

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

## St George's Church of England VA Primary School, Hyde

**Address** Church Street, Hyde, Cheshire, United Kingdom, SK14 1JL

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Overall grade**

**Excellent**

**The impact of collective worship**

**Excellent**

**The effectiveness of religious education (RE)**

**Excellent**

### School's vision

'Let all that you do be done in love' (1 Corinthians 16:14)  
 The example of Jesus Christ and the good news that he brings inspire St George's to be a place of hope and caring and inclusive community in which we all love to learn and learn to love.

### Key findings

- The biblically and theologically underpinned, deeply held, widely shared and understood Christian vision, is at the heart of every action and decision. This leads to exemplary practice that enables all to flourish. It is the visible thread that supports and binds this diverse community so that it is harmonious and exciting.
- Inspiring leaders understand and serve the school and community with generosity and vigour. Through 'servant leadership' they provide exceptional support for pupils' academic, social, emotional, spiritual and mental wellbeing. The impact of support for families is such that it transforms lives.
- Numerous, wonderful experiences and opportunities enable adults and pupils to develop their spirituality and cultural awareness. Pupils' curiosity and appreciation of art, music and theatre flourishes through planned learning, visits, activities and incidental moments. Rigorous processes to evaluate the significant impact of activities leading to reflection and spiritual growth, have recently been introduced.
- Collective worship is creative, diverse and inspiring. It enables all to appreciate the place of God in the lives of Christians and people of faith. Through prayer, story and song, worship brings the school's vision and values to life. It enriches the school day.
- Pupils' excitement and enjoyment when learning in religious education (RE) is palpable. This is because the challenging curriculum is carefully chosen, planned, taught and assessed. It is rich and appropriate. It encourages deep thinking and elicits mature, considered responses.

### Areas for development

- Embed practices for evaluating the impact of activities for promoting spirituality so that the school's rich culture of deep reflection continues to flourish.
- Share the school's excellent practice, particularly around community engagement, so that other schools may appreciate the encompassing impact of the school's Christian vision.

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 is an excellent Church school. Its energising and theologically understood Christian vision to 'let all that you do be done in love' underpins policies, decisions and actions. It sustains and shapes this thriving community where all flourish because of Jesus' example. Embedded, regularly reviewed, robust and appropriate to the school's context, the vision nurtures all, through challenge, change and renewal. The inspiring headteacher, her colleagues and effective governors exemplify 'servant leadership'. They are responsible for exceptional community links that bridge experience, culture, religion and heritage to transform lives. The focus on engendering a love of learning and providing hope and care, ensures rigorous self-evaluation and school improvement. Collaboratively selected Christian values saturate daily interactions and conversations throughout the school. Consequently, compassion, friendship, thankfulness, truthfulness, forgiveness, hopefulness and love contribute to St George's being a joyous, creative and learning family.

The school's curriculum and wider provision is rich and ambitious because the Christian vision shapes it. Constantly evolving, it meets the needs of learners including those with additional and personal needs. The calm and caring nurture of the Eden room helps pupils requiring periods of extra support. Hence, they, like all pupils, thrive academically, socially, emotionally and spiritually. Pupils apply resilience, resourcefulness and reflection to succeed in their learning. Learning is exciting because it actively develops creativity and curiosity. Visits and experiences reflect, celebrate and expand pupils' cultural heritage and local context. Activities improve knowledge and successfully broaden horizons encouraging pupils' aspirations. Opportunities for spiritual development abound. Events, spaces and conversations promote joy and a sense of wonderment in each other and in God's world. The spiritual garden, with its Bible inspired planting, is a cherished place for both personal reflection and collective worship. Similarly, forest school provision offers others a way of being themselves and supports mental wellbeing. Although not fully embedded, leaders have sensibly begun to rigorously evaluate the impact of activities promoting spiritual curiosity, reflection and growth.

Excellent character and moral development make everyone hopeful and able to make moral decisions with certainty. This is because all understand and apply the school's Christian vision and values to ensure that fairness prevails. Leaders, including governors, are inspiringly courageous in advocating for others. Pupils are motivated to do God's work because of the insight that their worship and learning provides. They recognise and understand ideas underpinning justice and injustice. They respond and challenge with fierce determination. Pupils nurture each other and their environment. They collect and fundraise to help others locally, nationally and internationally because they understand the wisdom and impact of intervening. Foodbanks, charities, refugees, war and flood victims are the beneficiaries of the moral and ethical choices made in Hyde. Parents appreciate the extraordinarily sensitive, practical and emotional support constantly available to them. For many, the school represents the source of hope for their family's physical and emotional welfare. Throughout the COVID pandemic, fear, isolation and barriers to learning were reduced because of the school's proactive, reassuringly constant presence.

