

# *St. George's Central CE School and Nursery*

## **3-year strategy:**

# **2023/2024 – 2026/2027**



# ***What does progress look like?***



*Wednesday 18<sup>th</sup> June 2025*

***'Never settle for less than your best'***





***'Never settle for less than your best'***



# Our Vision

Following in the footsteps of Jesus,  
each member of our community  
will flourish as resilient, respectful  
and adaptable individuals  
prepared for life's journey.

Along the way we will encourage  
and inspire each other to continue  
growing as beacons of light  
in our own lives  
and the wider world.



*'Never settle for less than your best'*





# Strategic Aim 1:

To ensure a high quality of education is front and centre of the work with our children

We will ensure this through:

- Continuing to develop our curriculum across all areas.
- Developing outdoor learning opportunities through our Forest School.
- Monitoring impact and making ongoing changes to the curriculum as required.



*'Never settle for less than your best'*



"A timely tour de force"  
John Hattie



THE  
**FUTURE**  
OF **TEACHING**

AND THE MYTHS THAT HOLD IT BACK

**GUY CLAXTON**

Foreword by Dylan Wiliam

ROUTLEDGE

*'...designed to  
prepare young  
people for their  
future.'*

*(Claxon, 2021: 192)*



*'Never settle for less than your best'*



# MEGATRENDS



*Urbanisation*  
*Technological advancements*  
*Levels of inequality*  
*Climate and sustainability*  
*Changing demographics*



*'Never settle for less than your best'*



# MEGATRENDS



## *Urbanisation*



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# MEGATRENDS



## *Changing demographics*



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# MEGATRENDS



*Technological advancements*  
*Levels of inequality*  
*Climate and sustainability*



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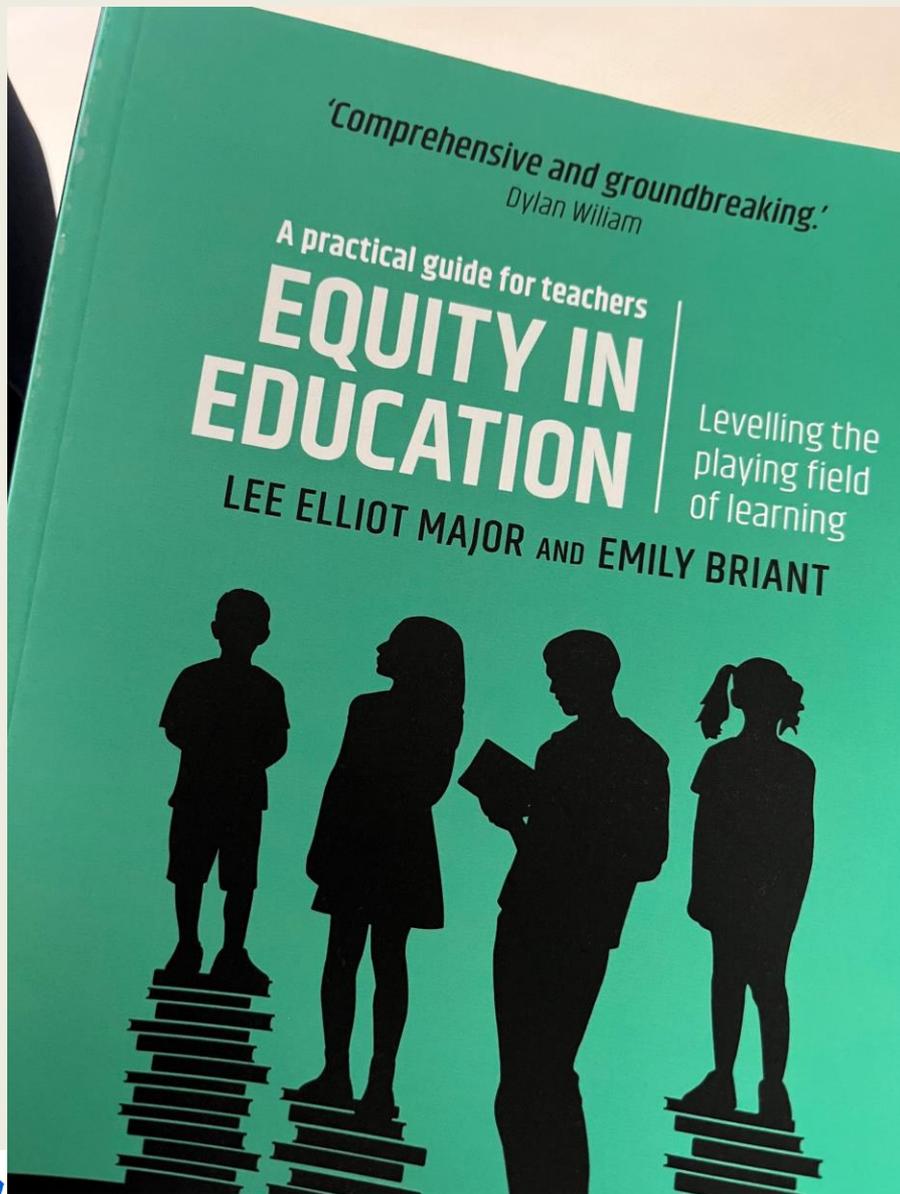
## **\*\* Rap Song: "St. George's Central Flow" \*\***

