

Key Information:**URN: 140759****NOR: 1037****Date of last SIAMS: 18th–19th October 2023 – Judgement 1****Date of last Ofsted: 13–14th March 2019 – Good****Diocese: Blackburn****PP: 36%****SEND: 13.94%**Local Context

Blackpool was ranked the most deprived area out of 317 districts and unitary authorities in England. Our families are mainly located in the Parish of St Paul, one of the most deprived in Blackpool. 31% of children live in poverty with life-expectancy 13.6 years lower than average for men, and 9.6 years lower for women. The majority of our pupils come from white working class backgrounds. In Blackpool the Average P8 score = -0.85 and EM5+ = 27%. (2023)

At St George's P8 = 0.39 Above average and EM5+ = 70% (2024)

Our Vision:

Through appreciating and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational. We aim to positively impact upon each other and society so that we can contribute to a world where, inspired by St Paul's words, we can 'be devoted to one another in love. Honour one another above yourselves.' Romans 12:10

How our vision is lived out:

Driven by our strong vision, the intention of St George's School is that all pupils, irrespective of their background or the challenges they face, make outstanding progress both academically and personally so that they are equipped with the skills to contribute positively to life in modern Britain. We strive to develop literacy, oracy, confidence, manners and ambition in all pupils and particularly those from disadvantaged backgrounds. We aim to challenge social and educational disadvantages, ensuring that all pupils succeed at university (or a real alternative), thrive in a top job and have a great life, irrespective of starting points.

Leadership and Management:

- 2023 cohort above NA with a 0.33 P8, 61% En&M 5+
- 2024 cohort above NA with a 0.39 P8, 70% En&M 5+
- English and Mathematics GCSE outcomes in the top 20% nationally
- Art, Business, Construction, Health, RE and Travel all in the highest 20% nationally
- Overall P8, English P8, Maths P8 and Open P8 all significantly above national
- Spanish outcomes significantly above national
- Judgement 1 SIAMS inspection October 2023
- Overstaffing across the school enabled professional growth through secondments and team teaching
- Oversubscribed with over 500 applications for 210 places
- Beacon of good practice and have shown over 100 visitors around to share best practice
- As a result of our positive reputation, a number of secondary schools are joining our trust
- Robust financial management places the Academy in a positive position financially.
- Rigorous triangulation between SDP, DDP, IDP and appraisal
- 21% non contact for teaching staff
- 'Governors take an active role in ensuring the school's vision impacts policies and practice at all levels.' SIAMS 2023
- 'The determined headteacher, supported by his collegiate senior leadership team, has overseen the transformation of the school.' (Challenge Partners 2023)

Quality of Education:

- Intellectual Preparation introduced and embedded
- Bespoke and rigorous curriculum development coaching/training for middle leaders
- New curriculum intent and implementation leading to continuously improved outcomes
- Reading Plus launched and embedded in KS3 (and when required in KS4) with data used to: provide additional intervention to pupils below chronological reading age; influence bespoke preparation and delivery strategies on a cross-curricular level to close accessibility and attainment gaps.
- In its first year, number 1 school for Reading Plus Progress out of all schools nationally
- Robust sequencing between curriculum plans, booklets, exam preparation, assessment and knowledge organisers.
- Embedded drama and music into the KS3 curriculum
- Successful quality assurance review which highlights numerous strengths in quality of education.
- Triangulation between QA, CPD and IP ensures gaps are closed and acted upon swiftly.

Personal Development:

- Comprehensive elective program with roughly half the school attending. Pupil Premium students attend almost in line with their peers (proportionally: 32%) Dungeons and Dragons, Art, and World Culture electives almost 50% attendees are PP.
- Successful school production of Grease the Musical
- Instrumental tuition now offered through Blackpool Music Service
- Continuous strengthening of pupil rewards, competitions and celebrations
- Numerous trips including Barcelona, Iceland, Ski Trip, theatre visits, college visits, careers events and upcoming trips to Nepal,
- Duke of Edinburgh award
- 5 Year 11 pupils awarded scholarships to study ALevels at AKS private school.
- PD curriculum strengthened to include lessons, responsive messages triangulated with links to safeguarding lead and
- Met all the Gatsby Benchmarks with an external QA of 100% in all areas.
- 2022/23- 0 NEET (2 pupils worked with engagement coach Sep-Jan)
- 23/24- currently 2 NEET who are working with the engagement coach
- RONI data used to identify our target pupils working with engagement coach 2024/25
- All pupils have unbiased careers advice from a Level 7 Careers Advisor- SEND have 2 meetings.
- PAL legislation is met for careers
- Frequent success in Blackpool and Lancashire school sports competitions

