

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England Primary School, Forest Hill	
Address	Perry Vale, Forest Hill, SE23 2NE

School vision
<p>Be brave, be great, be you (call to action)</p> <p>Be brave is inspired by Philippians 4:13- 'I can do all things in Christ who strengthens me' Be great is inspired by Proverbs 2:10 – 'Wisdom will enter your mind, and knowledge will fill you with delight' and Matthew 5:16- 'Let your light shine before people, so they can see the good things you do and praise your Father who is in heaven' Be you is inspired by Genesis 1:2- 'God created humanity in God's own image, in the divine image God created them, male and female God created them'.</p>
School strengths
<ul style="list-style-type: none"> • St George's Church of England Primary School's Christian vision is transformational. The calls to action: 'Be brave, Be great, Be you' boldly inspire the school community. They are enthused to realise their God-given potential. • Collective worship has great priority at the school. Pupils and adults enjoy rich times of reflection that are grounded in the vision. • The school is a harmonious community. Love, joy and appreciation are strikingly commonplace. • The school effectively promotes and celebrates diversity. It intentionally reflects the community that it serves. • Religious education (RE) is exemplary. Pupils are highly motivated by the subject. They develop a deep and rich understanding of world faiths.
Areas for development
<ul style="list-style-type: none"> • Continue to embed the school's approach to spirituality by offering pupils more explicit and implicit opportunities to explore bespoke provision. This is to ensure all pupils can further flourish in this area. • Extend community partnerships with charitable and advocacy organisations. This is to enable pupils more opportunities to address and act on issues of justice they are passionate about.
Inspection findings
<p>The school's Christian vision is life-affirming. All are enabled to thrive, regardless of their starting point. This flourishing is deep, holistic and far reaching. School leaders, including governors and those from the Trust, make responsible decisions to ensure the needs of this community are met. This results in pupils succeeding academically as well as developing spiritually, morally, socially and culturally. Staff take their responsibility of nurturing and developing young lives very seriously. They</p>



feel supported by leaders in doing this.

As part of a vision-led curriculum, pupils have rich learning experiences. They are encouraged to persist and to have a growth mindset. A focus on developing a rich vocabulary is a priority for leaders. This helps pupils unlock the curriculum and live out the vision through their learning. The school ensures that diversity, which is at the heart of the vision, is central to the taught curriculum. Pupils are able to see their varied backgrounds and cultures reflected in the texts and resources they learn from. They are given fruitful opportunities to develop more holistically through extra-curricular activities. Sports clubs and art enrichments, culminating in community tournaments and exhibitions, bring the vision to an inspirational life. For the school, spirituality is being close to a sense of wholeness and, if appropriate for that person, closer to God. Identified pathways such as being outside, adoration, as well as awe and mystery help pupils develop spiritually. Connecting with the natural world through gardening enrichment activities helps pupils understand the lessons of sowing and reaping. This motivates them to work hard and give their best in all areas of school life. Planned moments of solitude and reflection within the day are highly valued. During these times, adults and pupils think about ways they can live out the vision.

Collective worship is a powerful expression of the vision. It provides the rhythm for the school day. All are invited, included and inspired with a clear call to action. Pupils are fully involved in planning and leading worship. They utilise technology in an engaging way, leading via radio twice a term. Public speaking and broadcast skills are developed as well as providing a whole school community worship experience. Pupils lead on themes such as anti-bullying and diversity and this impacts them in powerful ways. As a result, they do what is right. Worship helps everyone to evaluate the positive difference they can make in their wider community. Inspired by this, pupils devised the school Eco charter. They are intentional in taking care of the environment. The links with the local church are rich. Clergy lead engaging worship for the school weekly. Special services in the church for Easter and Harvest enrich pupils' spiritual development. 'Open Worship', which takes place once termly, is particularly impactful. During this, parents are led by their children. Meaningful times of prayer and reflection are common features of the school. The variety of services that pupils experience help them develop an appreciation of different worship styles and liturgy of the Anglican faith. This, however, is at an early stage of development.

The school is a sanctuary. Well-being is a focus and the community makes it a personal priority. Pupils and adults are known exceptionally well. Diversity is promoted and seen as a gift from God. The unique talents of each pupil and adult within the school are actively celebrated. A culture of unity and joy is fostered and continually promoted. The entire school community dances together weekly. Pupils are affirmed and know that flourishing looks different from person to person. They understand that all thrive in different ways. Relationships are exemplary. The maturity with which pupils work and support each other is admirable. Restorative conversations, inspired by the vision, are autonomous, if relational issues arise.

The vision is a catalyst for just and ethical action. Pupil voice and advocacy is of great importance to leaders. The school community is able to discuss the topics that they are passionate about. This includes environmental issues as well as improving the opportunities for those less fortunate. The school facilitates a foodbank that pupils feel privileged to be able to host. They see it as part of their moral duty to serve each other and their local area. Appreciating and standing up for justice is integral to their learning experiences, although this is in its early stages of development. Linked to this, each class is named after a local advocate for social justice. Pupils learn about these key figures and are inspired by their cause and action.

The impact of RE in successfully communicating the vision is exemplary. Pupils' religious literacy is exceptional. They see RE as a vehicle for tolerance and understanding. Pupils have a very strong



understanding of world faiths. Opportunities for them to share what they learn from religion are highly enriching and impact on their progress in a powerful way. Even the youngest pupils are able to articulate their understanding of religious stories and how they make them feel. They make insightful comparisons between religions. Pupils are effectively supported to deepen their thinking. Trips and visits in RE to the Southwark Cathedral and the local Buddhist temple inspire their appreciation of religious faith. This is true for all abilities, including those with special educational needs and/or disabilities. Pupils are supported and stretched to make very strong levels of progress in the subject. Their achievement in RE surpasses expectations.

The inspection findings indicate that St George's Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	18 January 2024	URN	145621
VC/VA/Academy	Academy	Pupils on roll	201
Diocese	Southwark		
MAT/Federation	Southwark Diocesan Board of Education Multi-Academy Trust		
Headteacher	Darren Janes		
Chair	Joanna Goodrich		
Inspector	Andrew Wignall	No.	2118