

Who Are We?

St. George's is a Church of England VA Academy and forms part of the CIDARI Academies Trust. It is an average sized 11-16 mixed comprehensive school serving the community of South Blackpool.

Key Information:

URN: 140759

NOR: 1037

Date of last SIAMS: February 2016

Diocese: Blackburn

PP:39%

SEND: 15.29%

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. As of 2022, the crime rate in Blackpool is 184% higher than the North West and 91% higher than the England, Wales & Northern Ireland overall figure.

The majority of our pupils come from white working class backgrounds.

Partnerships

- Blackburn Diocese
- Cidari Trust
- Rev Robert Legg
- St Mary's Church
- Freedom Church

What Are We Doing Here?


When establishing our vision, we felt that it should reflect our local context. To break the cycle of deprivation, we believe our mission is to not only provide our pupils with an excellent education, but to also nurture them to flourish into young people equipped with the skills to make a difference in the world. We reached out to the community, governors, parents, pupils and other stakeholders, to choose a verse that they felt best matched our mission. The chosen verse is Romans 12:10 'Love one another deeply. Honour one another above yourselves,' and this underpins the values that run deep through the heart of our academy.

Two years ago, the pupil leadership team spent some time reflecting on the academy's values and felt they needed reducing from the 15 Gifts down to 6 in order to be more coherent, meaningful and relevant. Their rationale was that having six clear values that underpin our verse will enable our vision to permeate through academy life. Their suggested values were once again shared with the whole school community and it was collectively decided that dignity, hope, community, humility, wisdom and kindness would be the values we live our lives by.

Being deeply rooted in biblical theology chosen by our school community, our vision is coherent, relevant and sustainable. Our vision shapes development plans, policies and actions. It is the foundation upon which our school community is built.



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

Our Vision	IQ1	IQ2	IQ3
<p>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:</p> <p>'Be devoted to one another in love. Honour one another above yourselves.' Romans 12:10</p>	<p>Actions</p> <ul style="list-style-type: none"> -The school's Christian vision has been reviewed and updated by all stakeholders -Restructure of SLT, governors and Chaplaincy -Robust evaluation cycle which involved key stakeholder; informs SDP and CPD -Robust and rigorous QA, ECT and ITT pathways, weekly CPD and good practice briefings. -Strong whole school approach to culture. -Strong commitment to local charity work - Brian House, Blackpool Food Bank, UR Potential, The Boat House. -Covid Action plan introduced; school remained open to children of key workers and vulnerable children. -Enriching electives programme embedded providing aspirational activities for our children 	<p>Actions</p> <ul style="list-style-type: none"> -A new and ambitious curriculum, with our Christian vision at its heart, has been developed and implemented. -Bespoke pathways for our most vulnerable/SEND pupils have been strengthened through extensive investment/recruitment. -All curriculum areas make explicit links to how pupils will be challenged to think globally, socially and spiritually using windows, mirrors, doors frame. -Our electives programme offers a wide range of enriching extra-curricular experiences. -A robust approach to remote learning is established. -Curriculum evaluation embedded into the whole school QA cycle with curriculum reviews scheduled throughout the year. 	<p>Actions</p> <ul style="list-style-type: none"> -Reviewed/refined Collective Worship structures-pupils have the opportunities to action the values explored. -Reimagined the space in the Chapel so that it exists in the heart of the school -Embedded a well-sequenced collective worship calendar - weekly themes link closely to our Christian values extending beyond collective worship. -Strengthened pupil/staff voice in evaluating the effectiveness of collective worship. -Chaplain provided worship resources/training -Links to local churches, eg Freedom Church and St Mary's strengthening- food parcels delivered -Embedded concept of windows/mirrors/doors to capture the essence of Spirituality.
 <p>URN: 140759</p> <p>Nor: 1019</p> <p>Date of last SIAMS: October 2023</p> <p>Diocese: Blackburn</p> <p>PP:40%</p> <p>SEND: 15.94%</p>	<p>Impact</p> <ul style="list-style-type: none"> -The school is a thriving Christian community; pupils are aspirational and strive to make a difference to society underpinned by Romans 12:10. -Visitors comment on the distinctive christian feeling Bishop of Blackburn said he can 'feel the presence of God at work' in the school. -Behaviour is excellent; pupils demonstrate values -Excellent teaching exists across the academy resulting in positive outcomes. -Key community charities receive financial assistance -Children who may have gone hungry at a challenging and isolating time, did not do so. -Positive trajectory from 2019 to 2023 outcomes -All children have the opportunity to take part in a range of fulfilling and affirming experiences without socio-economic or physical barriers. 	<p>Impact</p> <ul style="list-style-type: none"> -Curriculum is aspirational, knowledge rich, engaging and enriching. -Positive trajectory for outcomes. Positive P8 predicted and above local and national averages. -2024 cohort above NA with a 0.39 P8, 70% En&M 5+ -Children are confident and have the skills to be independent, motivated and resilient. -Colleagues from other settings visit to learn about our enrichment provision. -Children feel safe and secure in a time of national uncertainty (the pandemic) and learning continues. -Pupils can articulate their spiritual growth with links to the curriculum evidence through our spirituality days. -Leaders have a detailed understanding of curriculum intent and implementation and target support swifty leading to improved outcomes. 	<p>Impact</p> <ul style="list-style-type: none"> -Collective Worship is at the heart of our school; pupils reflect on our themes and values each day and live these out beyond the worship space. -Pupils are able to articulate our Christian Values and how they impact on their lives; pupil voice activities also confirm this. -Evaluation from collective worship shows pupils are now more engaged and actively participating. -Feedback from pupil voice shows they enjoy it when collective worship links back to their lives and how they live out the values. -Pupils are kind and treat each other well; incidents of bullying are rare. -Positive feedback from the wider community- eg pupils helping a lady who fell off her bike. -Gratitudes are a part of daily life
	<p>Next Steps: Introduce an online portal so evaluation and next steps are easily accessible to all, including stakeholders.</p>	<p>Next Steps: Strengthen bespoke pathways; interventions are effective and all pupils thrive.</p>	<p>Next Steps: Strengthen inclusion of pupils in collective worship so it impacts positively on the way pupils live out their lives.</p>

