

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Giles Church of England Primary School

#### Vision

‘Having then gifts differing according to the grace that is given to us, let us use them.’ Romans 12:6

‘For as the body is one and has many members, but all the members of that one body, being many, are one body, so also is Christ.’ 1 Corinthians 12:12

‘I can do all things through Christ who strengthens me.’ Philippians 4:13

Embodied by bringing out the best in every child, we aim to create a learning environment where we celebrate uniqueness and are all valued as children of God. We are inclusive in our actions, welcoming and supporting every pupil to flourish and achieve their potential. Positioned at the heart of our community, we strive to weave strong bonds that enrich learning and broaden horizons. We aspire for learners to be curious, equipping them with the knowledge, skills and resilience they need to thrive in their future lives.

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

- Strong leadership using the Christian vision enables adults and pupils to flourish. The vision provides a strategic framework for leaders that ensures people thrive.
- Leaders design a curriculum that is shaped by the Christian vision. This means that there are broad and positive learning experiences that enable pupils to develop their gifts.
- Collective worship has a high profile and is led effectively. The combination and balance of jubilant singing and space for reflection and prayer supports pupils’ and adults’ spiritual growth.
- Strong relationships and tailored support enable pupils, including the most vulnerable, to feel valued and cared for.
- The religious education (RE) curriculum extends pupils’ understanding of the impact that religions and worldviews have on peoples’ lives. It also encourages pupils to explore themes such as identity and morality alongside beliefs.

#### Development Points

- Expand the way that the development of pupils’ spirituality is planned through the curriculum. This is so that pupils’ understanding of spirituality strengthens.



## Inspection Findings

### Vision and Leadership

St Giles Church of England Primary School is committed to its biblically rooted Christian vision. The deliberately chosen verses provide a strong foundation, anchoring the vision and direction of the school in scripture. The vision is effective as it reflects the context and needs of the school, actively informing leaders' decision-making. It provides for a culture where pupils and adults are cherished, supported and encouraged to flourish. For example, leaders support staff to develop their skills, such as in their role as subject leaders. Pupils strive to do the best they possibly can. They are motivated by staff who are focused on 'bringing out the best in every child'. To this end, pupils vigorously tackle academic work and participate in physically demanding activities such as triathlons. The vision uses the example set by the life of St Giles, being inclusive and supporting the marginalised. Inspired by him, staff recognise that pupils have individual needs. They provide support that meets their specific challenges closely, making adaptations so that pupils thrive. The school is supported by knowledgeable governors who are committed to keeping pupils at the heart of practice and policy. The vision informs their monitoring and discussions, ensuring a sustained and focused approach to fulfilling the school's aspirations for pupils.

### Vision and Curriculum

The curriculum is guided by the clear vision. This is because it references and mirrors leaders' ambition for pupils and what they can achieve academically and personally. Consequently, the curriculum is rich, ambitious and wide-ranging, challenging pupils and preparing them well for the future. Staff too are strongly focused on ensuring pupils achieve the highest possible outcomes. Leaders develop provision that nurtures belonging and helps pupils to flourish within a supportive culture. There is tailored guidance enabling pupils who have special educational needs and/or disabilities (SEND) to access the curriculum. This includes the outdoor learning and enrichment activities, for example in the forest school woodland area. The school, where appropriate, provides a personalised curriculum that enables pupils to acquire key skills and knowledge and independence. Adults make modifications for some pupils, helping them to engage in the curriculum successfully. However, opportunities for enhancing their spiritual understanding are not fully embedded and developed within the curriculum. This limits the impact on pupils' spiritual development.

### Worship and Spirituality

Daily acts of collective worship are valued by adults and pupils. Pupils are supported effectively to engage and respond. This is seen in the way leaders of worship explain the different elements of this time together and encourage participation rather than performance. As a result, the school community develops spiritually and fosters a strong sense of connection and shared values. Well-supported by a range of members from the parish church, worship is planned effectively to ensure it is understood and welcoming. For example, pupils are helped to understand Bible stories through drama to illustrate key messages. This deepens their understanding of the life of Jesus and the different elements to worship. Consequently, this encourages adults and pupils to think deeply about the teachings of Jesus. Carefully chosen themes, rooted in Christian values, encourage pupils to reflect thoughtfully on their actions, relationships and responsibilities. This impacts positively on their spiritual development. It also fosters a strong sense of curiosity in themselves, others and the world around them. The words that are a focus for worship, for example 'hospitality' are explained clearly to pupils. This is so that they understand the significance of Bible stories, such as Abraham and the three visitors.