### **\*(Verse 1)\***

Welcome to St. George's, where we aim real high,  
In Tyldesley town, we're gonna touch the sky,  
From nursery to Year 6, we grow and we learn,  
With Mr. Grogan's crew, it's respect that we earn.  
Christian values, yeah, they're guiding the way,  
Every single kid here shines brighter every day.  
Maths, Science, English—we got it all locked,  
But in kindness and spirit, we cannot be topped!



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# Sustainability and Climate Action Plan



Plan developed by Mrs Rankin (Sustainability and Climate Lead) in consultation with all staff: June 2025 – July 2025



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# *St. George's Central CE Primary School and Nursery*

## **What can be done in 1001 days?**



*Friday 4<sup>th</sup> April 2025*

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# St. George's Central CE Primary School and Nursery



HM Government

## The Best Start for Life

A Vision for the 1,001 Critical Days

The Early Years Healthy Development Review Report



# What can be done in 126 days?

W/B Monday 28<sup>th</sup> October 2024  
LC: Can I use my phonics to name the characters in Rama and Sita?



②  
 ram

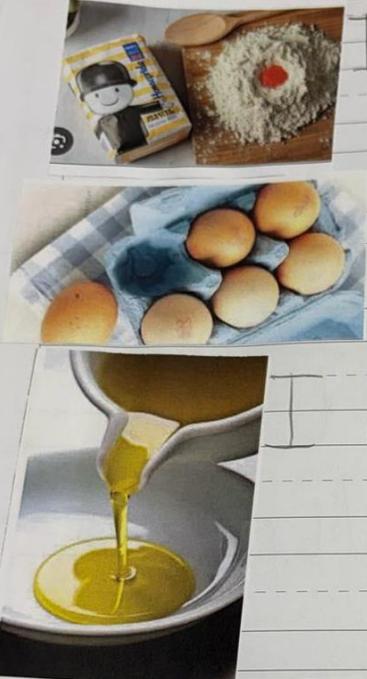
①  
 sita

rn

muk Rb



LC: Can I write a list of ingredients to make pancakes?

  
I need fower.  
I need zee  
I need 2 eggs  
I need oil.

  
In need m  
mik



# New RE Curriculum – ‘Syllabus 23’

As of September 2024, we have implemented the new RE curriculum which has been adopted from the Diocese of Manchester, following the Syllabus 23 curriculum.

## The main differences in this new curriculum are:

- 50/50 split
- Theology, philosophy, sociology.
- Understanding Christianity

# 50/50

Previous years had a focus on 80% Christianity and 20% world faith coverage.

This has now changed to 50% Christianity, 50% world faith/beliefs.

To remedy indifferences in the 'Christian calendar', we are using our old unit of '*Questful RE*' to ensure our Christian ethos, values and vision are still being met.

# Philosophy, Theology, Sociology

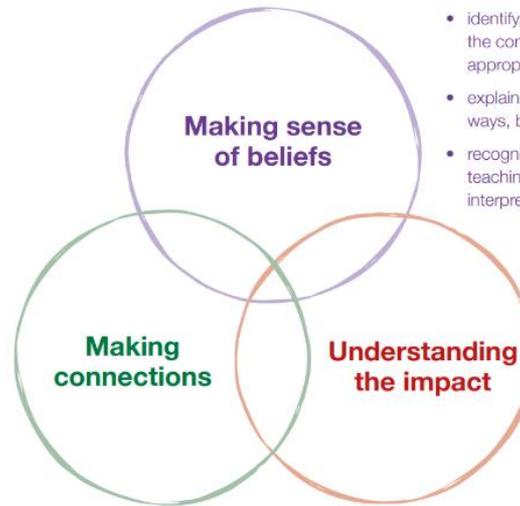
## Teaching and learning approach and the aims for RE in Manchester Diocese

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8. Units of study offer content and ideas for enabling pupils to achieve these aims.

