

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England Primary School, High Peak

Vision

'Life in all its fullness.' John 10:10

As a school we are committed to providing an education in which pupils feel confident about their work and enjoy belonging to a community which encourages independence and respect. The vision for the future of our school clearly shows that the pupils are at the heart of everything that we do at St. George's CE Primary. We are ensuring that the community that was built on respect and achievement continues to be shaped through our school value 'COURAGE'. Pupils show or have experienced the following attributes during school: Communicate, Opportunity, Understanding, Respect, Achievement, Growth, Enjoyment.

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' Joshua 1.9

Strengths

- The distinctive Christian vision, at the heart of the school, is shaped by the local context. Decisions are rooted in the vision, and it drives school actions to ensure that adults and pupils have the courage to thrive.
- Worship is a deeply valued part of each day, enhancing the spiritual development of pupils and adults through prayer and reflection. Highly effective partnerships with the local churches enrich this spiritual growth.
- The curriculum is purposefully designed in line with the school's context and Christian vision. This allows pupils to achieve including vulnerable pupils and pupils with special educational needs and/or disabilities (SEND). As a result, pupils feel valued and are enabled to prosper.
- The religious education (RE) curriculum is carefully sequenced allowing pupils to gain knowledge and understanding. Effectively planned visits enhance the depth of pupils' knowledge and enthusiasm in RE.

Development Points

- Enhance opportunities for spiritual development in the wider curriculum including forest school. This is to broaden opportunities for spiritual growth.
- Develop active participation and leadership of collective worship from within the school community, to enrich St George's worship and spiritual life further.



Inspection Findings

The biblically informed Christian vision at St George's Church of England Primary School is the inspiration that drives school improvement. This contextually driven vision is lived out through the overarching value of courage. This value is deeply embedded in school life and drives decisions and actions. Consequently, pupils and staff believe that they can overcome life's difficulties. This leads to high aspirations for themselves and others. The Christian vision has given staff the courage to be a team when faced with adversity. The vision inspires professional development, instilling courage to aim high. As a result, pupils and staff flourish. The school's vision and values are well aligned with those of Derby Diocesan Academy Trust (DDAT). A programme of training and monitoring by the trust has supported school improvement. LAC (local academy committee) are supportive of the school and know its strengths through regular monitoring visits. The school engages fully with the diocese and DDAT, participating in all that is offered. The very recently appointed senior leadership team at St George's is clearly building on the embedded Christian vision. This is providing continuity, direction and support for all within the community.

The curriculum is designed with the Christian vision and ethos at its heart. Subjects are linked together to enhance pupils' knowledge and understanding. For example, providing writing diary entries in English based on Mary Magdalene's feelings at the resurrection. Leaders are committed to expanding pupils' experiences through having a list of eleven significant activities to do before leaving St George's. These include visiting places beyond their locality. These broader experiences inspire pupils to have a greater understanding of the world beyond their locality. Activities are fully inclusive to ensure that pupils can participate, for example ensuring staffing met everyone's needs to engage in a school residential. This means that vulnerable pupils and those with SEND are enabled to flourish. The curriculum offers enrichment opportunities such as forest school. However, this not fully utilized in spiritual development or RE lessons. There is a strong sense that everyone is valued, and everyone belongs here. As a result, pupils feel safe and supported, for example pupils have the courage to express their thoughts in lessons. Staff show their clear knowledge of individual pupils and their needs. Parents and carers recognise that the school has the courage to give social and emotional support to families in times of need. For example, St George's has been very supportive with bereaved families including extending their care beyond the immediate family. This care to individual families has contributed to a rise in attendance.

The partnership with local churches greatly enhances the joyous collective worship. The local churches lead weekly worship and the school worships in the church for Christian festivals. High parental and carer attendance at these services demonstrates how the community values this close relationship. There is a popular after-school club led by one of the churches each week. This underlines the richness of local partnerships in building a cohesive community. Collective worship is core to school life and is monitored weekly by staff. Themes cover areas including Christian values and social justice. There is a clear spirituality statement which is regularly discussed and shared. Prayer and reflection are an integral part of the school day. They are highly valued by staff and pupils as providing times of calmness and contemplation. Pupils are actively involved in contributing spontaneous prayers. Participation is limited to prayer.

Inspired by the Christian vision, there is a strong sense of community within school. The inclusive, nurturing culture ensures a safe learning environment for all. Staff have worked tirelessly to ensure that pupils clearly understand expectations for behaviour using a restorative justice approach. These expectations are reinforced by weekly 'courage' awards for demonstrating the Christian values. Pupils are selflessly proud of each other's achievements and openly celebrate each other's success. This enables pupils to grow and flourish. Wellbeing is a priority with a wide range of services. Many of these are bespoke according to individual needs. The school has a clear mindset that courage gives a 'can do' attitude. As a result, pupils and adults thrive. Relationships between



members of the school community are very positive. Staff feel appreciated, valued and listened to. They are compassionately supported through times of change and challenge. Subsequently, staff retention is high.

Pupils demonstrate an understanding of responsibility towards others. They know the importance of justice and what is fair and unfair in the world. This was evident from pupils in early years onwards. Pupils understand why they should help make positive changes for the environment. They choose and raise money for charities because they want to make a positive difference. They do this in a creative collaboration with other local schools as part of 'Peak Edge Group of Schools'. Consequently, pupils understand justice and responsibility in a wider sense.

RE, led by an experienced and well-qualified RE teacher, has a prominent position within the school curriculum. Effectively supported by the local diocese, the school has introduced a new RE curriculum which builds on prior knowledge. Staff have enthusiastically adopted it and as result have greater confidence in teaching RE. The RE curriculum offers a rich and varied range of religious and non-religious worldviews. Pertinent links to other curriculum areas are made when appropriate, enhancing pupil knowledge. For example, the transatlantic slave trade in history has included links to Christian beliefs and teachings. Regular planned opportunities for asking questions and debating answers furthers a deepening of pupil understanding. Leaders ensure that all teachers are well trained in the subject. There are frequent opportunities for enrichment, including visits to the Derby faith trail. Parents, carers and pupils value these enrichment opportunities. The school makes excellent use of diocesan resources, which support the depth and variety of the curriculum.

Evidence in RE books shows pupils use religious language accurately and demonstrate a secure understanding of complex ideas. Pupils talk proudly and enthusiastically about their work and are motivated to make progress. Multiple assessment strategies to track pupil progress have been implemented in RE. There is a structured system for reflection after each lesson, which ensures that misconceptions can be addressed quickly. Parents and carers are regularly informed about their child's progress in RE through parents' evenings, reports, book reviews and online information. Consequently, pupils make good progress in RE.

Information

Address	Church Lane, New Mills, High Peak, Derbyshire SK22 4NP		
Date	17 October 2024	URN	144468
Type of school	Academy	No. of pupils	94
Diocese/District	Derbyshire		
MAT/Federation	Derby Diocesan Academy Trust (DDAT)		
Headteacher	Sarah Craig		
Chair of Governors	Jennifer Rackstraw		
Inspector	Anne Collins		