

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England Primary School

Vision

'Whatever you do, work at it with all your heart.' Colossians 3:23

Building on our Christian values, St George's pupils will become responsible, kind, ambitious and resilient learners who are confident, self-aware and ready for their next stage of their learning journey.

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

- The deeply embedded Christian vision and supporting values shape the day-to-day work of this inclusive and compassionate Church school. It is a place where people feel valued, cared for and loved.
- Leadership is strong and nurturing. Individualised support ensures that pupils, including the most vulnerable and pupils with special educational needs and/or disabilities (SEND), flourish.
- A well-structured curriculum, enriched by global perspectives, removes barriers to learning and raises aspirations, reflecting the school's Christian vision.
- Leaders have developed a meaningful shared understanding of spirituality. This enables reflection to be a natural part of everyday experience across the curriculum and in collective worship.
- Strong, trust-based relationships with parents creates a supportive and engaged community that enhances pupils' learning and personal development.

Development Points

- Enable pupils to further deepen their thinking about justice and responsibility. This is so they become more confident in bringing about change for themselves and others.
- Develop a clear approach to evaluating collective worship, helping leaders better understand its impact and effectiveness.
- Further enhance professional development for staff within religious education (RE). This is to strengthen the effectiveness of the RE curriculum for pupils and staff.



Inspection Findings

St George's is a school that values members of the local community. The school's inclusive environment enables pupils and staff to thrive by fostering resilience, responsibility, and ambition. Pupils' understanding of the Christian vision and values are central to the school's success. Rooted in biblical examples, the values are demonstrated and lived out by the staff and pupils. Pupils' ability to articulate the values illustrates the importance which the school places upon them. As defined by one pupil, 'Respect and forgiveness are important as this helps to be a good person.' Parents appreciate the values, believing they help their child develop resilience and compassion as they journey through life. The Christian vision is at the heart of decisions made by leaders, including governors. Recognising the impact of low attendances rates on pupils, leaders have appointed an attendance officer to address the issue. By providing targeted support for families, this has made a significant difference to the school community. The governing body offers appropriate challenge to school leadership, ensuring the Christian vision is upheld and embedded throughout school life. Parents value their relationship with the school, appreciating the support provided in times of difficulty. As one parent shared, 'everyone cares, and this makes a real difference.'

The Christian vision and values are embedded in a broad, ambitious curriculum. Pupils reflect on big questions, such as 'How can we save the rainforests?' The '4Cs' of communication, conflict, conservation and culture guide debates and reflections. Pupils and adults demonstrate an awareness of spirituality in their daily experiences. In early years, a floor mirror helps pupils explore similarities and differences, encouraging self-reflection and empathy. This fosters spiritual growth and a sense of connection with the world. The SEND provision is expertly tailored to individual needs, with skilled staff and quality resources ensuring pupil success and engagement. Pupils show a strong desire to support others, learning British Sign Language to communicate better with their peers. Beyond the classroom, pupils enjoy choir, handball and rugby. Parents value school-led cookery classes that teach them to prepare healthy meals. Pupils and adults are highly valued at this school and encouraged to live out the Christian vision daily.

Collective worship is important for both pupil and adult spiritual growth. It is carefully planned to ensure inclusive and engaging worship. Pupils enjoy listening to Bible stories. They appreciate moments of stillness to reflect on their actions. For example, during the story of Jesus and Zacchaeus, pupils think about times they need forgiveness. Reflection areas in classrooms provide opportunities for spiritual growth. Pupils consider questions like 'What do Christians believe about God?' while younger pupils use props to retell the Easter story. The school has a strong partnership with the local church, St Thomas'. Pupils are excited to worship during key times in the Christian calendar such as harvest and Christmas. Parents take pride in seeing their children participate in events such as the nativity, speaking confidently in front of a congregation. Weekly worship referred to as 'Special Mention', celebrates how pupils live out Christian values. One pupil shared their pride in receiving a certificate for perseverance when tackling a challenging problem. Members of the clergy also guide the school in delivering worship, supporting the community in deepening their understanding of faith and its relevance in daily life. While valued and well-planned, collective worship is not evaluated by leaders, limiting their understanding of its impact on pupils and adults.

Pupils speak of the kindness and care shown by staff, making them feel safe. They appreciate how staff listen and 'take their worries away.' Parents value the support provided, including parenting classes led by staff to help them support their children at home. Leaders prioritise mental health and wellbeing. Pupils take part in the daily mile, a 15-minute walk or run to stay active and focused. Pupils say that mindfulness sessions after breaktimes help them feel calm. They understand how these activities support their readiness to learn. Morning masterclasses offer



learning on topics like effective intervention strategies and behaviour techniques. Leaders make decisions to protect staff wellbeing, such as adjusting planning time and offering flexible working hours for personal events. Christian values including forgiveness and respect, guide daily interactions. Pupils are reminded to demonstrate these values and take responsibility for their actions, promoting reflection and fresh starts. Pupils enjoy receiving 'praise cards' for living out the values. As a result, behaviour is good, and pupils feel happy at school.

Taking on leadership roles such as school council member, music technician and librarian enhances pupils' sense of responsibility and ownership. By contributing to projects like designing the reading space and bench seating, pupils help create calming areas that promote reflection. Their participation in charity fundraising events and the harvest festival helps build a sense of community and encourages empathy for others. While pupils enjoy fundraising, they struggle to understand how their actions are making a real impact in the local community. The curriculum encourages pupils to reflect on global issues like climate change and deforestation. However, their awareness of injustice and ability to take meaningful action remain underdeveloped. The school has a strong link with an initiative supporting disadvantaged communities. As a result, pupils have visited local theatres, outward-bound centres and explored famous landmarks in London. These experiences have expanded their aspirations, confidence and understanding of different cultures and communities. Staff value collaboration with local schools. This has contributed to the development of their leadership skills. For example, a staff member shared how training equipped them to coach colleagues, enhancing their skills and confidence.

RE is carefully planned and well-sequenced and as a result, pupils enjoy their learning. They reflect on questions like 'How does Jesus inspire people?' and think about how they can follow in Jesus' footsteps. Regular monitoring by leaders ensures RE is valued as an important subject, reflecting its place in the curriculum as a Church school. Pupils enjoy exploring a range of topics in RE, including different faiths. After learning about Diwali, a pupil excitedly shared what they had learned at home. This fosters a respectful appreciation of diverse faiths and non-religious worldviews. Staff access some professional development in RE, but opportunities are currently limited. This impacts the full development of the subject and the effectiveness of the RE curriculum for both staff and pupils.

Information

Address	Concord Place, Salford, Greater Manchester, M6 6SJ		
Date	4 March 2025	URN	105932
Type of school	Voluntary Controlled	No. of pupils	228
Diocese	Manchester		
Executive Headteacher	Jane Tyers		
Head of School	Lizzie Peters		
Chair of Governors	Joy Bach		
Inspector	Elizabeth Peacock		