- 'Expert and carefully targeted support and interventions enable pupils with special educational needs or disabilities (SEND) to thrive.' (SIAMS 2023)

Behaviour and Attitudes:

- Student conduct is usually impeccable and reflects the effective strategies to promote high standards of behaviour. There are few referrals for any negative behaviours and the number of whole school detentions is low.
- Students move around the school site with a sense of purpose; they are polite and queue in an orderly fashion. The setting of clear routines and expectations for the behaviour of students across all aspects of school life, not just in the classroom. Clear and effective behaviour policies, with clearly defined consequences that are applied consistently and fairly by all staff
- We work with students with specific needs to improve their behaviour and attendance. The school's response to poor behaviour is fair and reflective.
- Attendance award for top 25% national FFT - Currently Attendance is 95.6% (Nov 2024) - A strong focus on attendance and punctuality is prioritised so that disruption is minimised.
- Suspension rates are well below national average
- Data suggests bullying is low within the school but occasional instances do occur. There are infrequent reports of bullying to the pastoral offices and bullying is not tolerated A high percentage of students report feeling safe in all areas of school [2024 survey-]
- Over 250 visitors a year come from other schools to learn from the excellent culture that we have created. Visitors comment on the 'calm and purposeful' atmosphere and the 'genuine mutual respect.'
- 'An exceptional culture of mutual respect enables pupils and staff to build strong relationships, forming a solid foundation of love and care.'- SIAMS 2024
- Genuine care between staff and pupils forms the foundation of a welcoming and supportive community.' SIAMS 2023
- 'Pupils look after each other's wellbeing, this is also modelled by leaders at all levels.' SIAMS 2023
- We have established a positive and respectful school culture in which staff know and care about students. Many pupils participate in a wide range of extracurricular opportunities

Category	Performance in 2023	2023 STG Value	2023 Nat Value	Performance in 2024	2024 STG Value	2024 Nat Value
Overall P8	Sig above national and 76th percentile	0.3	0	81st percentile nationally	0.39	
English P8	Sig above national and 82nd percentile	0.5	0	82nd percentile nationally	0.49	
Mathematics P8	Sig above national and 81st percentile	0.4	0	88th percentile nationally	0.49	
Ebacc P8	No Sig different to national and 43rd percentile	-0.14	0	63rd percentile nationally	0.2	
Open P8	Sig above national and 89th percentile	0.7	0	86th percentile nationally	0.44	
Overall A8	Sig above national and 79th percentile	52	46	88th percentile nationally	52.6	
English A8	Sig above national and 82nd percentile	11.4	9.9	84th percentile nationally	11.41	
Mathematics A8	Sig above national and 80th percentile	10.4	9.1	85th percentile nationally	10.66	
Open A8	Sig above national and 86th percentile	16.7	13.9	86th percentile nationally	15.68	
Languages % 4+	Sig above national and 90th percentile	91	70	94th percentile nationally (38 pupils)	97%	

