



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St. George's (Voluntary Aided) Church of England Primary School

Church Street,
Hyde,
Cheshire
SK14 1JL

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Chester

Local authority: Tameside

Date of inspection: 30 April 2015

Date of last inspection: March 2010

School's unique reference number: 106236

Headteacher: Patricia Walker

Inspector's name and number: Anne B. Woodcock 445

School context

The school is situated near the centre of Hyde, a small town in Tameside. It is an area of socio-economic deprivation. 65% of the 223 pupils come from ethnic minority backgrounds. The vast majority of these are of Bangladeshi Muslim heritage. A higher than average number of pupils attract the Pupil Premium grant. Many pupils enter with skills well below age-related expectations. Four new class teachers were appointed in September 2014.

The distinctiveness and effectiveness of St. George's Church of England Primary School as a Church of England school are outstanding

- Strong, purposeful Christian leadership and the pursuit of excellence secure the highest levels of personal development and well-being for all members of the school community.
- Pupils' extremely good behaviour and attitudes to life and learning are closely connected to their understanding of the school's core Christian values.
- Links with the church and other local Islamic and inter-faith communities significantly enhance the school's Christian character and pupils' learning experiences.
- Outstanding collective worship, together with excellent spiritual, moral, social and cultural provision has a significant impact on pupils' spiritual development.

Areas to improve

- Support pupils to plan and lead collective worship independently so that they can fully demonstrate their understanding of the nature of Christian worship.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Children's understanding of the school's core Christian values is exceptional. Even the youngest pupils talk confidently about compassion, love and respect, explaining how they show these every day. One Year 4 pupil explained, 'I used to lie to my mum to get out of trouble before I knew about honesty. Now I know how important it is, I want to be a trustworthy person.' Behaviour is very good because children strive to use their values. Relationships are extremely strong and supportive. Children say that they trust and respect their teachers because they always listen and are there to help them through tough times. Parents value the high levels of support provided for children and families. Effective pastoral support has resulted in high levels of attendance and good parental engagement. Pupils thoroughly enjoy their learning. From lower than average starting points, they make good, sometimes outstanding progress, and levels of attainment are good. They become confident, articulate learners who are eager to meet their learning challenges. Pupils' spiritual, moral, social and cultural (SMSC) development is excellent. The strong focus on spirituality is reflected in creative displays throughout the school. An artist in residence supports these creative arts and the school works hard to ensure that children have experience of the natural world. Classroom reflective areas are well-used by children. This is seen in the way in which they interact with the displays. Pupils have a very well-developed understanding of their place in God's world and the way in which they can influence change. One Year 5 pupil explained, 'We do a lot with Fairtrade because we want people in poor countries to grow crops and improve their standard of living.' They show great respect for each other and for the needs and beliefs of others. Pupils explain eagerly how they raise funds for a range of Christian and other charities. They relate this to the way in which Jesus helped others. One Year 6 child explained, 'We show our love and values in action. Doing charities work makes us feel happy and good because we're doing it to help others.'

The impact of collective worship on the school community is outstanding

Collective worship is a much valued and a key feature of the daily life of the school. Children have a very high regard for worship, explaining that through worship, they learn how to make better decisions and show respect, love and kindness. One Year 5 child wrote, 'Worship shows me how to get closer to God'. Pupils have a good understanding of the person of Jesus and the nature of God because all worship is firmly based on Bible teaching and Christian values. 'Jesus' love makes us all one and God, or Allah, watches over us all,' explained a Year 2 child, 'and the spirit of God is like a shadow'. Where appropriate, inspirational verses from the Quran are also used to illustrate and exemplify a shared value, such as respect. Worship is highly participatory. Children delight in helping to act out stories, read and discuss questions and they sing with great joy and enthusiasm. The imaginative Christian value learning challenges, set each week, encourage children to consider their personal response. Displays reflect their responses, in which they express hopes and the changes they wish to make. A development point from the last inspection has resulted in increased pupil participation. Pupils now plan and lead some acts of whole school worship in their class and house groups and the worship group takes responsibility for significant aspects. However, older children are now eager to model their teachers by planning and leading worship independently. The church supports worship extremely well. Children worship in church each week and services are held at festival times. All are attended and valued by parents and members of the church. Pupils are familiar with many aspects of traditional Anglican practice. A Methodist minister and other local faith groups also lead worship, providing children with experience of different styles of Christian worship. Prayer and reflection are key features of the school's worship life. Children know traditional prayers and graces and they write and use their own prayers. Highly effective evaluation and monitoring, undertaken by staff, pupils, parents and governors, ensures that worship continues to improve and the impact is clearly understood.

The effectiveness of the religious education (RE) is outstanding

RE makes an outstanding contribution to the school's distinctiveness and to pupils' spiritual, moral, social and cultural growth. Pupils enjoy and are challenged by their learning. Lessons are very well planned, making effective use of a range of learning styles and activities which meet the needs of all learners. As a result, pupils make excellent progress and standards of attainment are well above national expectations. This is exemplified by the exceptional quality of work produced by Year 6 pupils, when writing about the events of Holy Week from the viewpoint of a disciple. Class reflection books and displays demonstrate the extent of pupil discussion, and their insightful responses show that a very good balance is achieved between learning about and learning from religion. Rigorous assessment systems are used to inform future planning and identify any gaps in learning. Pupils know how to improve their work because marking and feedback provide them with next steps information. Pupils' knowledge of the Bible is good. They make links between stories in the Old Testament, Quran and Torah, showing their understanding and knowledge of major world faiths. Through their studies, they learn to respect different cultures and values systems, recognising similarities rather than differences. 'We learn about different religions so that everyone gets to know and understand what others believe,' explained a Year 5 pupil. Children talk knowledgeably about Christian, Muslim and Jewish styles of worship through their visits, which include a mosque and Jewish synagogue. RE is extremely well-led. Monitoring and teacher training has secured a high level of expertise which ensures the ongoing development and effectiveness of RE.

The effectiveness of the leadership and management of the school as a church school is outstanding

The school is exceptionally well-led by the headteacher and senior leaders who have ensured that the deeply rooted Christian vision impacts on all aspects of school development. Christian values are extremely well understood and lived by all members of the school family. They provide the bedrock for the school's 'faith in action' described explicitly by pupils of all ages. Governors ensure that rigorous self-evaluation processes involve all members of the school community. As a result, the school has a very accurate knowledge of the impact its Christian character has on pupils. Governors challenge and support the work of the school effectively. They monitor and evaluate RE and collective worship and have secured excellent leadership for these areas. They ensure that the curriculum and other provision, such as that of a Learning Mentor, meets the needs of all children, raises aspirations and leads to rising levels of attendance and attainment. All issues from the last inspection have been fully addressed and the impact of these developments is well-known. The pupil voice is exceptionally strong. Through the Ethos group, children are fully involved in assessing how Christian values are demonstrated in school. They take their responsibilities seriously and expect their findings to be acted upon. For example, following a learning walk, the children identified that the staff room does not have a reflection area, so made plans to remedy this by creating one for the teachers. Links with the church, local community Muslim and inter-faith groups are strong and purposeful. Very effective use is made of diocesan support and the local church school cluster to develop the curriculum and provide training for teachers and governors. Parents are very supportive of the school. One parent explained, 'The respect and kindness shown by the school guides and supports us and our children. They are sensitive to our needs and we couldn't be happier with our choice of school'.

SIAMS report April 2015 St. George's Church of England Primary School, Hyde, Cheshire SK14 1JL