

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Atherton St George's C E primary School			
Address	Derby Street, Manchester M46 0HJ		
Date of inspection	13.06.2019	Status of school	VA Academy in the Wings C E Trust
Diocese / Methodist District	Manchester	URN	144371

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

School context
<p>St George's Primary School has 379 pupils on roll. The majority of pupils are of white British heritage. Many pupils are disadvantaged. On the whole the school serves a socially and economically disadvantaged community. The proportion of pupils with special educational needs and disabilities is above national averages. The most significant change since the last inspection is that the school became an Academy in April 2017 and subsequently joined the Wings C E Trust. The headteacher became the Chief Executive Officer of the Trust and the deputy head of six years became the headteacher.</p>
The school's Christian vision
<p>At St George's C E School, our vision is that children will develop</p> <ul style="list-style-type: none"> • an enquiring mind and a desire for knowledge, • strong self-esteem and high personal expectation, • a set of spiritual and moral values – Faith, Humour, Respect, Integrity and Shine • and an understanding and respect for others.
Key findings
<ul style="list-style-type: none"> • The Christian vision permeates every aspect of the school's daily life. It is understood and articulated by all members of the school community. Together with the core Christian values of faith, humour, respect, integrity and shine, the vision ensures that everyone is empowered to flourish. • The school's nurturing ethos and commitment to wellbeing ensures that every individual, including parents, feels safe and valued as a unique child of God. • The invitational and inspirational collective worship lies at the heart of daily life. From it all values and behaviours flow. Strongly supported by the parish church, worship provides opportunities for pupils and adults to grow in faith and spirituality. • The quality of teaching and learning in religious education, enhanced by extensive and creative teaching strategies and intervention, ensures that all pupils are engaged and making at least good progress.
Areas for development
<ul style="list-style-type: none"> • To develop the pupils' explicit understanding of local, national and international issues that have an impact on people's lives. • To establish mutually beneficial partnerships with schools in different parts of the world where innovative practice can be developed.

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Commented [DH2]: ... partnerships ... What will be the impact for learning of the 'innovative practice'?

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 vision fully drives the work of the school and has clear practical implications for the whole community. All decisions are made by following the distinctively Christian values and aspirations to enable everyone to worship, inspire, nurture, grow and soar. The foundation scripture, Psalm 36 v 6, 'How precious is Your loving devotion, O God, that the children of men take refuge in the shadow of Your wings,' provides the inspiration for the vision. All adults understand their role to be that of a protector, keeping pupils safe from harm, but also as a nurturer to help all pupils grow and eventually soar. Pupils are able to explain the vision's importance in terms of their academic, physical and spiritual development and speak freely of the care and support they receive. One pupil described this nurture as being 'like we're in the hands of God'. Pupils' aspirations are a top priority. They are inspired to take risks every day and speak of teachers who push them to their limits and 'keep them soaring through their journey'.

The school's admission arrangements ensure that all are welcome, as seen in the excellent provision the school makes for the diverse needs of individual pupils. The rich and exciting curriculum, enhanced with varied extra-curricular provision, allows all (including disadvantaged pupils) to flourish and make progress from their starting points. Pupils are enabled to reflect and explore the spiritual, moral, social and cultural dimensions of all the subjects they learn.

The headteacher demonstrates inspirational Christian leadership, ensuring that senior leaders and staff understand current thinking in Church school education. This influence extends to other schools within the multi academy trust where support given has transformed practice. Governors demonstrate a high level of commitment and purpose. They are fully involved in the strategic monitoring of the school's work, holding all to account. They carry out a number of monitoring activities to evaluate Church school effectiveness. Priority is given to the development of collective worship and RE. All recognise the importance of worship and its role in bringing everyone together. The importance of prayer and worship is evident in classrooms and communal areas which are readily accessed by the pupils. Worship is inclusive and invitational and reflects the school's Christian vision and values. It is rooted in biblical teaching, Christian festivals and seasons and reflects Anglican practice. Pupils enjoy worship and participate enthusiastically whilst maintaining a due sense of reverence. They speak about the Trinitarian nature of God in age-appropriate terms. The vicar helps to develop the pupils' understanding of the key elements of liturgy as they collaboratively plan, deliver and evaluate worship. Pupils are aware of the importance of the Eucharist and many choose to be prepared for confirmation. The school has a strong link with the diocese which ensures that current thinking and appropriate professional development support the school as it lives out its Christian vision. There is an extensive record of continuing professional development for teachers and support staff, including an open invitation to enrol on the Alpha course. This shows the leaders' commitment to meeting the development point from the last inspection.

Staff ensure that spiritual development is fundamental to their teaching, providing opportunities for deep and meaningful discussion. Pupils' excitement about learning and school life is reflected in much improved attendance and punctuality. The pastoral provision, led by the headteacher across the Trust, is exceptional as it seeks to support pupils and their families, often going above and beyond to meet their needs. This includes attending medical appointments during school holidays and providing counselling for parents who are willing to accept the help that is offered. Parents speak effusively of the passion and commitment shown by all adults in the school. Arrangements such as the CAMHS coffee mornings, initiation of Early Help procedures, bespoke nurture provision for the most vulnerable pupils are but a few examples of the commitment the school has for supporting and developing the pupils. Members of staff have the expertise to deliver a wide range of intervention strategies. The pastoral manager and pastoral support workers also provide interventions such as play therapy, conflict resolution and anger management programmes and bereavement and loss counselling. Bespoke pastoral support plans ensure that pupils get the support they need in a timely manner. Hence they are able to flourish in all areas of their learning without delay. The school's Christian vision supports the moral development of pupils extremely well with behaviour management practices that seek to find the positives in everyone. Forgiveness and reconciliation are an integral part of pupils' behaviour, resulting in a school community in which respect for each other and the celebration of difference are paramount. Instances of bullying are rare and pupils say that they feel extremely safe at all times. The safeguarding policies and procedures were described as 'beyond compliant' by an inspector during a recent safeguarding review.

The range of opportunities the school offers strengthens pupils' aspirations and self-esteem. These include the

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implementation of the 'Top Ten Opportunities for All' that ensure wider opportunities during their learning journey. Pupils grow through the Ethos Group and in nurturing roles such as the Friendship Detectives, Caring Cadets and the Knights of St George (prefects). All members of the school community demonstrate Christian compassion and concern for justice in local, national and global settings as they support a number of charities.

The school's Christian vision and values underpin all relationships and are at the heart of all policies and practice. The positive approach to equality and valuing difference means that everyone in the school community is treated with dignity and respect. The mental health and wellbeing of all stakeholders is of paramount importance. The staff's 'Wellbeing Charter' has seen the workload of teachers reduced with the implementation of a new marking policy. Staff are able to speak freely in the knowledge that their concerns are taken seriously and acted upon. They feel supported and valued and attribute this culture to the school's distinctive Christian ethos.



The effectiveness of RE is Excellent

RE is regarded as a core subject with provision reflecting the Church of England Statement of Entitlement. Pupils engage with religious text and discuss theological ideas with confidence due to the extensive range of challenging and creative teaching and learning strategies used. Following the 'Questful RE' syllabus and launching lessons with 'Big Questions', RE allows pupils to explore and challenge their own and others' religious and spiritual convictions through healthy discussion. It is assessed regularly and achievement is included in pupil progress meetings where interventions are planned and evaluated. It is evident that all pupils, regardless of ability, make at least good progress in their learning and standards are in line with national expectations.

Headteacher

Lisa Boardman

Inspector's name and number

Joanne Abram 931