5 year graph here

**Target taken from highest performing school nationally with an avg KS2 Scaled score similar to ours.

	Actual 2022 (inc. lit estimate*)	Actual 2023	Actual 2024	Class of 24 Target	July 23 Predicted	Nov 23 Predicted	Mar 24 Predicted
Attainment 8	49.5 (50.91)	51.95	52.6	55.4**	53.33	51.58	50.2
% 4+ English & Maths (Standard Basics)	78% (81%)	76%	85%	85%	79%	84%	83%
% 5+ English & Maths	58% (62%)	61%	70%	65%	66%	65%	64%
% English Baccalaureate	30%	24%	20.1%	35%	21%	21%	21%
% of grades or equivalent being 7+	21.9% (24.7%)	27.8%	28.8%	30%	24%	25%	30%
Progress 8	-0.2 (+0.04*)	+0.3	+0.39	+0.35**	+0.37	+0.19	+0.09
English Progress 8	-0.25 (+0.23*)	+0.41	+0.49	+0.35	+0.36	+0.4	+0.23
Maths Progress 8	+0.18	+0.29	+0.49	+0.35	+0.43	+0.64	+0.40
EBacc P8	-0.46	-0.14	+0.2	+0.2	+0.41	-0.15	0.00
Open P8	+0.06	+0.67	+0.44	+0.7	+0.3	+0.2	-0.14
Disadvantaged							
Attainment 8	43.1 (45.55)	45.35	46.07	48.2	49.49	46.82	44.47
% 4+ English & Maths (Standard Basics)	64% (72%)	64%	73%	75%	69%	76%	72%
% 5+ English & Maths (Standard Basics)	42% (49%)	44%	55%	52%	54%	54%	51%
% English Baccalaureate	23%	23%	17.9%	27%	17%	20%	20%
% of grades or equivalent being 7+	21.9% (18.1%)	21.2%	19.3%	25%	17%	18%	17%
Progress 8	-0.61 (-0.28*)	-0.09	-0.2 (S&C estimate)	0	-0.03	-0.19	-0.42
English Progress 8	(-0.04*)	+0.26	-0.22 (S&C estimate)	0	-0.12	+0.1	-0.29
Maths Progress 8	(-0.07*)	-0.12	+0.12 (S&C estimate)	0	0	+0.28	+0.08
EBacc P8	-0.66	-0.5	-0.44 (S&C estimate)	0	+0.04	-0.61	-0.56
Open P8	-0.25	+0.28	-0.28 (S&C estimate)	0	-0.06	-0.25	-0.7
Most able Disadvantaged Progress 8	-0.7* (-0.41*)		-0.11 (S&C estimate)	0	-0.24	-0.37	-0.4
Class of 2025-28							
				End Target			
Year 10 Class of 2025 (5+) in Eng & Ma				72% (inc. from 65%)			
Year 9 Class of 2026 (5+) in Eng & Ma				75% (inc. from 68%)			
Year 8 Class of 2027(5+) in Eng & Ma				80% (inc. from 71%)			
Year 7 Class of 2028 (5+) in Eng & Ma				85% (inc. from 71%)			

