

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Bartholomew's Church of England Primary School

Vision

'Let your Light Shine' Matthew 5:14-16

Through strong Christian values, we inspire and enable all individuals to flourish and shine bright every day in their own unique way. St Bartholomew's is a warm, friendly, and ambitious school where every individual has the opportunity to shine and reach their full potential. We strive to create a safe and nurturing environment where our Christian values of respect, love, and courage are instilled in everyone. Through a focus on these values, we aim to empower our students to become compassionate and confident individuals who are ready to positively impact the world around them.

St Bartholomew's 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

- Leaders have created a powerful Christian vision for the school and its community. Individuals are inspired and motivated by the vision, living it out daily. As a result, pupils and adults shine brightly and flourish.
- A strong culture of care, compassion and love ensures that staff provide diverse and inclusive learning experiences. These opportunities enable vulnerable pupils and those with special educational needs and/or disabilities (SEND) to reach their potential.
- Worship and opportunities for prayer and reflection are a treasured part of the day. A varied range of worship styles enrich the provision, deepening the personal spiritual experiences of pupils and adults.
- Relationships between the diocese, church and school community are highly valued. They deepen the school's Christian vision and provide leaders and staff with guidance, challenge and professional encouragement. Consequently, pupils benefit from a purposeful learning environment and continually improving provision.
- Leaders demonstrate courage by trialling new units of work and varied assessment approaches in religious education (RE). Their commitment to shaping a robust RE curriculum that reflects the school's context and pupils' needs is enabling learners to flourish.

Development Points

- Develop a whole-school, shared approach to spirituality that reflects the school's context. This is to enrich and deepen the personal spiritual experiences of pupils and adults across the wider curriculum.
- Extend and strengthen the RE curriculum to reflect the diverse practices within Christianity and other worldviews. This is to deepen pupils' knowledge and understanding of the rich diversity found globally.



Inspection Findings

Vision and Leadership

Leaders have established a clear and compelling Christian vision that is fully embedded and informs both the strategic and operational aspects of the school's work. The vision, 'Let your light shine,' is widely understood by pupils, staff and governors. It is articulated with confidence and conviction by adults, who consistently model its principles in their actions and decisions. This clarity of purpose ensures that staff remain steadfast in their commitment to helping pupils become the best version of themselves. Governors provide strong strategic oversight. They engage in rigorous challenge and offer support as leaders navigate complex decisions, particularly relating to funding and staffing arrangements. Their effective evaluation of the school's work ensures that decisions are taken with integrity and in the best interests of pupils. A productive partnership with the diocese offers effective professional guidance and trusted sounding boards for leaders. This strengthens leadership practice and supports sustained school improvement. Parents appreciate the school's inclusive ethos and the many opportunities offered to them to engage with school life. Consequently, the 'light' is a beacon within the wider community, reinforcing the school's role as a place of welcome and belonging.

Vision and Curriculum

Inspired by the vision of empowering pupils, leaders have shaped an ambitious, purposeful curriculum rooted in inclusion. Opportunities such as outdoor learning, music and sport clubs build confidence and independence. These experiences help pupils to develop a wide range of skills and encourages them to discover new talents. Thus, demonstrating the school's commitment to enabling individuals to shine. The wider curriculum generates frequent moments of awe and wonder. However, without an agreed school approach to spirituality these opportunities are not always captured. As a result, pupils and adults miss chances to reflect and deepen their spiritual thinking. Leaders and staff make adjustments to support pupils effectively. Consequently, they feel valued and part of a community that cares for them. Strategies including flexible drop-off routines, interventions and therapeutic approaches help pupils to access learning. Staff break down tasks and adapt work to ensure learning is appropriate for pupils. Individuals who are vulnerable and/or have SEND are nurtured and supported to make meaningful progress. As a result, they can grow and flourish emotionally and academically.

