

## National Society Statutory Inspection of Anglican Schools Report

### **St George's Church of England Voluntary Aided Primary School**

Beaufort Road

Edgbaston

Birmingham

B16 8HY

#### **Diocese of Birmingham**

LEA: Birmingham

SIAS inspection: 18<sup>th</sup> March 2008

Previous Section 23 inspection: 2005

URN:103414

Headteacher: Mrs J Edwards

SIAS inspector: Mrs Elizabeth Walker -160

#### **School context**

St George's is a school of 209 pupils set in the Ladywood suburb of Birmingham. Pupils live near to the school and are from a wide range of different cultural experience. The school is fully subscribed. Above average numbers of pupils do not have English as their first language but all offer their uniqueness and contribute significantly to the diversity and cohesion which is apparent in the life of the school.

#### **The distinctiveness and effectiveness of St George's CE Primary as a Church of England school is satisfactory**

The children are familiar with and enjoy a high standard of Collective Worship experience. The environment recognises the Christian aspects of worship and learners indicate they share in a variety of different styles of worship and understand some other faith values. The school shows careful consideration of the needs of every child and strives to ensure children are nurtured and developed within the love of God.

#### **Established strengths**

- The school is an inclusive community valuing all beliefs and works hard to ensure that all faiths are recognised and valued
- The distinctive Christian nature of the school is immediately apparent.
- The quality of display is excellent. Pupils' art and written contributions supporting the Christian ethos throughout the school are very good

#### **Focus for development**

- Ensure policies related to Collective Worship and Religious Education are revised.
- The school's RE syllabus is in line with the Locally Agreed Syllabus
- A form of evaluating the distinctive nature of the school be put in place

#### **The school, through its distinctive Christian character, makes satisfactory provision to meet the needs of all its learners**

It is obvious that St Georges is an energetic and lively school where Christian values are immediately apparent to visitors and school community alike. The interest and support parents, governors and the church community offer to the school is of high quality and the excellent partnerships which work to support the learners enables them to be happy and confident, willing to participate and eager to learn. Pupils work and play very well together. The diverse beliefs and faiths work harmoniously to support the Christian ethos because all faiths and beliefs are valued and respected. The school uses the diversity to very good effect

in broadening the learners' horizons.

### **The impact of collective worship on the learners is satisfactory**

Collective worship is a very important aspect of school life. The worship area is well prepared and in constant use and subject to different focus. Learners clearly understand the place of prayer and recognise the spiritual aspects of worship as distinct from meeting together as an assembly. Whilst worship records are a recent introduction learners recall particular acts of worship and the relevance to their lives. Good use is made of posters, displays and artefacts which impact on the delivery of worship. Festivals are celebrated at the Parish Church, a procession of witness supported by the local PCSO's was an impressive experience as the whole school led by the Rector carrying a simple wooden cross walked to church to participate in a whole school worship centred around Holy Week. Every child took part, older learners supporting the youngest children. They sang well, were articulate and used the church well, respecting the spirituality but enthusing and learning from the experience. The lack of a relevant policy does not assist clear planning and the facility to evaluate against its guidelines. The school has good capacity to build on present practice and formalise the impressive process which is in place.

### **The effectiveness of the religious education is satisfactory**

The school has not had the capacity to review its' syllabus and policy. The policy which exists is not relevant to curriculum delivery. The school is at the very early stages of working with the new Birmingham Agreed Syllabus. Training has already begun and enthusiasm to deliver against the new focus on Learning from Religion is gaining momentum. Teaching and learning are satisfactory but is not supported to good effect by the material available. Good use is made of interactive technology and literacy support to extend older learners thinking. Motivating learners was secured by the good use of open questions which encouraged them to be empathetic about the events of Holy week and articulate their feelings about betrayal. Younger children listened carefully and enjoyed the story but there were insufficient opportunities given to them so they could articulate their thoughts which in turn precluded a good understanding of the events. RE is important to the school. There is good capacity to improve learners understanding, knowledge and application to learn from all beliefs which are reflected in the school community.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory**

Comparatively recent changes in the leadership team have focussed on the school improvement agendas and emerging issues which needed to be addressed. The Christian ethos is well protected and day to day management has ensured that the standards of care and innovation about new protocols and good procedures have resulted in rising standards of good behaviour, confidence and enjoyment on the part of the learners. RE and Collective Worship are now in the plan to re- write new policies which will embrace the good and improving practice. The very good partnerships and relationships have been engendered through the strong leadership of the headteacher and her deputy. These enable staff and governors to implement the values related to developing teaching skills and understanding about how pupils' learn. Pupils' respect and understanding of a number of religions is good. Their capacity to worship in love, with tolerance and respect is underpinned by the Gospel which the governance and leadership of the school proclaim well and practice to a high standard.