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own worldviews – their ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

**Note:** The three elements of this teaching and learning approach also incorporate the elements of the teaching resource, *Understanding Christianity: Text Impact Connections* (RE Today 2016).

This is recommended for all Church schools within the Diocese, in order to meet the requirements of the Statement of Entitlement 2019, which states that: *In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.*



- identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

© RE Today 2023



## Religion vs Spirituality

- **Religion:** worships God.
- **Spirituality:** encourages oneness with God.
  
- **Religion:** God is outside of you.
- **Spirituality:** God is within you.
  
- **Religion:** separates people who have different beliefs.
- **Spirituality:** unites people regardless of their beliefs.
  
- **Religion:** teaches people to be afraid of hell.
- **Spirituality:** teaches people to create heaven on Earth.
  
- **Religion:** based on fear and restriction.
- **Spirituality:** based on love and freedom.
  
- **Religion:** feels like being a single drop in the ocean.
- **Spirituality:** feels like being the entire ocean in a single drop.
  
- **Religion:** based on others' experience.
- **Spirituality:** based on your personal experience.



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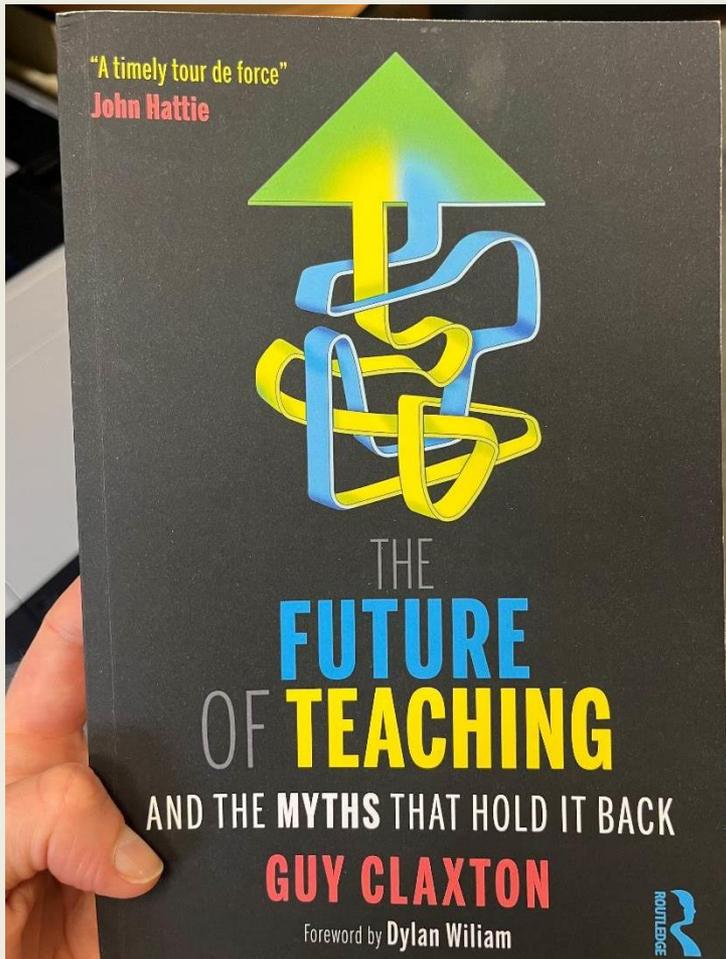
## **Our SGC definition...**

*“Spirituality is... an understanding of how beliefs, values and experiences shape the identity of individuals, their spiritual disciplines and connections with life.”*



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*‘Education will fail if we lazily and unimaginatively assume that their future is going to be much like our own, and ‘what worked’ for us should work for them.’*

*(Claxton, 2021: 192)*



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With the curriculum, there is the view that if no change takes place, there is no *consequence* and if we do not exchange new ideas for old ones, nothing dramatic happens (Jónasson, 2016). However, this research has shown how using emerging predicted megatrends to enhance the primary curriculum has significant benefits for children in terms of positive MHWB, which is vital, as there could come a time in the future, for any of us, when having positive MHWB could have a dramatic *'positive consequence'* for ourselves and our loved ones.

