

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England Foundation School, Broadstairs	
Address	Westwood Road, Broadstairs, CT10 2LH
School vision	
Every moment, every day, every individual counts – 'For the body does not consist of one member, but of many.' 1 Corinthians 12v14.	
School strengths	
<ul style="list-style-type: none"> Lives are transformed as a result of the school's Christian vision. Leaders make bold decisions in the best interest of each child. Its impact is profound, especially for those who are vulnerable. The Christian vision, enhanced by its associated values, are the bedrock upon which St George's has developed as an all-through school. As a result, pupils thrive in their learning, including the most vulnerable and those who have special educational needs and disabilities (SEND). The care of pupils and staff is outstanding. This is driven by inspired and inspiring leaders, including governors, who are passionately single-minded in their aspiration for every individual pupil. The worship life of the school is fundamental to its distinctiveness as a result of highly effective and wide-reaching partnerships with local clergy. Consequently, the opportunity for engaging and varied worship is at the heart of the school's spiritual flourishing. The religious education (RE) curriculum is exceptionally well-led across both the primary and secondary school. At Key Stages 1 to 4 pupils' learning is deep and the subject is a living expression of the vision. 	
Areas for development	
<ul style="list-style-type: none"> Expand the RE curriculum at Key Stage 5 so that all students have greater opportunity to deepen their religious literacy and broaden their understanding of worldviews. Further embed the shared language of spirituality across the curriculum so that pupils are increasingly confident in expressing their thoughts as they develop spiritually. 	
Inspection findings	
<p>The Christian vision permeates all aspects of school life. St George's is completely faithful to its foundation as a Church school. Ensuring that 'every individual counts' drives the passion with which leaders care for the community that the school serves. Therefore, whether pupil or staff member, they are made to feel valued and cared for. As a result, pupils and adults thrive. The development of St George's as an all-through school in recent years is built upon the strength of the Christian vision. The inspiring sense of identity across both schools is palpable and pupils are proud to belong to the 'St George's family'. When new pupils start at the school, existing pupils are keen to welcome them into the highly inclusive culture and ethos. This is fundamental to the success of transition from Key</p>	

Stage 2 to 3. Pupils seamlessly move to the secondary school and become role models to pupils who have transitioned from other primary schools. They point to the Christian values of kindness and compassion as the reason for this. Pupils talk of Bible stories that inspire their actions. Equally, the academic curriculum is seamlessly sequenced from Key Stages 1 to 4 as a result of close staff working across the two sites. Built upon the school's Christian vision, the six curriculum drivers such as resilience, curiosity and adventure, are woven through the subject planning at all key stages. When pupils demonstrate these skills they are equally celebrated alongside academic success. Furthermore, pupils value the support teachers give to them in their learning, from additional support time to useful essay structures. As a result, they are well-supported in their learning, especially those who have SEND.

Leaders are highly aspirational for all pupils. They make bold curriculum decisions when preparing pupils for life beyond St George's. This includes the early entry approach in science and English, and the decision to offer a vocational Post 16. Consequently, the relentless pursuit of the pupils' best interests ensures the number who continue in education or employment is well above the national average. Equally, additional support which benefits pupils' behavioural and social development is exceptional. The investment in the nurture support, the success suite, and the alternative provision base, enables the most vulnerable pupils to flourish. Through the single-minded determination of leaders, including governors, that each child counts, all pupils are able to pursue a bright future.

Strategic decisions around pastoral structures mean that each year group has its own head of year and pastoral lead at secondary level. Equally, skilled nurture support workers at primary level, provide high quality care. Pupils and parents are confident that adults are there to support them. Trusting relationships ensue. The school has developed strong partnerships with a wide range of external agencies in order to support pupils and their families. The care that is shown pastorally, as an example of the love of God, is truly a beacon within its community. This has been rightly recognised through various national accreditations such as Nurture UK. As a result of such support, attendance rates are good and exclusions rates are low. This care extends to staff, who flourish as a result. Many staff members are long-serving and morale is high because of the support they receive from leaders.

More widely, the celebration of individuality is life-affirming. Each person is uniquely cherished and their contribution to the life of the school, as 'part of the body', is inspirational. The student council is an effective vehicle of change, resulting in action to develop environmental awareness as well as supporting local charities. There are a wide range of ways in which pupils enhance their local community and campaign for those in need. For example, all pupils are trained to use defibrillators, have opportunity to give to local food banks, to litter pick, and to raise money for charities. This also directly enhances the vibrancy of the school community, such as the outside play space at the primary school. This is equally powerful within the local community, as pupils show themselves as lights, stemming from the lighthouse imagery representing the school vision.

At the heart of the distinctiveness of St George's is the worship life of the school. The school has developed highly effective partnerships with a range of local clergy, who actively bring to life relevant worship times. The focus upon the Church calendar through clever visual aids, enables pupils to experience a vibrancy of worship alongside Anglican traditions. Across the entire school, daily prayer at the end of the day is highly valued. This contributes to the spiritual wellness of the whole community. Pupils play an active part in leading and planning inspiring times of worship. They are demonstrating their growing confidence and knowledge of Christian traditions. Moments for pupils to be still and reflect is enabling spiritual flourishing. The prayer trees at the primary school and the labyrinth at the secondary school provide spaces where children can stop and pray or reflect. A shared language of spirituality is developing through the use of 'wow' moments within the curriculum. Equally, the concept of explaining spirituality through 'windows, mirrors and doors' is at

an early stage of usage. Time together for worship reinforces the very strong culture of community where all contribute to the wellbeing and care of others.

RE is well-led by expert subject leaders who are ambitious in their aims for pupils. The curriculum is progressive and ambitious in content. As a result, all pupils take the full course RE GCSE in Year 11. Such is its importance, Governors invest in dedicated RE subject specialists. Equally, leaders have provided appropriate curriculum time across Key Stages 1 to 4. The study of RE contributes more widely to the personal, social and academic development of pupils. Through hosting and leading meetings, the school takes an active role in developing RE across the diocese. Through the study of a wide range of religions and other worldviews, pupils are growing as global citizens. As one pupil stated 'I am able to explore a world beyond where I live.' At Key Stage 5, RE is delivered to all students. The curriculum enables students to consider issues of ethics and social justice alongside the responses and viewpoints of Christianity and other global faiths. However, its impact is lessened due to the limited amount of curriculum time provided.

The impact of the school is profound. As one staff member stated, it is a 'beacon of hope for the pupils who attend St George's.'

The inspection findings indicate that the school is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	18 September 2023	URN	118919
VC/VA/Academy	Voluntary controlled	Pupils on roll	1631
Diocese	Canterbury		
MAT/Federation			
Headteacher	Adam Mirams		
Chair	Peter Jordan		
Inspector	Sadie Batstone	No.	2125