

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

St George's Church of England Primary School			
Address	Pound Lane, Semington, Trowbridge, Wiltshire, BA14 6LP		
Date of inspection	6 December 2019	Status of school	Academy in The White Horse Federation Multi Academy Trust inspected as Voluntary Controlled.
Diocese	Salisbury	URN	146346

<b>Overall Judgement</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>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

St George's Primary School has 97 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. At the latest Ofsted inspection in April 2017, the school was placed in special measures. A new leadership team, governing body, class and staff structure have been in place since September 2017. The school joined The White Horse Federation Multi Academy Trust in 2018.

### The school's Christian vision

Supporting each other to courageously flourish, within our community, armed with our shield of Christian values. Be Kind, Be Compassionate and Be Forgiving.  
*Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.*  
*Ephesians 4:32*

### Key findings

- The carefully considered Christian vision and its associated values have driven the work of the school and have been highly effective in bringing about much-needed change.
- The vicar and the local church provide strong support to the school and play an important role in its life. They have had a significant impact upon the development of collective worship.
- Pupils are developing an understanding of spirituality in lessons and through planned events, but the school does not take advantage of spontaneous opportunities to allow pupils to experience 'awe and wonder' and to develop their spiritual language.
- Religious education (RE) is developing pupils' understanding of Christianity. However, their knowledge of a variety of world faiths is less well developed.
- Collective worship is carefully planned and supports the pupils' understanding of the school's vision and values. Class worship is particularly effective in encouraging pupils to question and to think deeply.

### Areas for development

- Refine the narrative which underpins the school vision in order to reflect the next stage of the school's strategic journey of improvement.
- Enable pupils to develop a deeper understanding of faiths other than Christianity so that they are better prepared for life in a modern multi-faith society.
- Ensure that more opportunities are taken, both within the curriculum and the wider life of the school, to enable pupils' sense of spirituality to grow.

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**

The Christian vision, which is supported by an appropriate biblical narrative, has been a major influence in improving the school. It reflects the current needs of the school very accurately. Leaders are passionate about its importance and it is well understood by all. Kindness, compassion, courage and respect are evident within the school. As one parent said, 'the influence of the vision and values which my child talks about constantly does not stop at the children but the staff model them to us as well.' Pupils help one another, whether it is in the classroom when faced with a tricky problem, or out on the playground, by ensuring all are included in games. Older pupils show pride in helping new pupils and the younger pupils feel supported by them. Reasons for awards given in 'gold book' worship are shared and linked to the vision, so all understand its relevance to them.

The impact of the vision on learning is apparent, as pupils' attainment and achievement have risen dramatically in the last eighteen months. Staff talk about everyone being special and able to achieve. The needs of vulnerable children are met well, and they flourish. The governors have funded time before school for teaching assistants to meet with teachers to ensure support is constantly adjusted to match need. Effective nurture provision gives help to those who find school challenging. Staff always provide time for pupils to talk if they are facing problems and show them kindness and compassion. Leaders have made bold decisions in modifying the curriculum for the most vulnerable. They ensure these pupils are given additional extra-curricular activities to support them. The vision makes a tangible difference to the school community and the sense of it being a family. Relationships within the school are calm and harmonious. Pupils get along well together and behaviour is generally good. It has improved as a result of the respect and kindness emphasised by the vision. Exclusions have fallen considerably, and pupils are fully aware that forgiveness is part of the school's way of life. Staff talk of the compassion and kindness shown to them by leaders when they are in need, which enables them to flourish. Mental health and well-being are taken seriously.

The governors are totally committed to the school. They monitor the impact of the vision through learning walks and talking to pupils. To support the vision, the school has developed its partnerships. These include working closely with the local church. The vicar provides very strong support both for RE and collective worship. He also gives pastoral support to all in the school. The school has deliberately sought to rekindle its links with the local village community. Pupils attend village coffee mornings, the village supports the school fete and a number of people from the village attended the Christingle service. The partnership with The White Horse Federation has grown and it now provides support for RE as well as the wider curriculum. The school has a good relationship with the diocese and makes the most of all continuous professional development opportunities offered.

The vision means that pupils are aware of the needs of others. They provide support for the local foodbank and the Wiltshire Air Ambulance locally. In order to encourage pupils to appreciate the diversity of Britain, pupils have pen pals in other areas. Pupils show each other respect and dignity and they are very clear that all, regardless of race or belief, should be treated equally. They have a growing awareness of the exploitation of the natural world and some pupils explain they feel strongly about some other issues, such as poverty. However, their sense of how to act as a courageous advocate for others is less well developed.

Collective worship is a joyous occasion. It is well-planned. It gives prominence to the teachings of Jesus and covers modern-day relevant stories. Pupils enjoy singing songs and the opening of whole-school worship is signified by saying the words of the vision and by the lighting of a candle. Worship is invitational and throughout the week builds upon the theme shared. Pupils see a variety of Anglican traditions, as different members of the clergy take worship weekly. Pupils especially enjoy Open the Book. Some pupils plan, lead or contribute to worship and pupils have just begun to be involved in its evaluation. Pupils visit the church and older pupils have a growing understanding of the centrality of the Eucharist. Within worship, there is time for reflection. After lunch each day a reflection five minutes is held. The school has developed an agreed approach to spirituality but currently this does not allow for the unplanned moment or event to be considered and overall pupils' spiritual growth is not as deep as it might be. Class worship is enjoyed by pupils as this gives them the opportunity to ask big questions. Staff have had training in leading class worship and this is evident in the reflective diaries which are kept for each class. Pupils have a good understanding of prayer and of it being used to share ideas with God. Around the school there are prayer trees and prayer pebbles and pupils write prayers to contribute to worship.

RE is developing well. The curriculum leader has only been in post since September but has a good understanding of her role. The vision is very central to the teaching of RE and is often explored through the big questions which are posed. Pupils know that RE is a safe space where their ideas will be valued. There is thorough monitoring of lessons and the work in books and the outcomes of this, along with pupil voice, are shared with the governors.

Assessment in RE is being developed with the aid of the Trust's SIAMS strategic lead. The school is using the Understanding Christianity resource and pupils have begun with units on Creation and Incarnation. Nevertheless, currently the long-term planning is not allowing pupils to develop a deep enough understanding of world faiths. These are taught at specific times in the year, with long gaps between different religions, and there are long periods when only Christianity is studied.

Headteacher

Jackie Chalk

Inspector's name and number

Marcia Headon 761