



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| St Georges Church School and Nursery | |
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| Address | Pastures Avenue, Saint Georges, Worle, Weston-super-Mare, BS22 7SA |
| School vision | |
| <p>‘All things are possible for one who believes.’ Mark 9:23</p> <p>Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can. (John Wesley)</p> <p>With belief, we can transform lives-not only in our school but also beyond, in our local and international communities, creating global citizens of the future who are stewards of the earth.</p> | |
| School strengths | |
| <ul style="list-style-type: none"> • Inspirational leadership has embedded the Christian vision so that it strongly affects pupils’ learning, behaviour and wellbeing. • Worship is the heartbeat of daily life at St Georges because it provides meaningful moments in which all can flourish spiritually. This is due to the powerful influence of the vision. • The school’s partnership with the local Anglican, Methodist and Baptist churches is very effective. It is evident through their valuable contributions to collective worship, RE and to the life of the school community. • A strong culture of support and encouragement is inspired by the vision and its associated values. This ensures that adults and pupils are treated well. • Very effective leadership in religious education (RE) has established a challenging and relevant curriculum which enhances pupils’ learning. As a result, pupils enjoy learning RE. This has a positive impact on their understanding of a range of faiths and world views, including Christianity | |
| Areas for development | |
| <ul style="list-style-type: none"> • Embed the school’s shared understanding of spiritual development across the school. This is to enable opportunities that can have a positive impact on pupils’ learning and spiritual flourishing. • Raise the profile of global issues of equality and justice in the curriculum. This is so that pupils feel equipped and empowered to engage in social action projects that can make a difference. • Embed the school's new assessment strategies into the RE curriculum. This is so that progress in learning can be better identified and next steps taken taken by teachers and pupils. | |
| Inspection findings | |
| <p>Inspirational leadership has ensured that a deeply Christian vision is embedded at St Georges. Christ’s words, according to St Mark, create a vision which is a unifying force at the heart of the</p> | |

school community. These words promote aspiration and hope and enable a very positive effect on pupils' learning and behaviour. The substantial partnership with the multi-academy trust (MAT) and with the Methodist Academies and Schools Trust (MAST) has a powerful impact. Relevant professional development through the diocese and the MAT enables staff to flourish and has beneficial outcomes on pupils' learning. The founding Anglican, Methodist and Baptist churches play a key supportive role promoting collective worship and RE. Their contributions to the life of the school promote the vision's concept of national and global communities. Governors have ensured that the school's distinctive Christian character has been a constant source of strength over recent turbulent years of instability. They participate fully in the school's Church school self-evaluation process. As a result, they have been able to identify areas for development. The school's open and friendly culture is much praised by parents who value its strong sense of community.

The school's curriculum is shaped by its vision and provides rich and creative experiences. A set of well-chosen Christian values weaves through the curriculum and daily life at school. There is a clear focus on providing a stimulating, relevant and engaging curriculum which together meets the needs of pupils. Pupils understand that although some learning might be 'tricky', if you believe in yourself and show resilience, 'you can do it'. Opportunities are constantly being adapted to best develop pupils' wide range of talents and interests. These activities include the arts, sports and design technology. Bold decisions are made with the curriculum to maximise learning and to help ensure that barriers can be overcome. As a result of school leaders' actions, the potential of pupils identified as disadvantaged is being transformed. Consequently, pupils enjoy their learning and value their time in school. Staff have a developing understanding of the meaning of spiritual development. This now has greater impact in planning in the curriculum. However, pupils do not generally associate spiritual development with reflection which promotes learning in its widest sense.

Collective worship is the heartbeat of the school community, enabling all to flourish spiritually. A review of its timing in the school day has resulted in the increased impact of the vision. This is because worship at the start of the day enables themes to permeate the whole day. There is no church building in the area of St Georges. Consequently, the school is increasing opportunities to be the church where the community are welcomed to join and share school collective worship. The vision promotes a deep sense of spirituality that sustains and inspires all aspects of school life. It empowers and inspires pupils to feel confident to believe in themselves. Pupils' heartfelt and inspirational singing contrasts very effectively with moments of quiet and stillness. Prayer is integral to daily life at St Georges. Pupils talk with confidence about its beneficial effects on their personal lives. Worship themes reflect the Christian vision and values setting them in their Biblical roots and in Methodist teaching. These themes include believing in their ability to make a difference by acting as stewards of the earth. Personal reflections are shared promoting a deep understanding of and respect for others' viewpoints.

St Georges is a warm, caring community where all are treated well. Strong, supportive relationships, inspired by the vision and associated values, are central to life at St Georges. Consequently, pupils feel they are helped to 'encourage' themselves and others. The vision has a profound effect on the way that pupils care for each other. Older children encourage younger ones, formally as reading buddies and during social times. This provides pupils with a strong picture of a series of communities from small to the larger ones, within the school and beyond. In this way, the vision promotes the concept of the school as a loving community built on the Christian value of friendship. There is a wide range of strategies to support pupils' wellbeing, including opportunities for residential visits. Staff form a stable and cohesive team, encouraged and supported by each other and by leaders who prioritise their mental health and wellbeing.

A calm and respectful atmosphere permeates life and is evident throughout the school. Difference and diversity are welcomed and celebrated in this accepting community. Year 6 'crew' members

take responsibility each week in leading ‘mini-communities’ of mixed age groups in collective worship. These times focus on posing a powerful and challenging question which encourages all to reflect and to respectfully listen to others. All understand that at St Georges ‘we are all crew: there are no passengers’ as everyone has a part to play. This is particularly true of their care for the earth shown by cleaning a local beach and their school grounds. Partnerships with the local care home, food bank and Weston Hospice are widening pupils’ understanding about the needs of the community beyond school. A new link with a charitable trust in Malawi is also beginning to enhance their attitudes to global communities and social injustice. However, the school’s vision does not explicitly encourage pupils to seek justice and pursue courageous advocacy. Consequently, pupils do not feel motivated to engage in social action projects which would challenge injustice and inequality.

RE is an exciting and inspiring subject at the heart of this Church school curriculum. Relevant training has a beneficial impact on leadership which has a passionate and clear vision for the subject. The use of ‘big questions’ enhances pupils’ engagement in RE. Stimulating, powerful discussions provoke deep insightful responses which make a substantial contribution to spiritual development in RE. As a result, pupils enjoy this subject because they find the curriculum inspires learning which is challenging and motivating. They recognise its relevance to their lives and develop an understanding and respect for people from the major world faiths. They also learn about the Methodist Movement and a range of worldviews. Teaching and learning in RE is good due to the highly engaging curriculum. There is a concerted approach from staff to enabling all pupils including those identified as disadvantaged, to flourish academically in RE. However, although the school’s new assessment systems have been developed there has not been sufficient time for them to embed. As a result, progress in RE over time is unclear.

The inspection findings indicate that St Georges Church School and Nursery is living up to its foundation as a Church School.

| Information | | | |
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| Inspection date | 30 November 2023 | URN | 143136 |
| VC/VA/Academy | Academy | Pupils on roll | 205 |
| Diocese | Bath & Wells | | |
| MAT/Federation | Bath & Wells Multi Academy Trust | | |
| headteacher | Jo Thorn | | |
| Chair | Lyndsay Markham | | |
| Inspector | Daphne Spitzer | No. | 37 |