### Vision and School Culture

Pupils and adults are kind, happy and confident. They are respectful of one another and are proud of their school. Staff develop highly positive relationships with the pupils and know them extremely well. This makes a substantial contribution to the pupils' wellbeing. Leaders ensure that people are valued. For example, staff show great care in recognising pupils' individual successes that are celebrated openly and widely every Friday. These



link to the school's Christian vision, highlighting varied achievements in effort, quality of work or personal qualities. This contributes to creating a cohesive and inclusive community. The strong sense of unity is underpinned by informative and helpful communication and visible, approachable leadership. Leaders have clear systems in place to support emotional wellbeing. For example, leaders and governors plan opportunities to routinely check how staff and senior leaders are feeling, including through surveys. Therefore, extra support can be quickly provided if needed. Adults regularly monitor and evaluate pupil wellbeing. This is thoughtfully considered, shared with parents and used to enhance pupils' experiences and support their emotional wellbeing.

#### Vision, Justice and Responsibility

To bring out the best in pupils, the school fosters a strong culture of justice, responsibility and community engagement. Pupils, as part of this, are taught about the importance of fairness. This builds strong foundations for pupils to make right choices. It also enables pupils to understand the importance of playing a part to help others, including those who are vulnerable. The school use a child-friendly news platform to help pupils to understand global issues and ethical dilemmas from a Christian perspective. This meaningfully explores themes such as right and wrong. This deepens pupils' understanding of justice, including the importance of people having equal rights, opportunities and protection from discrimination. Pupils actively participate in social action projects. For example, pupils are keenly involved in the local church's family support work at harvest time. They also create 'shoe boxes' of gifts for people in need in Romania. This enables pupils to understand and appreciate the hardships that some people face. Pupil leadership roles align closely with the school's vision by enhancing and using their different gifts and talents. The roles are effective in developing pupils' understanding of accountability and doing things to the best of their ability. For example, pupils take seriously their role as 'school bishops'. The 'bishops' are responsible for leadership activities in the school and take part in community events. For example, they represent the school at the opening of the May Day fair in the village.

#### Religious Education

The school's RE curriculum is effective. It is designed in sequential steps of knowledge, skills and vocabulary that are mapped out cohesively. As a result, pupils make connections with their learning about faiths and non-religious worldviews, including between belief, practice and lived experience. The subject leader ensures RE has a high profile and is a priority within the curriculum and for staff. The leader of the subject engages with diocesan networks and training. This helps to shape the curriculum to be inclusive and responsive to the school's context and national developments. Consequently, staff are consistently informed of current best practice and demonstrate confidence in delivering high-quality lessons.

Teachers have good subject knowledge. This is because of tailored guidance to help them understand the requirements and progression of the RE curriculum. The senior leaders have worked effectively and strategically to develop the subject. Consequently, the leadership of RE ensures that the curriculum enables pupils to make rapid progress in their learning. Lessons are engaging and accessible. Staff use a range of resources to make learning memorable and bring the RE curriculum alive. For example, in the Reception and Year 1 class pupils use materials to make Rakhi bracelets. This provides first-hand insight into the festival of Raksha Bandhan, understanding how the bracelets symbolise love, protection and sibling bonds.

## Information

|                       |  |               |        |
|-----------------------|--|---------------|--------|
| Address               | Church Lane, Horsted Keynes, Haywards Heath, West Sussex, RH17 7AY |               |        |
| Date                  | 5 May 2026   | URN           | 126057 |
| Type of school        | Voluntary aided  | No. of pupils | 116    |
| Diocese               | Chichester   |               |        |
| Executive headteacher | Jamie Savage   |               |        |
| Chair of Governors    | Helen Jones  |               |        |
| Inspector             | Richard Blackmore  |               |        |