Class of 2024 exceeded the original end target for classes of 2025 and 2026

Leadership & Management		Quality of Education
<p>Priority 1 The school's distinctive Christian vision is embedded throughout the academy enabling all to flourish.</p>	<p>Priority 2 Leadership at all levels is of high quality and successfully in moving the school forward.</p>	<p>Priority 3 The curriculum intent is ambitious, well-sequenced, and embedded securely and consistently across the school.</p>
<p>Actions and Impact</p> <ul style="list-style-type: none"> ● Vision has been reviewed, updated and shared with all stakeholders enabling us to drive effectively all areas of school so that pupils are prepared for their next stages and contribute successfully to society. ● All aspects of academy life link intent and implementation to school vision and all pupils and staff thrive in an environment where they achieve academically and professionally, are treated with respect and encouraged to impact positively on society. ● Staff workload and wellbeing is considered in every decision resulting in a happy and stable staff body. The Trust supports the academy to focus on high quality education. ● Restructure of Personal Development so key areas of culture, PSHE, Electives, Careers and Pupil Leadership are driven, impacting positively on pupil's moral and spiritual development preparing them for life in modern Britain. ● The delivery of responsive PSHE and re-education means that incidents of bullying are rare and reoccurrence is prevented. ● The school is a thriving Christian community underpinned by Romans 12:10 in which all are valued and free from bullying and harassment ● High quality of education, behaviour and personal development enables all pupils to flourish ● Strong community engagement with pupils, parents and staff impact positively on pupils education ● Successful SIAMS inspection October 2023 with highest judgement- 1. ● Pupils and staff benefit from the appointment of a school chaplain for emotional well being ● Regular worship is linked to the wider world, promoting our Christian values and thus preparing pupils for life in modern Britain. ● Robust evaluations of our distinctive Christian vision ensures that all continue to flourish 	<p>Actions and Impact</p> <ul style="list-style-type: none"> ● Leaders have a clear and ambitious vision of academic excellence and the highest of expectations for staff and pupils resulting in significantly positive outcomes. ● Leaders ensure teachers receive focused and highly effective professional development on a department level through intellectual preparation, and on a whole school level, resulting in quality teaching across the academy. ● Our leadership team is committed to maintaining high expectations and a clear vision for school improvement, resulting in the school being recognised both locally and beyond as a school which celebrates excellence. ● Workload and wellbeing are at the forefront of all decisions and concerns are acted upon compassionately ● Leaders have a precise and accurate overview of strengths and weaknesses and targeted plans tracked for impact as evidenced by external reviews and recognition ● Pupil premium and catch up funding have been used effectively to close disadvantaged/SEND gaps; clear action plans are in place to maximise on the success of this moving forward, allowing gaps to be closed quickly and efficiently ● Governors have clear roles they understand and effectively carry out. Strong relationships exist between governors and senior leads which enhances effectiveness of the Academy ● A strong culture of safeguarding has been established by senior leaders leading to timely and appropriate response. ● Our data demonstrates significant improvements in pupil outcomes, particularly in Progress 8 scores. These positive outcomes in pupil performance and staff development are evidence of effective leadership ● Our pupils' performance is consistently above national averages, demonstrating outstanding educational impact. ● Our evaluation cycle is designed to inform strategic planning and continuous improvement on a termly basis ● Succession planning ensures that professional development is continuous and robust 	<p>Actions and Impact</p> <ul style="list-style-type: none"> ● The curriculum is coherently constructed to be ambitious, meeting and in some areas exceeding the NC, giving all pupils, especially DA and SEND, the cultural capital to succeed ● The curriculum is broad and balanced for all with a strong core and clear EBacc plan including subject specialists in all areas and equips pupils with the cultural capital to succeed ● Through a thorough, staged and rigorous review process leaders have been supported in the planning and sequencing of the curriculum so that knowledge is cumulatively built towards future learning and employment - this has involved a drive to enhance all curriculum intent documentation: overviews, schemes of learning and accompanying resources. ● Curriculum leaders have been trained, developed, coached and given necessary time to ensure robust systems are in place for the design, development and maintenance of highly effective evolving curricula - intent, implementation & impact. ● The curriculum has been designed to allow pupils to transfer key knowledge to long term memory, combining exam preparation, knowledge organisers and intervention programmes to align content and interleave its coverage ● All areas have ambitious, bespoke and well planned booklets that support the curriculum intent and follow academy curriculum training guidance ● A consistent approach to the structuring and approach to extended writing is embedded on a cross-curricular level ● Bespoke reading intervention is in place for all students below their chronological reading age to gain the phonics knowledge and language comprehension necessary to read and access the full curriculum offer ● Pupils evidence an ability to consistently achieve the aims and high expectations of our ambitious curriculum ● Our curriculum implementation is rigorously monitored through regular reviews and feedback from stakeholders ● Intellectual preparation sessions are used systematically and strategically to embed curriculum understanding, align pedagogical approaches and develop purposeful preparation.

Quality of Education

Priority 4 High quality teaching and learning through robust and well sequenced continuous professional development programme

Priority 5 Staff at all levels, including ECTs and ITTs, are supported in their professional development through a robust careers pathway and appraisal process.

Priority 6 Improve the effectiveness of homework, deepen knowledge acquisition, and strengthen exam preparation to ensure all students achieve their academic potential.

Actions and Impact

- The strategic CPD models, including intellectual prep (provided by additional non contact time), ensure pupils benefit from consistently effective teaching across the academy
- Teachers use expert knowledge to prepare learning that sustains pupils' interests and challenges thinking
- Pedagogy and subject knowledge CPD pathways (ECT through to senior leadership) build teachers' expertise over time and clearly support pupil progress
- Intellectual Prep provides a foundation for deepening subject, curriculum and pedagogical knowledge using modelling, collaboration and standardisation
- Teachers check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary
- Pre-planned and bespoke CPD programmes are aligned with the development of the SG5 standards and the pursuit of excellent teaching. The programme is built on TLAC strategies and grounded in research.
- Teacher exposition is prepared, clear, articulate, literate and purposeful to embed pupil understanding and retention
- A culture exists which allows teachers to reflect upon and improve their teaching
- CPD supports teachers in developing a firm and common understanding of curriculum intent, and how this translates into practice.
- Bespoke training for staff to ensure effective curriculum delivery
- Best practice is celebrated and shared internally across the academy, and externally to visitors
- Regular feedback ensures that all teaching staff understand their strengths and areas for development and are supported through their journey of continuous improvement.