# LEADING POSITIVE ORGANIZATIONAL CHANGE

Energize – Redesign – Gel

BART TKACZYK

***‘...semi-solid state.’***

*(Tkaczyk, 2021: 21)*



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## Strategic Aim 2:

To develop the Governing Body in line  
with future needs of the school

We will ensure this through:

- Working to recruit and retain high quality governors.
- Developing and educating governors in their active role.
- Using the annual skills audit.
- Aligning governors to support school priorities.



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## Strategic Aim 3:

To be an active pastoral participant particularly with church and our mission in the community

We will ensure this through:

- Continuing to work with a range of community groups.
- Strengthening our links with the clergy.



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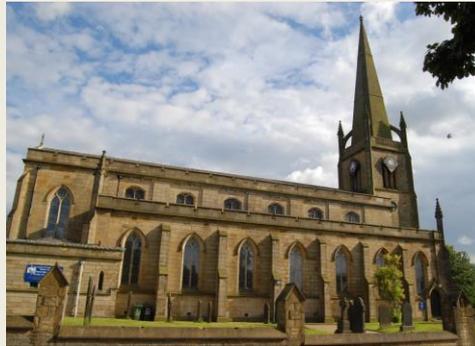




**ATHERTON LR ACADEMY GHANA**  
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**CLUB SPONSORSHIP ANNOUNCEMENT**

We are pleased to announce our 2025/2026 Season Training Kits Sponsor ATSA "Atherton & Tyldesley Sports Association" the above mentioned association is a private sports organization based in the UK and we welcome them to the LR Ghana family . We will promote them on all our social media platforms and all our flyers for a period of one (1) year ,stay tune for more updates.





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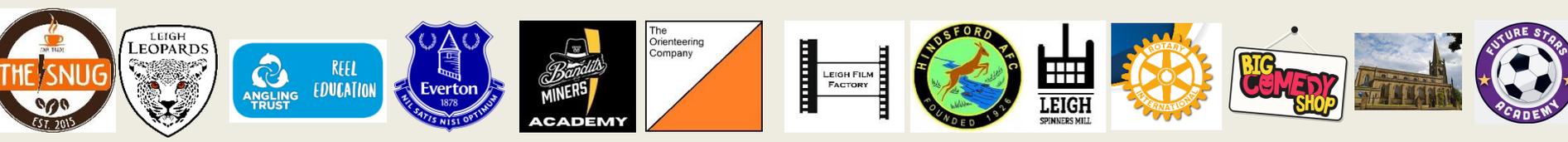
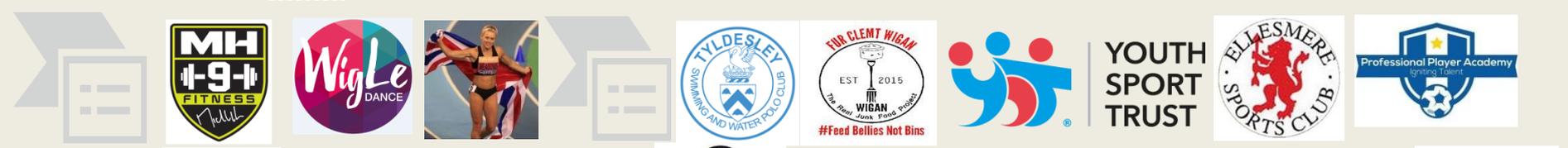