Worship and Spirituality

Collective worship is carefully planned and delivered using high-quality resources that reflect the Christian calendar and the school's vision. Leaders ensure worship is meaningful, inclusive and relevant to pupils' daily lives strengthening spiritual flourishing. The pupil church council plays an important role in leading worship, doing so with enthusiasm and pride, enhancing provision. Pupils are invited to participate by sharing ideas, reflections and personal prayers, enriching the experience. Classrooms offer quiet spaces for contemplation and pupils make thoughtful use of these. These practices contribute positively to spiritual development and help them articulate personal responses. Music has a central place in worship and pupils sing with passion. Favourite songs foster a shared sense of identity and spiritual connection. The intentional use of candles and moments of stillness deepens pupils and adults' spiritual awareness. The celebration of Candlemas is highly valued in the school. It helps pupils recognise that each person shines uniquely, reinforcing the school's vision of being a light to others. A variety of worship styles, along with regular contributions from church visitors, broadens pupils' understanding of Christian practice and biblical stories. Visits to church services further support pupils understanding of festivals including Harvest, Christmas and Easter. Consequently, worship offers rich opportunities for adults and pupils to reflect on their beliefs and personal spiritual journeys.

Vision and School Culture

Guided by the Christian vision, leaders place strong emphasis on wellbeing and mental health. Staff feel valued, listened to and well supported through meaningful professional development and pastoral care. This enables them to provide pupils with consistently high-quality support and teaching. Adults model compassion, patience



and dignity in their interactions with pupils, which contributes to a calm and nurturing school culture. Relationships are respectful, resulting in pupils behaving well and showing kindness towards one another. They understand restorative practices and use them to resolve disagreements. Pupils speak with maturity about the importance of forgiveness as part of the reconciliation process which is developing their emotional resilience. The school dog, Dotty, adds additional emotional support, helping individuals to regulate and feel calm. Pupils recognise and celebrate differences within their school community. This is reinforced through Shine certificates, which celebrate them for who they are as individuals. The Year 6 buddy system supports Reception pupils effectively. They feel reassured by having a trusted older pupil to turn to. This contributes to a strong sense of family and belonging across the school.

Vision, Justice and Responsibility

The Christian vision encourages pupils to take responsibility for their actions and to contribute positively to the community. Ambassadors represent the school at key events and demonstrate pride in their role. The election process fosters an understanding of democracy and civic responsibility. The school council leads charitable initiatives such as fundraising for national and local charities. Through these projects, pupils learn about issues such as homelessness. They are motivated to act with compassion and provide items for the homeless shelter and food bank. These roles build pupils' self-esteem, resilience and sense of responsibility. Curriculum experiences help learners to understand injustice and recognise inequality. They are empowered to speak out about racism and other inequalities, suggesting practical actions that promote inclusion. Eco Warriors promote the care of God's creation. Pupils actively encourage their peers to make thoughtful, sustainable choices that protect the world around them. They demonstrate this commitment to caring for the environment through activities such as tree planting, recycling and litter picking. These experiences help pupils understand that small actions can have significant impact.

Religious Education

Leaders ensure that the RE curriculum is thoughtfully designed, with new units of learning that are responsive to pupils' needs. A range of high-quality resources support effective teaching, extending pupils' knowledge of beliefs and practices. By using key questions and significant texts, the curriculum deepens pupils' understanding of stories such as Rama and Sita and Creation. Visits to places of worship, including a Hindu temple, enrich learning and broaden their understanding of a range of faith traditions. Diocesan training ensures that staff are confident and well-equipped to deliver high-quality RE. Teachers question and challenge pupils effectively, helping them think deeply, recording their understanding in a range of ways. Links with pupils in Zimbabwe and the lived experiences of staff help pupils understand diverse expressions of belief. However, learners in-depth knowledge and understanding of diversity within Christianity and worldviews requires development.

Leaders evaluate the quality of RE provision rigorously and are refining their practice by trialling a range of assessment approaches. This is to gain a more precise understanding of pupils learning. Staff mark during the lesson which enables pupils to recognise their next steps. This deepens their understanding and helps them to make sustained improvements in their work. These strategies are increasingly informing classroom practice, ensuring that learning builds on what pupils already know and progresses well. They speak positively about RE, engage well with lessons and demonstrate perseverance in their learning. As a result of strong leadership and a clear commitment to high-quality RE provision, pupils achieve well and continue to flourish across the school.

Information

Address	Common Field, Wiggington, Hertfordshire, HP23 6EP		
Date	02 February 2026	URN	117463
Type of school	Voluntary aided	No. of pupils	105
Diocese	St Albans		
Co-Headteachers	Kelly Wall and Victoria Mowbray		
Co-Chair of Governors	Jennie Arthur and Kathryn Carlise		
Inspector	Paula Shaw		