

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Guilden Morden Church of England Primary Academy

Vision

‘Together we work to succeed and flourish, to live life in all its fullness’. John 10:10

At Guilden Morden C of E Primary Academy, we aim to provide each child with a challenging, stimulating and enjoyable education, rooted firmly in our Christian ethos. We strive to develop the whole child through the encouragement of high expectations, in an inclusive and supportive environment, where every child can reach their full potential and flourish. This is underpinned by our theological Christian vision.

Guilden Morden Church of England 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.

Strengths

- The Christian vision and associated values of friendship, courage, respect and love permeate throughout the school. Biblically rooted, they underpin opportunities for pupils and adults to ‘live life in all its fullness.’
- The support for mental health and wellbeing within the school community is clearly rooted in the Christian vision. This provides pupils and adults with resources to flourish.
- The school is well-supported by the Diocese of Ely Multi Academy Trust (DEMAT) and the local hub. This provides pupils and adults with resources to flourish. This effective partnership ensures that staff have access to highly developmental training opportunities, enriching their professional development, which directly benefits pupils.
- Guided by the Christian vision, pupils are known and loved as the unique person they are. This ensures adaptations and well-planned support provide opportunities for pupils to thrive, including those with additional needs.

Development Points

- Embed recent developments to collective worship. This is so that pupils and adults have consistent opportunities for spiritual growth.
- Deepen the way spirituality is woven throughout the curriculum. This is to widen the range of experiences that pupils have to enrich their spiritual development.
- Embed the recently introduced religious education (RE) curriculum. This is to enhance pupils’ understanding of a diverse range of worldviews and faiths and the way people live out their beliefs.



Inspection Findings

Guilden Morden Church of England Primary School is a very welcoming school with its Christian vision at the heart of all actions. The vision for this smaller than average school has been carefully chosen to reflect the needs of its community. It helps pupils and adults to be successful and work together in an effective partnership.

Achievements are recognised and celebrated, which means that pupils feel valued, enhancing their sense of worth. There is a strong sense of cohesion among the school community, in which pupils and adults feel listened to and well-supported. The positive partnership between school and the trust helps staff and pupils to flourish and live 'life in all its fullness'. Leaders' strategic decision combined with the flexible movement of staff help pupils, including those with additional needs, to thrive. Governors' close monitoring of the impact of the vision strengthens leaders' decision making and actions.

The decision by leaders to adopt the trust's curriculum for all subjects, enhances the depth and consistency of pupil's learning opportunities. Adults know pupils very well, giving them guidance to reach their full potential. The nurturing environment helps pupils to be successful. Carefully planned staffing and personalised support plans makes the curriculum fully accessible to pupils, including those who may be considered vulnerable. This reflects the school's commitment to enable every pupil to 'flourish and live life in all its fullness'. Good communication from school ensures parents are kept updated with curriculum developments. They appreciate the regular invitations to share their children's learning within the classroom. This demonstrates the positive relationship which exists between school and families. Guidance from the trust supports leaders' work on weaving spirituality throughout the curriculum. However, this is at an early stage so the impact of the curriculum on pupils' spiritual development is limited. Pupils are given time to reflect on their learning at appropriate times. For example, older pupils learning about the holocaust create meaningful opportunities for discussion around equality and justice. Staff-led clubs and events with other schools, give further opportunities to live 'life in all its fullness'. Participation in wider curriculum activities, such as external art exhibitions and sporting events helps to broaden their learning experiences. These confidence building activities give a sense of fulfilment as pupils have the opportunity to explore new gifts and talents.

Collective worship is invitational and inclusive, with pupil worship leaders welcoming adults and peers to the occasion. It offers a range of valued opportunities for pupils and staff to come together for a time of reflection. Biblical links made with the school's values encourage pupils to reflect on choices and actions. Clergy and lay ministers from local churches regularly visit school to lead times of worship. Their involvement enriches spiritual growth by offering opportunities for pupils and adults to experience a variety of worship styles. A specifically designed pupil prayer area enhances the provision for times of reflection. This presents a significant impact on wider family life, with some choosing to become active members of the parish. Opportunities to celebrate key events in the Church calendar, such as carols at Christmas, creates a feeling of belonging. This enhances the sense of unity between the school and parish community. Training provided by the diocese strengthens the way that worship has a clear structure and supports spiritual growth. This is at an early stage so the impact of this is still developing.

The Christian vision and associated values create a culture of mutual respect, with adults and pupils treating each other well. Parents enjoy the community celebrations within the life of the school, such as Mothers' Day breakfast. These offer times for the community to gather together. Families considered vulnerable are caringly supported by



the school, in a discreet, respectful way. Staff and the parent community appreciate the school's open-door policy and a supportive partnership is very much in evidence. The use of the outdoor environment for activities, such as forest school, offer space for times of reflection. This enriches opportunities for spiritual development.

Collaborative work between school and community ensures the school garden enhances wellbeing and good mental health for pupils, staff and families. Pupils are able to identify how the vision helps build their confidence, making them who they are. Through the vision and associated values, leaders successfully create a culture which invests in the whole person. Consequently, staff feel well-supported by leaders and the trust. They are positive about being part of Guilden Morden school and appreciated that leaders are mindful of workload. Training provided by the trust, offers opportunities for adults to work collaboratively, giving them the tools to be successful.

The Christian vision and associated values inspire pupils and adults to act with kindness and understanding towards each other. Consequently, pupils actively take on responsibilities, such as 'faithful followers' and school council, where they represent the views of their peers. Pupils across all year groups clearly enjoy interactions with one another, regardless of age. They show a sense of mutual support and care, reflecting the school's Christian ethos. The core values and the Personal, Social, Health and Economic Education (PSHE) curriculum help pupils to develop a sense of justice. They are inspired to make a difference both internationally and within their locality. Understanding the impact of their charity fundraising empowers pupils to take responsibility for their local environment. This active sense of personal responsibility impacts positively on the lives of others. Through the curriculum, pupils explore the lives of people who have stood up to injustice. This inspires them to explore issues linked to equality and justice, giving them confidence to challenge injustice themselves.

The school recently implemented the trust's religious education (RE) curriculum, ensuring a well-sequenced and diverse curriculum is in place. As this is at an early stage, pupils' understanding of how worldviews and faiths are lived is limited. Staff engagement with professional development from the trust and diocese ensures that adults are gaining confidence in this area. Pupils are enthusiastic about their RE learning and see the relevance of it in their lives. This reflects the way the RE curriculum promotes a sense of respect and empathy. Participation in the 'Bedford Tour of Faiths' provides pupils with meaningful opportunities to explore a variety of world faiths. This fosters a growing understanding about religious diversity, while also strengthening valued links within the wider community.

Information

Address	Pound Green, Guilden Morden, Royston, Herts. SG8 0JZ		
Date	24 March 2025	URN	142811
Type of school	Academy	No. of pupils	48
Diocese	Ely		
MAT	Diocese of Ely Academy Trust (DEMAT)		
Headteacher	Sonia Singh		
Chair of Governors	Sarah Fryer		
Inspector	Sarah Wickens		