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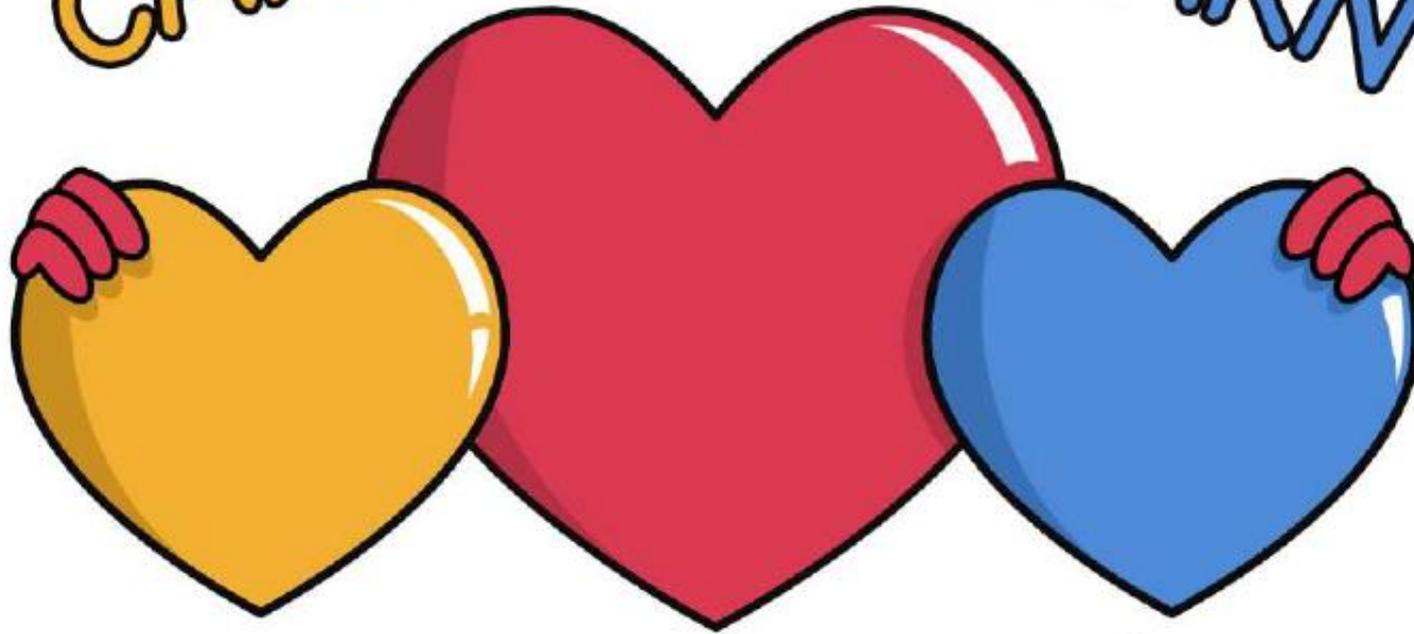








CARE LOVE LEARN



CHILDCARE



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THE MISSION  
C H U R C H



*'Never settle for less than your best'*



## Strategic Aim 4:

To explore school development opportunities in light of national policy direction

We will ensure this through:

- Keeping abreast of local and national policy changes.
- Recruiting and retaining high calibre staff.



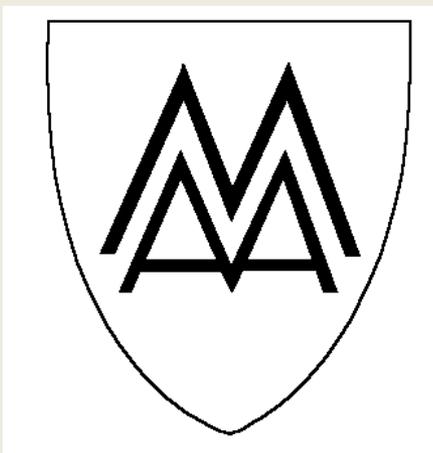
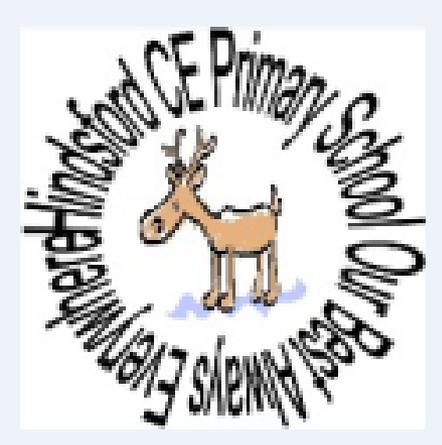
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# St. George's Central CE School and Nursery **3-year strategy:**

**2023/**



**2027**



***What do***



***ok like?***



*Wednesday 18<sup>th</sup> June 2025*

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**"The eagle."**

Why?

Because the eagle is often seen as a symbol of excellence, vision, and high standards. It soars higher than most birds, has keen eyesight, and is a powerful hunter—qualities that metaphorically represent striving for the best and never settling.

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