

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

## St George's Church of England Primary School

### Vision

Working together, learning for life. With the compassion of Jesus, we treat others with kindness and patience. With the courage of St George, we stand up for what is right. With respect and friendship, we build each other up.

In everything, do to other what you would have them do to you. Matthew 7:12

Therefore, encourage one another and build each other up, just as in fact you are doing. 1 Thessalonians 5:11

St George's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

### Strengths

- In living out the Christian vision, St George's is a close and caring community. This enables pupils and adults to 'encourage one another and build each other up', sharing their strengths and talents.
- Inspired by the vision of treating others as you wish to be treated, leaders have actively created a nurturing learning environment. Staff ensure vulnerable pupils and those who have special educational needs and/or disabilities (SEND) are well supported. As a result, pupils achieve and thrive.
- The mutually beneficial partnership with the local church is flourishing and brings the community closer together.
- Collective worship is a valued part of the school day, appreciated by pupils and staff. It has a significant impact upon children's daily lives. It encourages them to live out the values of the school.
- The quality of relationships within the school is very high. Staff are dedicated and caring, valuing pupils and each other as they seek to enable children to flourish.

### Development Points

- Develop the school's shared understanding of spirituality. This is to enable pupils and adults to talk about spirituality with increasing confidence.
- Embed the recently implemented religious education (RE) curriculum. This is to strengthen pupils' knowledge of religions and worldviews, as well as enabling them to recall learning more effectively.



## Inspection Findings

St George's is a warm and welcoming school. The vision is actively lived out through its Christian values, which are clearly defined and underpinned by two biblical passages. Together these drive the actions of leaders who know and understand the needs of pupils and adults well. Regular references to the values and Bible passages ensure that pupils gain confidence in their ability to grow together. They take seriously their responsibility to follow the golden rule and 'treat others as you would like to be treated'. As a consequence, a visibly inclusive environment where pupils and adults are valued and cared for is evident. This impacts positively and encourages the strong relationships between adults and pupils drawing them around a common purpose. Pupils make good choices, engaging well together to 'encourage one another and build each other up'. Staff build a firm foundation of care and trust that is highly valued by parents. Governors are engaged in school life. In addition to monitoring, they are active in their support for school activities. As a result of this, they understand the school well and make effective decisions. Carefully cultivated relationships with the local church and the diocese further support the vision contributing to the school community growing and flourishing.

Leaders have made careful and deliberate choices around the curriculum. Adapting a commercially available resource, they have crafted a rich and varied offer relevant to the school context. Consequently, the curriculum, enriched by visits, visitors and resources meets the needs of pupils. The focus on key concepts and inspirational figures results in pupils widening their viewpoint and promoting diversity. In this way it provides a firm foundation for life in modern Britain. Targeted interventions help those needing extra support, giving pupils, including vulnerable and disadvantaged learners, the very best chance to achieve. The provision for pupils with special educational needs and/or disabilities (SEND) is finely tuned to meet the needs of each individual. This is because the school knows them well. Staff have a breadth of skills, so they support pupils with a focus upon equity of provision. This enables pupils to thrive.

Collective worship is a joyful time that sets the tone for the rest of the school day. It is valued as a space where the school community is invited to come and share in celebration and reflection. Planning for collective worship ensures the vision and Christian values are explored, deepening the understanding of these. Leaders include times of song, prayer, reflection and discussion, offering a rich variety of approaches to worship. The close partnership with the local church enhances spiritual experiences further. There is regular shared worship in church where staff, pupils and the community come together. It also hosts the school's celebrations of Christian festivals such as Christmas, Harvest and Easter. Members of the parish are regular visitors in school and contribute positively to the spiritual life of the school community. However, at present there is no shared understanding or language of spirituality across the school. This limits the extent to which learners can express the impact of experiences on their own spiritual development.

St George's has a culture where pupils and staff are treated well and thrive together. Adults lead by example and are approachable, modelling the school vision and values. This has a significant impact on how all those within the school community treat each other. Parents are both supported and supportive, appreciating the values their children bring home. Parents and pupils are greeted individually on the gate each morning by leaders. Communication from the school is strong, building a deep and trusting relationship. Parents say, 'the school have the best interests of our children at heart, and they will deliver'. The wellbeing of staff has a high priority and they know they are valued by leaders. Workload is carefully considered and as a consequence there is a strong sense of belonging and commitment. Effective partnerships with other local schools and the diocese contribute to the



success of the school. The relationship with the parish is a major strength. Pupils play happily and safely together. They interact well and show care for each other and this creates a calm school where pupils settle well.

The deeply rooted vision and values motivate a culture of shared responsibility and care for each other. This is underpinned by respectful interactions that enable pupils to build feelings of self-worth and inner confidence. Pupils take pride in playing well together, seeking opportunities to initiate friendships with all ages. A range of roles enable pupils to grow in self-assurance. Pupils have an understanding of meeting the needs of others and have compassion for those facing hardship. They contribute with enthusiasm to a harvest collection of foods to meet local needs. At other times they have supported charitable work contributing to their sense of justice. For example, pupils raised money for 'Porridge and Pens' following a visit from a member of the organisation who told them about the charity's work in Ghana. The understanding of justice is further developed through the restorative approach. Supported by adults, pupils talk together when things go wrong. In this way they feel their voices have been heard and can see and understand the restorative process.

The RE curriculum is well-planned and relevant to pupils' lives. The school benefits from the use of the recently updated local RE programme alongside the Understanding Christianity resources. The teaching of skills and knowledge is approached through enquiry and by exploring a key question. Teachers provide the opportunity for pupils to experience learning in RE from a variety of viewpoints. In this way, RE lessons are reflective and analytical in nature, going beyond the factual and encourage critical thinking. Due to high quality training, staff have high expectations and confidence to make work accessible for learners. This ensures those who have SEND can take a full part in lessons. Pupils' work in books and 'floor books', demonstrates a well-planned and well-designed curriculum. Regular monitoring shows that a range of faiths and worldviews are covered. As a result pupils like RE and speak with confidence about their learning. They can say why RE is important, explaining it helps them 'to think about beliefs' and 'to respect different religions'. However, at present pupils recall of knowledge about faiths other than Christianity is inconsistent.

## Information

Address	St George's Church of England Primary School, Brook Street, Great Bromley, Colchester, Essex, CO7 7HX		
Date	13 November 2024	URN	115085
Type of school	Church of England Voluntary Controlled Primary School	No. of pupils	117
Diocese/District	Chelmsford		
Headteacher	Rebecca Keitch		
Chair of Governors	Lorna Sharp		
Inspector	Anthony Cosans		