Superb relationships are the bedrock of this diverse, harmonious community. Adults and pupils know, appreciate and love being part of the school family. They welcome each other as uniquely created by God. Inspired by the vision, pastoral support is exceptional. All have a respected voice because pupils, staff and families care for each other. Strong systems, policies, communication and trust identify individuals in need. Robust responses, including the use of external agencies, provide outstanding solutions. Empowerment is the golden thread of provision. Simple strategies enable pupils to develop life skills. This includes imaginative help to manage their own emotions, build resilience and protect their mental health. St George's goes above and beyond. Remarkable and highly creative partnerships build trust enabling parents and carers, particularly mothers, to find friendship, encouragement and support. Shared activities support self-confidence, enabling practical and cultural experiences that are subsequently enjoyed with families. Behaviour is excellent. If disagreements occur, forgiveness and compassion, theologically understood and biblically referenced, underpin responses and provide lasting solutions. Consequently, pupils enjoy coming to school, attendance is high and exclusions rare. Pupils are adamant

that St George's is a place where they are important, safe and happy.

A diverse community of differing faiths, experiences and cultural heritage, St George's shares God's love and welcome with all. It enables families and pupils to find shared values. Consequently, through friendship, trust and the pursuit of excellence, all experience compassion, respect and hope. The staff's constant availability to parents exemplifies its Christian vision of trust. Queries and concerns are addressed promptly and resolved effectively. Pupils are clear that bullying or any mistreatment of others is intolerable. They understand how to be safe, including when online, because adults teach them to be so. Pupils are proud ambassadors for their school acting as leaders in ethos, junior leadership and school family group settings. Like the adult school leaders, they grow in confidence, maturity and insight and understand leadership as a shared service to others.

As the heartbeat of the school, worship is rich, inspiring and inclusive. Sensitive to the fact that most of the school community is Muslim, worship is distinctly Christian. It is a powerful and exceptional time of each day. The celebration of Christian feasts including Christmas, Easter and harvest is joyous and memorable, allowing all to reflect upon the mysteries of God. Pupils' immense enthusiasm for worship is infectious and matched by its impact and their deep understanding of its importance. One child said 'I get excited to tell my mum about worship'. Music, the Bible and prayers, formal and spontaneous, enrich the experience so that it is inviting and accessible. Lighting candles and words of greeting remind all that God is Father, Son and Holy Spirit. Worship, in the parish church, expertly led by local ministers, extends pupils' appreciation of the breadth of Christian traditions. Adults and pupils proudly share in preparing, leading and thoroughly evaluating worship. Creative spiritual spaces and classroom reflection areas encourage all in their spirituality. Consequently, worship powerfully, positively, impacts upon everyone.

The subject leader is passionate about enjoyment and progress in RE. She generously provides robust, imaginative, highly influential professional development and learning to colleagues, including beyond the school. The well-planned, balanced and sequential curriculum is at the centre of pupils' learning. The curriculum is challenging, exciting and engages pupils in enquiry and research. It enables them to make profound theological and philosophical responses that belies their ages through using religious vocabulary confidently and accurately. Exciting visits and visitors bring world religions to life, encouraging pupils' understanding of the beliefs and practices of different people. Dynamic teaching and excellent subject knowledge results in enjoyment and learning that is exceptional.



**The effectiveness of RE is**

**Excellent**

The curriculum ensures that learning in RE is excellent. Pupils are captivated by consistently challenging and engaging lessons. They retain and build upon their learning using religious terms accurately and confidently to express their knowledge, understanding and opinions. Rigorous, meaningful assessment ensures pupils know how to improve their learning. This includes those with special educational needs and disabilities (SEND) and the most able. This leads to pupils making excellent progress

**Contextual information about the school**

Date of inspection	05 October 2022	URN	148098
Date of previous inspection	30 April 2015		
School status	VA	NOR	219
Name of Multi Academy Trust or Federation	CDAT		
Diocese or Methodist Circuit	Chester		
Headteacher	Nicola Hewitt		
Proportion of pupils deemed to be disadvantaged	Above National Average		
	Above National Average		

Proportion of pupils with special educational needs and/or disabilities			
Additional significant information (if needed)	The school joined Chester Diocese Academy Trust (CDAT) in October 2020. The current headteacher took up post in April 2021. The deputy headteacher, chair of governors and a significant number of new governors have been appointed in the two years preceding this inspection.		
Inspector's name	Fiona Ashton	No.	0860