellbeing suite. As a result, they feel valued and appreciated. The vision and values inspire positive relationships and serve as a reminder of how to live successfully together. Pupils are taught to resolve differences through discussion and to respect each other. Because of this, a strong feeling of unity and community runs throughout the school. Worry boxes are provided in classrooms as another means of communication between pupil and teacher. This means that pupils know there is always someone there to talk to. Leaders have forged positive partnerships with external professionals to support pupil mental health and special educational needs. This ensures the most vulnerable pupils are given targeted help at the time of need.



This includes financial support for families, thus furthering pupil life chances. Times spent on the playground are happy and joyful. There is a newly established outdoor prayer and reflection area, supporting spiritual development, of which pupils are very proud.

In line with the vision, the school holds the gold award for the United Nations Rights Respecting Schools. This helps pupils understand the importance of human rights and that for everyone to enjoy these, comes responsibility. It also encourages their understanding of how they can take actions for justice. Pupils are encouraged to become leaders and voice their opinions through the UNICEF council and worship council. These roles are valued, and pupils know their work is important and that their voices are heard. Pupils are involved in helping others, the local foodbank is an example of how they support others in their community. They are also involved in raising funds for charities such as 'Water Aid'. Pupils know that because they believe in children's rights, and know their responsibilities, they can and do make a difference to others.

Leaders ensure RE has a very high profile in line with their vision. This results in an enriched and creative RE curriculum. It is well led and resourced. Pupils enjoy RE because it is stimulating, well balanced and diverse. The pupils talk with confidence about Islam, Sikhism and Christianity all having festivals of light. Similarities and differences are explored which supports their knowledge of world religions. As a result of the safe and secure learning environment pupils can explore their own beliefs. This helps them to further develop a respectful appreciation of world religions. RE also extends pupils' understanding of diversity and difference in society. The quality of teaching is strong, and pupils make progress. Staff benefit from professional development, led by the diocese, which supports pupils' understanding and knowledge. However, to secure greater progress, pupils would benefit from opportunities for first hand experiences of worldviews and faiths. This would help to enrich pupil understanding of the diverse world in which they live.

Information

Address	Walsall Street, Willenhall, West Midlands, WV13 2ER		
Date	18 October 2024	URN	104226
Type of school	Voluntary Controlled	No. of pupils	447
Diocese/District	Lichfield		
Headteacher	Mark Dakin		
Chair of Governors	Simran Cheema		
Inspector	Sara Goddard		