Actions and Impact

- A fidelity check from the Appropriate Body in 2024 praised the way in which ECTs are supported and confirmed that requirements are met
- All ECTs have attended ECF training to support them to fulfil the statutory requirements
- All ECTs have half-termly formal observation as per statutory requirements and receive bespoke feedback to address strengths and areas for development
- Half-termly Professional Development Plan (PDP) meetings identify strengths and areas for development and are an opportunity to raise any issues around workload and wellbeing
- Regular CPD to support mentors to ensure they are well-prepared for progress reviews and formal assessment points
- Bespoke support provided for ECTs at risk of not passing their induction, including: learning walks of expert teachers, planning support and more frequent observations.
- Regular opportunities for bespoke CPD are calendared to address common areas for development for ITTs and ECTs as identified by mentors/professional mentor
- High quality induction of ITTs has ensured that all trainees have a clear understanding of the school context and expectations before they start teaching.
- ITTs at risk of not being on track to achieve QTS have been identified and additional support has been put in place to support these trainees.

Actions and Impact

- The recently introduced exam preparation booklets sequence revision tasks in a way that aligns perfectly with subject curriculums – reinforcing classroom learning.
- Bespoke revision timetables ensure homework in the run up to exams is timely and impactful.
- Robust homework schedule supports pupil/staff workload, ensuring 1 piece of quality homework is completed each night.
- Termly IP sessions are designed to collaboratively improve and refine knowledge organiser content and the T&L strategies used during follow up lessons.
- Effective do now tasks promote deep knowledge acquisition and staff share best practice during IP and CPD.
- Knowledge organisers and curriculum are well sequenced and build progressively on pupil's prior knowledge.
- Knowledge and curriculum are intrinsically linked – KS3 knowledge organiser and brain dump tasks secure basic knowledge/ core concepts in advance of subject specialists developing understanding during lessons resulting in maximised learning time.
- A culture of aspiration is evident and supported by duty staff who quiz pupils on non-negotiable knowledge during social times. This is implemented in a way that makes learning fun and supports the GMR between staff and pupils.
- Morning meetings support pupil knowledge retention – brain dumps interrupt the curve of forgetting and provide pupils with a robust routine each morning, which in turn sets them up for a calm, focused and successful day.
- Multiple layers of support are in place (library access, homework club etc.) to ensure the removal of barriers to homework completion. Expectations of DA and non-DA regarding homework completion and quality outcomes are aligned – supported by a culture of 'high expectations'.

Quality of Education

Priority 7 Successful assessment, data and feedback structures ensure cumulative data is used effectively to ensure regular and timely intervention

- Our curriculum leaders engage in an ongoing curriculum review cycle, ensuring that assessment aligns precisely with key learning endpoints and enables cumulative knowledge building.
- Teachers are clear on end points of the curriculum and what pupils need to know to reach this point
- A robust assessment system is in place which supports the teaching of the curriculum and for teachers to check pupils' understanding effectively and correct any gaps in knowledge without increasing workload
- Teachers effectively use assessment to check pupils understanding, inform teaching and embed key concepts
- Teachers continue to embed live marking as our modus operandi, reducing teacher workload to only that which adds value to pupils
- Reteach is common practice and teachers identify and effectively support pupils from falling behind using data informed reteach and intervention both in and out of the classroom.
- Assessment data informs curriculum leaders in an ongoing cycle of improvement for curriculum, resource and pedagogical development
- CPD and intellectual preparation allows teachers to enhance the appropriate use of assessment fostering high-quality education.
- Pupils consistently achieve above national average and disadvantaged/SEND pupils now perform in line/above their peers
- Teachers are aware of pupil weaknesses and are aware of which pupils are not making excellent progress

Priority 8 Reading is a core part of the curriculum designed to ensure that pupils develop the skills and knowledge necessary to become fluent, confident readers.

