



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Haughton St Giles Church of England Primary Academy	
Address	Prince Avenue, Haughton, Stafford, ST18 9ET
School vision	
<p>Motto: 'Dream to Achieve'</p> <p>"I can do all things through him who strengthens me." Philippians 4:13</p> <p>At Haughton St. Giles we seek to ensure that learning transforms the lives of all children, where each child discovers their uniqueness, becoming all that God has created them to be. Through their learning journey, all will discover, cherish and guard the world God has created and celebrate the diversity of all who live in it. Discovering our purpose, 'We can do all things through him who strengthens me.'</p> <p>Expressed Values: Respect, Resilience, Pride, Forgiveness, Trust, Faith.</p>	
School strengths	
<ul style="list-style-type: none"> • The school's theologically rooted vision and values drive school leaders to make effective decisions. Thereby enabling pupils and adults to flourish. • The inclusive vision of the school has shaped an ambitious curriculum. This enables all pupils to be valued for their uniqueness, to aspire and to love learning. • The local church and the multi-academy trust (MAT) significantly support the school's spiritual journey. They have profoundly affected the whole school community as they navigate significant challenges together. • Worship is inspirational and inclusive. Prayer and reflection are developed across the whole school through 'pop-up' spaces which are used effectively. As a result, pupils and adults are spiritually flourishing. • Pupils show a deep respect for each other, God's world and the local community. They live out the vision through both words and actions. 	
Areas for development	
<ul style="list-style-type: none"> • Identify curriculum opportunities for exploring injustice in international issues. This will enable all pupils to develop the skills to become agents for change. • Embed assessment in religious education (RE) lessons to identify gaps in subject knowledge. This will equip leaders and teachers to match the curriculum more effectively to pupils' needs. • Develop collective worship encounters that explore different expressions of Christianity. This will broaden pupils' understanding of the diversity of faith expressions across the worldwide church. 	
Inspection findings	
<p>Haughton St Giles is a loving community that provides an aspirational education. They are rooted in deep love and grace for each other whilst trusting God to strengthen them. The golden thread</p>	



holding this strong church school community together is a deeply embedded vision. Every member, including staff, is valued as unique and is supported to flourish. The carefully chosen values support them to live out the vision through word and action. This is exemplified by the staff and pupils in their daily interactions. Their love, respect and concern for each other is palpable.

Pupils talk aspirationally about what they dream to be, acknowledging that they need resilience to achieve this. They cite the story of Noah as their inspiration. The local governing board and central trust team are regularly present in the school. Through focused monitoring and evaluation, they hold leaders to account for its development. Governors and trust leaders consult parents and pupils to evaluate the vision's impact. For example, the 'Faith Committee' requested that the phrase 'a new start every day' be added to the classroom behaviour posters. This highlights the role of forgiveness in the school. The MAT provision of specialist staff provides exceptional support. Together with the diocese, they have been instrumental in facilitating the school's vision and ethos.

Everyone at Houghton St Giles is treasured as unique creations and cared for as individuals. This allows them to flourish in their own way within an inclusive ethos. This is evident in classrooms through the high-quality provision for all and mixed grouping of pupils. Thereby increasing the opportunities to learn from their peers and to develop community. They relish the challenge of learning and show excellent behaviour in lessons. As a result, vulnerable groups in the community flourish. The curriculum includes embedded opportunities for spiritual development through a windows, mirrors and doors approach. These enable pupils to reflect deeply upon their learning and thrive, as they feel 'safe like at home'.

Subject leaders across the trust meet to share expertise and for moderation. This enables the overall curriculum to be refined to meet the needs of all pupils. Clubs and activities, such as archery, gardening and music, provide further opportunities for individuals to discover their talents. Leaders and governors evaluate the take-up by groups of children to ensure that these opportunities are available to all.

The past eighteen months have been a significant challenge to the school community. Due to the bereavement of two dearly loved members of the teaching staff. The loving care shown by the local church has significantly supported the community in processing their grief. Through this, the staff have become 'each other's strength'. Both Governors and MAT leaders support them through external agencies. The peace garden, containing the memorial hut and well, provides a safe place to reflect and mourn. Pupils openly express how the staff are always there to help them. They view the adults as demonstrating God's love practically. For example, like Jesus did 'with his disciples, how he touched the lepers and made the storm calm'.

Worship is marked by joyful singing and moments of deep reflection. This enables pupils and adults to flourish spiritually. They learn about the life and teachings of Jesus through the inspirational guidance of the staff, MAT and church leaders. Pupils effectively serve as leaders and prepare parts of the worship each day. These 'Faith Committee' members, including those from Sikhi or non-religious backgrounds, demonstrate the school's inclusive ethos. Together with governors they evaluate worship regularly to ensure it meets the whole community's needs. For example, by developing a collection of prayers written by pupils from across the school, thereby enabling more to be included. However, pupils have a limited understanding of different expressions of worship from across the worldwide church.

The partnership with the local church is a strength of the school. Both are valued as equals on a shared journey. The church's pastoral support has been instrumental in the flourishing of pupils and adults. The school regularly gives prayer resources to be used by the congregation. Thus reconnecting them as one community. Half termly worship services at the church, such as Harvest

Festival, have significantly inspired the families within the school. Attendance by parents has grown from a handful to standing room only. Parents view the school and church as one community. They highly value its contribution to their children's lives.

Pupils and staff value the place of prayer or the opportunity to reflect. They know they can pray to God 'to give me the strength when I am worried or having a tough time'. The use of pop-up prayer spaces has broadened their understanding. Those from non-religious backgrounds value these too. Pupils powerfully explain how they can ask God to give them the strength to face challenges when they need it.

Pupils are trusted by adults and gain confidence in themselves to develop leadership skills. These include many areas of responsibility, such as the pupil and eco councils. They are developing awareness of injustice through exploring topics such as racism, the war in Ukraine and local flooding. Small groups have inspired others to take action to save the bees. The 'Respect badges' have encouraged families to give back to the local community. As a result, pupils discuss how they can make a difference in their break times. However, the opportunities to raise awareness of injustice are not identified across the whole curriculum. Therefore, the majority are not gaining the necessary skills to be agents of change who can challenge injustice.

Pupils thrive in their RE lessons. They value the safe space to learn about faith and worldviews. The curriculum progressively builds upon their subject knowledge of the three religions studied. Additional lessons in 'Inter Faith Week' increase the range of beliefs they encounter to broaden their understanding. Age-appropriate resources enable them to interpret Bible texts ably. They know when they have done well and take pride in their work. Greater depth challenges extend learning and pupils respond well to feedback. A Gurdwara visit broadened their understanding of the lived experience of the Sikhi faith. Well designed knowledge organisers support vocabulary and comprehension development. Leaders monitor end-of-unit assessments effectively. They ensure that RE is prioritised and well funded. However, where pupils have gaps in their knowledge, this is not always identified in lessons. This means that the RE curriculum does not always match their needs.

The inspection findings indicate that Haughton St Giles Primary Academy is living up to its foundation as a church school.

Information			
Inspection date	14 November 2023	URN	141783
VC/VA/Academy	Academy	Pupils on roll	94
Diocese	Lichfield		
MAT/Federation	St Bartholomew's CE Multi Academy Trust		
Headteacher	Victoria Hulme		
Chair	Richard Pithers		
Inspector	Mark Harrington	No.	2208