

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England Academy

Vision

We are here to bring learning to life for every member of our school community, just as water brings life to the world. We are here to prepare children for their journey through life as responsible, respectful citizens of the future who are ambitious, caring, nurturing and challenging in equal measures. We aim to develop life-long learners who thrive in our care and bring life to the future of our world.

Strengths

- Leaders have clearly established a theologically underpinned Christian vision for how this school lives out its daily life. The wider leadership and teaching community understands the essence of the vision and the power it has for change. This ensures all in this school community are enabled to flourish.
- Courage, ambition and kindness are noticed throughout this school. Strong professional relationships, knowledge of and care for each other ensure all are treated well, engendering a real sense of belonging.
- Membership of the Diocese of Hereford Multi-Academy Trust has a positive impact on the life of this school. It enhances and supports the school's ambition.
- Strong, meaningful links with St George's Church, the parents, the village community and beyond are highly valued and reciprocated. This school has a central role in connecting and supporting the wider community.
- The vision underpins the holistic approach and commitment to learning. The curriculum links are carefully planned to benefit, support and encourage the development of the whole child's unique gifts.

Development Points

- Enhance and enrich the collective worship offered to engage, be meaningful for and inspire all with their spiritual development.
- Develop the role of assessment, moderation and monitoring in promoting progression with knowledge and understanding in religious education.



Inspection Findings

St George's Academy benefits greatly from being part of the Diocese of Hereford Multi-Academy Trust. The support and guidance from the Trust with embedding the reviewed vision is appreciated by the senior leaders. This relationship is strong, impactful, enabling and reciprocal, moving the school forward with their aims. School benefits from the professional development opportunities offered by the Diocese of Hereford Board of Education. Leaders actively engage with the training program, which supports teachers in their role.

School leaders reviewed, reframed and re-established the Christian vision, focusing on the needs of school and its community. The essence of the vision is clearly understood by staff and is evident in the daily interactions around school. The vision is the living water it professes to be. The drivers of ambition, courage and kindness are lived and breathed here. Parental praise for school and its impact is overwhelmingly positive. The improving reputation of the school is resulting in growing pupil numbers, enabling expansion to four classes. Parents appreciate the impact of the vision on their children's experiences, development and growing confidence. They speak proudly of their school and how its nurturing ethos supports their children to learn. This approach is particularly evident for families and children who have additional needs.

Leaders place individual development and wellbeing firmly in the centre of daily life. The commitment to care and nurture the whole school community is paramount. Courage, ambition and kindness are evident throughout in the daily interactions. Pupils understand how these values underpin their relationships and support when facing challenges. Leaders encourage strong, positive relationships with all connected with school and these relationships underpin its success. The metaphor linking the River Clun to the theological power of water enables a tangible link for the wider community. Leaders are determined to ensure this school is outward looking. They plan for opportunities that ensure the children's understanding and appreciation of their local context is met, whilst encouraging ambition. The vision is clearly at the heart of all they do.

Staff carefully craft and review their curriculum offer to foster a love of learning. The vision is clearly seen working through the curriculum design and enrichment opportunities. They want everyone to experience success, which ignites an enthusiasm and sense of excitement for learning. The pupils discuss their learning happily thinking about their responses when challenged. They are able to explain and adapt their ideas. Pupils grow in confidence as this caring, safe environment nurtures them. Where pupils may experience barriers, staff see opportunities to bring creativity to the learning, securing success. This approach ensures an inclusive ethos thrives. Creativity is integral to the curriculum, with children being given time to independently explore and develop their ideas. Play times are a joy. Pupils happily share ideas, care for each other, whilst having the independence to explore the wilder areas of the field. The pupils actively care for their environment as a priority.

Religious education plays an important role in the curriculum, it has a high profile. It is well-sequenced, showing progression clearly in the planning, books, through pupils' discussions and questioning. They are encouraged to be big thinkers through big questions, which, in turn, supports their understanding and confidence to challenge and discuss their ideas. All teachers teach RE to their classes, ensuring its profile in the curriculum.

RE is efficiently led and staff are well supported. Professional development in RE is important, ensuring staff have the confidence to teach the subject. The quality of teaching is carefully monitored and effective. The staff understand the opportunities RE offers in developing respectful citizens of the future. Assessment is being reviewed and leaders appreciate this is an area they can develop to support even better outcomes. Through network meetings the Trust is integral in supporting development of teaching and learning. There is a clear, purposeful plan to ensure children learn about different religions and worldviews. This is enabling them to appreciate a more diverse view of the country they live in.



The wellbeing of all who have a relationship with this school is very important. The vision gives leaders a clear mandate to support every member of the community, stretching beyond the school boundary. The children are beginning to consider decisions that impact the local community, recognising they may take responsibility that influences change. For example, they campaigned against the closing of the library service, which they felt had a wider consequence. They saw this as impacting on their community and took action! They considered the isolation of some in their community. They decided to advertise the school production of Robin Hood to a wider audience, performing at the Memorial Hall. This was well supported, bringing joy and a sense of achievement for the children. The children are keenly aware of their environmental impact and can be seen caring for their local area and its wildlife. The school pond project, which involved community support, and the vegetable gardening demonstrates this growing sense of responsibility.

Yet wellbeing is a priority in school as well, with leaders taking this area very seriously. The investment in an emotional literacy support assistant to meet children's needs proactively and quickly was important for leaders. This service offers timely support to children through individual and group interventions. Vulnerable members of this community are known as individuals and their needs are intuitively met by skilled staff. Everyone is involved and responsible for ensuring all are nurtured and cared for, all are enabled to flourish with confidence. Staff freely talk about the family feel of the school and the strong support all have received from leaders.

Daily collective worship is an important time when the pupils gather together to learn and grow on their spiritual journey. They enjoy Bible stories and are able to discuss their favourites, explaining why these stories are important. They like to be actively involved with worship, whilst understanding the need to be respectful. Staff take turns with leading worship and are enabled to build their confidence through training. Early Years currently have collective worship separately, beginning to experience the power of being together at this special time. There are spaces around school for individual prayer and reflection which are well used. Pupils write their own prayers, sharing these during collective worship. Spirituality is enhanced by ensuring all have the opportunity to be partners in collective worship and discuss the big questions. Close links with St George's Church are important to the children and families. They enjoy notable services, such as harvest and Christmas, in church. Sharing Assembly is a highlight! Children and parents clearly enjoy celebrating the successes of the pupils.



Information

Address	School Road, Clun, Shropshire SY7 8JQ		
Date	16 September 2024	URN	145673
Type of school	Academy	No. of pupils	87
Diocese	Hereford		
MAT/Federation	Diocese of Hereford Multi-academy Trust		
Headteacher	Rebecca Manning		
Chair of Governors	Pete Banford		
Inspector	Caroline Unitt #2316		