- Implemented a rigorous 'reading for improvement' programme based around Reading Plus and its associated intervention system
- Pupils across KS3 and those with reading weaknesses at KS4 receive allocated reading lessons for one hour (minimum) per week
- Teachers use thrice-yearly benchmark data from RP to identify reading strengths and weaknesses, with data shared across the entirety of school. This data then informs seating plans and pedagogical approaches in the classroom across all subject areas
- Benchmark data is also used to allocate an 'intervention wave', with intervention intensity escalating as students move up the wave system. Thus, students with the most pronounced reading difficulties receive highly tailored and one-to-one intervention with reading-specialist staff
- Students in all waves receive bespoke reading interventions from within Reading Plus, targeting areas of reading weakness on a granular level
- As part of a graduated approach, teachers make regular contact with home to communicate achievement and any issues around engagement or homework completion. These messages are reinforced on a weekly basis via a ClassCharts announcement, leading to sustained engagement with the programme outside of lessons.
- In 2023/2024, St George's was the number one school in the country for reading progress among secondary schools - achieved in our first year of the programme
- After teacher nomination, a number of students have won prizes for progress and usage in Reading Plus, with these successes shared across our school social media channels to promote a love of reading and raise the profile of RP

Priority 9 Curriculum enactment utilises In class strategies that effectively ensure all pupils, especially our most vulnerable, flourish.

- Strategic alignment of systematic approaches across departments through focused line management, middle leadership training, sharing of best practice approaches and ongoing quality assurance.
- Lead practitioners have been redeployed as agents of quality assurance, resulting in teachers receiving bespoke developmental feedback, collated into a half termly report.
- Core subjects have a strategic approach to supplementing the learning materials for pupils in 'Reflections', aligning their learning experience with the taught curriculum, promoting seamless reentry into lessons, reducing lost learning time, supporting pupil progress and informing teacher preparation and delivery.
- Development of a St George's coaching model, trialled internally and externally, that supports the effective development of middle leaders' strategic capacity.
- Developed a model for the identification of 'T&L' cold spots in the Lead Practitioner model, deploying senior leaders to offer developmental QA
- Support package for Lead Practitioners to thrive, developing their expertise and leadership capacity (e.g. paired observation, shadowing, modelled best practice and refinement guidance)
- Developed a strategic approach with the SENDCO and Inclusion Lead for pupils with SEND/PP who are also late to offer a targeted intervention model to reduce lost learning and set pupils up for positive re-entry to classrooms.
- Trialling a pre-teach re-entry strategy, moving away from a deficit model, with behaviour lead/s, to develop pupils' motivation and sense of belonging to secure progress.
- Trialling accessible text approach liaising with the senior leadership team and inclusion lead with the objective to make the curriculum more accessible without compromising the levels of challenge.

