

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

<b>St George's Central Church of England Primary School</b>			
Address	Darlington Street, Tyldesley M29 8DH		
Date of inspection	28 November 2019	Status of school	Voluntary aided primary
Diocese / Methodist District	Manchester	URN	131331

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

St George's Central CE is a primary school with nursery provision with 329 pupils on roll at the school site. The majority of pupils are of white British heritage. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school has an off-site provision for two and three year olds. The standard admission number in school has increased to 45.

### The school's Christian vision

Following in the footsteps of Jesus, all members 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. Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness but will have the light of life.' John 8:12

### Key findings

- This Church school is a beacon of light in the local community, driven by the Christian vision of the headteacher. The vision shared by pupils, parents and the community underpins every decision made, enabling all pupils and adults to flourish.
- St George's Central is an inclusive, compassionate and caring community where every child is valued and loved as a child of God. As a result, children feel safe, listened to and pupils and staff live well together.
- Provision for pupils' and adults' mental health and wellbeing is given a high priority. This has a tangible and positive impact on the welfare of all.
- Collective worship is valued by all members of the school community and is an integral part of daily life. There is clear evidence of the impact on pupils' behaviour and positive attitudes to learning.
- RE has high priority in school and is well led. Monitoring is evident and pupils are provided with a safe place to explore and ask big questions. Pupils do not yet have a full understanding of the major world religions which exist in their locality and the United Kingdom.

### Areas for development

- Expand opportunities for pupils to understand, respect and celebrate diversity within the local area and United Kingdom.
- Ensure pupils deepen their understanding of injustice and inequality. This will enable them to develop a concern and become articulate advocates for change, beyond the school and local community.
- Develop an age appropriate understanding of the Eucharist, thus enhancing pupils' appreciation of its central importance to Christian worship.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

St George's distinctively Christian vision based upon John 8:12: Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness but will have the light of life' is positively embedded in the school. The vision is well supported by the school's motto 'never settle for less than your best'. The school uses a symbolic lighthouse to exemplify how it shines its light and is a beacon of friendship and compassion for all and particularly the local community. The image is a constant reference point and source of inspiration for the whole school. Leaders effectively use the Christian vision to shape development plans and policies and inform decision making. Adults and pupils describe how the vision influences the choices they make. One pupil said, 'Jesus was kind and thoughtful to others, I am following Jesus and I hope people will follow me.' Staff report there is a strong sense of forgiveness and respect from a very early age, where pupils know right from wrong. They attribute this to the distinctive Christian vision and values of their school to which they are proud to be a part. This school is a family where pupils and staff work together, caring about each other's wellbeing and enabling all to flourish. Governors rigorously evaluate the effectiveness of the school as a Church school and use this to inform school improvement. The issues from the previous inspection have been addressed successfully.

Pupils are well motivated and enthusiastic because of the relationships they have with staff and each other. As a result, the school is effective in meeting the academic needs of its pupils ensuring all flourish. Attainment is broadly in line with national averages and progress is strong. The school, driven by its vision, recognises that each individual is unique and ensures the rounded development of its pupils through academic and spiritual growth. Leaders ensure pupils enjoy a wide and varied curriculum starting with what pupils know and developing their curiosity in what they want to find out. Pupils have been highly successful in sporting events. They have a wealth of opportunities through the Atherton and Tyldesley Sports Association, founded by the headteacher, and built on friendship. Opportunities for pupils extend to arts and music. The school celebrates and values all pupils' achievements. The high quality, creative work displayed around the school exemplifies this extremely well. Pupils affirm they are rewarded for behaviour and living out the Christian values, as well as for academic achievements.

Pupils are proud of their school. A family ethos enables pupils to feel secure and staff go the extra mile to ensure that pupils are safe and happy. Pupils understand what it means to be a pupil at a Church school and make the link to Christian teaching in the Bible. Standards of behaviour are exemplary and pupils are aware of boundaries for correct behaviour and the explicit Christian values that underpin this attitude. Pupils report that bullying is rare and there are buddies to support reconciliation.

The school vision can be observed in the support for many local and national charities and events. Pupils' awareness of the difference and impact this makes on the lives of others, inspiring pupils into social action beyond their local community, is less secure. Pupils have knowledge of the exploitation of the natural world and the introduction of Picture News is developing pupils' understanding of global situations. Pupils are confident to express their views in a culture of respect for one another.

A range of spiritual development opportunities is offered and pupils respond in a positive way. For example, classrooms have interactive displays, reflecting the current worship and RE themes. Spaces for prayer and reflection can be found in each classroom and in the library. Pupils say they value these spaces because it allows them time to offer their own personal messages to God. Half termly reflective questions enable pupils to consider big questions such as 'What is God Like?' Pupils' thoughts and reflections are recorded and shared, extending the opportunities for pupils to express their views and opinions in a safe environment.

Collective worship is a central part of the school day and effectively invites the school community to share in the Christian vision. Pupils say that worship helps them to live the way Jesus would have wanted them to and they describe it as having a direct impact on their behaviour and actions. One pupil said, 'Without worship people would be more intolerant of one another.' The inclusive, inspiring collective worship secures a sound knowledge of important Christian beliefs and festivals. Bible stories, music and reflection enable members of the school community to appreciate Anglican worship. Through collective worship and RE pupils are able to articulate God the Father, Son and Holy Spirit as one, showing an understanding of the Christian belief in the

trinitarian nature of God. Pupils' understanding of the Eucharist, however, is under-developed. The ethos council evaluate worship and help staff to plan and lead it regularly. Parents are invited to attend class worship each half term and school services in the church. These are particularly popular occasions. The Rector visits the school each half term and leads an act of worship. The partnership with St George's church is strong and is enhanced through the work of the foundation governors. As a result, the school community has a greater sense of belonging to the wider church family.

RE is given high priority within the school and the subject reflects the Church of England Statement of Entitlement and vision well. The experienced and dedicated subject leader skilfully disseminates her training to other teachers. She readily supports staff in their teaching and this, along with the introduction of the *Understanding Christianity* resource, has increased confidence in teaching this subject. Since the last inspection marking and assessment procedures have been developed with clear evidence of feedback. Consequently, pupils' learning is moved forward and their understanding developed. There is a system in place for assessing RE which all teachers understand and use. As pupils progress through the school, they gain a factual understanding of a range of religions. Pupils are not yet able to fully relate this to where they live. Pupils speak of feeling safe to express their views and this encourages open and positive discussion.

The Christian vision and values of this community are lived out in all aspects of school life. This enables all to flourish. The school is well placed to continue to grow and shine its light on communities locally and globally.



**The effectiveness of RE is Good**

RE teaching and learning are graded as good through the school's monitoring process and this was verified at the inspection. Pupils are excited by their learning, through which they develop the key skills of enquiry and analysis. As a result, the majority of pupils make expected progress and pupil attainment is generally in line with their progress across the curriculum. Vulnerable pupils are supported well, with expectations for their input and work being suitably high.

Headteacher

Mark Grogan

Inspector's name and number

Pamela Hartley 941