Quality of Education	Quality of Behaviour & Attitudes	
<p>Priority 10 Utilise comprehensive data analysis to inform targeted academic interventions and systematically measure the impact of these interventions on student achievement and progress.</p>	<p>Priority 11 The attendance and safeguarding structures support all pupils to attend well, including our most vulnerable pupils</p>	<p>Priority 12 The pastoral systems allows all pupils to flourish and live life to its fullness through insightful, targeted support</p>
<p>Actions and Impact</p> <ul style="list-style-type: none"> • Leaders and teaching staff in our academy have high ambitions for all pupils and focused academic interventions contribute well to better outcomes for pupils. • Impact from our academic interventions are reflected in our results from national examinations that exceed government expectations allowing pupils to go on to destinations that meet their interests and aspirations. • Data is utilised from mid-year and end-of-year exams for the identification of pupils needing targeted support which enables them to achieve the aims and ambition of the curriculum. • Data is utilised from mid-year and end-of-year exams to assist teachers in producing clear next steps for pupils and addressing gaps, this supports pupils to achieve the aims of our ambitious curriculum without increasing teachers' workload. • KS2 data is effectively used to identify pupils in need of additional academic support. KS2 Reading scaled scores and Reading Plus benchmark assessment data informs tiered reading interventions for pupils. Reading is prioritised through a timetabled Reading lesson with a subject specialist • Interventions are clearly communicated with parents and pupils to encourage positive dialogue about learning • KS3 homework support sessions available for Maths and Reading plus homework, led by subject specialists. • Homework support sessions introduced and communicated with parents at KS4 to remove barriers that pupils can experience when trying to complete exam preparation • Bespoke Year 11 intervention program addressing gaps • Mentoring program for Year 11 pupils following Mock 1. Last year led to a +0.6 progress improvement in pupils being mentored - 60% of the group were DA 	<p>Actions and Impact</p> <ul style="list-style-type: none"> • Safeguarding training is rigorous, frequent, and reflective of the latest statutory guidance, ensuring all staff are well-prepared to protect pupils' welfare. Safeguarding responsibilities are a cornerstone of our staff development, with regular refreshers and scenario-based training. • Attendance remains a key priority with 10 people dedicated to golden hour protected attendance time each day • Attendance at St. George's consistently ranks within the highest 20% nationally and the top 10% among similar schools, showcasing our strong culture of commitment and resilience in maintaining high standards of attendance. • Attendance remains a priority for the pastoral team each day, with clear policies applied consistently and fairly across the school. This rigorous, supportive approach ensures that attendance and punctuality remain above national averages, and our P.A. rates (persistent absence) are consistently below national benchmarks, underscoring our effectiveness in fostering positive attendance habits. • Pupil movement between lessons is managed efficiently, ensuring prompt transitions and maximising learning time. Consistent expectations for punctuality support our goal of uninterrupted learning. • Remote education is seamlessly integrated as a support measure when required, ensuring that all pupils maintain engagement with their learning. • Pupil's are rarely late to lesson demonstrating positives attitudes to learning. 	<p>Actions and Impact</p> <ul style="list-style-type: none"> • The academy provides outstanding pastoral and well-being support which allows pupils to maintain an active lifestyle and staying mentally healthy • Leaders and governors have created a culture that enables everyone to excel • Pupils' behaviour is excellent, pupils' conduct around the academy is polite, orderly and positive • Pupils' attitudes to their education and academy are positive resulting in a calm, harmonious and a well-ordered community • Pupils engage in a relaxed and respectful way demonstrating high levels of respect • Pupils state bullying is rare and that it is dealt with effectively • Suspensions are rarely needed as improvements in behaviour continue year upon year. • All stakeholders are clear about the positive difference of SG's high expectations culture • Investment in inclusion ensures all pupils especially disadvantaged/SEND flourish • Our safeguarding practices ensuring a safe and supportive environment for all pupils • Pupils arrive at school prepared with their equipment. • Pupils wear their uniform with pride • Pastoral teams have family caseloads that prioritise our most vulnerable families ensuring they have access to external agency support such as Early Help. • Restorative behaviour curriculum ensures that pupils have the opportunity to correct their behaviour and learn from their mistakes • Pastoral team have a robust system of ISP and observations

Personal Development

Priority 13 Consistent routines across the Academy are embedded so that genuine mutual respect is modelled at all times and pupils understand how to meet our high expectations

Priority 14 A high quality PD Curriculum is embedded which includes a well-sequenced PSHE and Careers curriculum that prepares pupils for modern life in Britain.

Priority 15 Our electives programme and other enrichment opportunities nurture, develop and stretch pupils' talents and interests.

Actions and Impact

- A culture of genuine mutual respect exists across the academy and in every interaction resulting in high levels of pupil self control.
- Micro-scripts are well embedded which ensure consistency and enable staff to focus on pedagogical strategies to create an environment focused on learning.
- OUR DNA references are made in key points to emphasise the positive contributions students make to the life of the school community.
- Common and consistent language applied by staff to ensure that students are actively engaged in SLANT in moments of gold dust.
- Clear routines and high expectations are in place to reduce cognitive overload for staff and pupils.
- Expectations are clear and foregrounded, and consequences are calmly, consistently applied by all staff, ensuring all pupils are guided to make the correct choice.
- Detailed expectations about lesson routines are understood by staff and pupils which creates consistency in culture across the academy. Pupils are committed to their learning and proud of personal and peers' achievements.
- Leaders are visible, vigilant and warm resulting in a calm, harmonious and mutual respect academy with low level disruption almost eliminated.
- Consistent routines applied during social times of the day that are modelled to ensure genuine mutual respect and students that are determined to succeed in all that they do.
- Positive behaviour for learning and language reinforces the warm culture and the limited need for suspensions.
- Students embody the Christian Values of the school by using STEPS consistently to demonstrate genuine mutual respect.
- Our behaviour policies and implementation create a culture of genuine mutual respect and high expectations
- Evaluation validated through SIAMS report and Challenge Partner's Quality Assurance Review.

Actions and Impact

- The comprehensive and intelligently sequenced PSHE has been reviewed and the curriculum prepares pupils for modern life in Britain allowing them to be responsible, respectful and active citizens
- Responsive PSHE and re-education means that incidents of bullying, aggression, discrimination and derogatory language is rare and reoccurrence is prevented
- Development of pupil character is excellent. Pupils have high levels of respect for each other and those with protected characteristics. The wider team support pupils to be confident, resilient and independent
- The quality of CEIAG is good exceeding all Gatsby benchmarks
- Pupils are well prepared for their next stage of their education as demonstrated in NEET figures
- Leaders engage with pupils, parents and employers through planned and effective engagement
- Established partnerships with local businesses and community organisations have enhanced the careers curriculum and provide real-world learning opportunities.
- 5 Year 11 pupils awarded scholarships to study A Levels at AKS private school.
- PD curriculum strengthened to include lessons, responsive messages triangulated with links to safeguarding lead and
- Met all the Gatsby Benchmarks with an external QA of 100% in all areas.
- 2022/23- 0 NEET (2 pupils worked with engagement coach Sep-Jan)
- 23/24- currently 2 NEET who are working with the engagement coach
- RONI data used to identify our target pupils working with engagement coach 2024/25
- All pupils have unbiased careers advice from a Level 7 Careers Advisor- SEND have 2 meetings.
- PAL legislation is met for careers

Actions and Impact

- The academy provides pupils with a wide range of rich experiences, both in the curriculum and through the elective programme, to nurture, develop and stretch pupils' talents and interests.
- A high number of pupils attend the many electives on offer with a healthy number of disadvantaged pupils regularly using these opportunities to extend their learning beyond the classroom.
- Our comprehensive PSHE curriculum and extra-curricular activities support pupils' personal development.
- All extra-curricular activities and electives strengthen positive interactions between all members of the academy.
- Coherently planned lunch clubs provide opportunities for pupils to seek additional support for homework and learning beyond the classroom. This promotes high standards and promotes the school DNA of determination, a no excuses approach and aspirational attitudes.
- Pupils make positive contributions towards creating an environment in which commonalities and diversity is celebrated.
- A large number of pupils act with pride as ambassadors for the academy through leadership and by participating in extracurricular activities. They make a highly positive and tangible contribution to the academy life. As a result, pupils understand, appreciate and respect differences in the world.
- Our electives foster a love of learning that provides breadth of knowledge and bridges cultural capital gaps.
- Our robust pastoral care system and focus on mental health supports all pupils to thrive.
- A varied instrumental tuition programme is offered and is well attended allowing pupils to flourish in music and the performing arts.
- Electives and extra-curricular activities feed into annual performances that provide opportunities for pupils to showcase their talents, build confidence and share their gifts with the school and wider community.

Priority 16 A fully inclusive and supportive environment for SEND pupils enables all to thrive socially & academically

Actions and Impact

- Our TLAC approach has evolved to include specific inclusive practices that support all learners, including those with SEND. This has been codified into SEND Guidance that has been used on a whole school level to develop inclusive practice
- SEND attendance ranks in the top 10% nationally, with EHCP attendance 15.1% above the national average (FFT Data), demonstrating strong engagement that supports academic and social growth.
- Universal adjustments, such as the use of specialist fonts (Poppins) across curriculum booklets, enhance accessibility for SEND pupils, fostering inclusive learning environments and seamless curriculum engagement.
- Staff expertise in inclusive practices is continuously reinforced through CPD tailored to the school's population, equipping educators to deliver high-quality, inclusive education where SEND pupils thrive.
- Targeted interventions informed by consistent monitoring cycles provide precise support, closing learning gaps and enabling SEND pupils to achieve academic targets effectively.
- SEND pupils are fully integrated into all aspects of school life, maintaining high expectations and fostering a sense of belonging, unity, and respect throughout the academy.
- Direct Instruction interventions in Year 7 yield an average reading improvement of 3.2 years for participating students, closing literacy gaps early and supporting curriculum access.
- Structured transition support across key stages ensures SEND pupils are well-prepared for progression, creating continuity and confidence in their academic journey.
- A collaborative SEND leadership model, led by the Assistant Head for SEND and Inclusion and a dedicated SENDCO, drives responsive, data-driven support tailored to pupil needs.
- 100% of EHCP pupils participate in our enrichment programme, demonstrating commitment to inclusivity and fostering aspiration across the school.
- Rigorous classroom routines and embedded strategies provide a structured environment that enables SEND pupils to engage confidently, ensuring equitable access to learning.