IQ4	IQ5	IQ6	IQ7
<p>Actions</p> <ul style="list-style-type: none"> -Anti-bullying policy updated reflecting the Church of England guidance on challenging homophobic, biphobic, transphobic bullying. -Effective procedures in place to prevent bullying. -Pastoral team strengthened through investment in recruitment/training to prioritise social,emotional and mental health needs -Diversity Club established to provide a safe space and voice for vulnerable pupils, especially LGBTQ. -Angel Preston- psychotherapist working with pupils on their mental health. -Well-being days for staff each year. -Centralised systems for detentions, curriculum and homework which support well-being -Assessment and marking policies support staff workload and well-being. -Health and well-being taught throughout PSHE curriculum. 	<p>Actions</p> <ul style="list-style-type: none"> -Robust and Well-sequenced Personal Development curriculum covering PSHE, careers and citizenship embedded across both key stages. -Restorative curriculum embedded into the so that pupils are educated, informed and able to practise forgiveness and reconciliation. -Big Questions introduced across the PSHE curriculum encouraging pupils to be agents of change. -Staff training in RSE and safeguarding has been strengthened -Effective partnerships with stakeholders such as Athena, PWO, CASHER, Send services, Inclusion services. Virtual schools (LAC), school nurse, careers service, PSHE Association utilised effectively so that all pupils, including the most disadvantaged, flourish. -Enriching range of electives embedded where pupils work effectively with pupils from other year groups. 	<p>Actions</p> <ul style="list-style-type: none"> -Recruitment of a Lead Practitioner in RE to strengthen the curriculum and quality of teaching and learning. -All RE teaching staff have received substantial CPD, including training on the Illuminating Pathways from the Diocese. -HOS in partnership with stakeholders from the Diocese through the RENEW group. -A comprehensive curriculum sequence and assessment tracking system are in place and reviewed regularly. -English lead to work in coaching capacity with RE lead to strengthen rigour in quality assurance systems. -Robust RE action plan for curriculum intent and implementation which is reviewed weekly. -Intellectual planning sessions, led by LP, are introduced and support the effective implementation of curriculum with all RE teachers. 	<p>Actions</p> <ul style="list-style-type: none"> -Recruitment of a Lead Practitioner in RE to strengthen the curriculum and quality of teaching and learning. -Whole school QA enables leaders to know the quality of teaching in RE and direct staff to targeted CPD. -Process of continuous professional development is secure through triangulation of CPD, QA, coaching and reflection. -Systems are effective in RE for tracking pupils' progress and identifying top 5. -AFL is a continuous focus for CPD in RE, including live marking, questioning and modelling. This is led by the LP and teaching and learning team. -Staff receive regular feedback about their teaching and are supported to act upon this. -Assessments have been reviewed and refined in line with curriculum changes.
<p>Impact</p> <ul style="list-style-type: none"> -Pupils know how to keep themselves safe both in and out of school; they know what to do and who to go to if a bullying incident occurs. -Safeguarding is a top priority and rigours producers such as triage, my concern, mean any incidents that do occur are dealt with swiftly and appropriately recorded. -Staff will challenge any prejudicial behaviour or language and appropriately record it. -Pupils are respectful and welcoming to all and our Christian vision enables them to form healthy relationships. -Staff workload reduced- no marking of books, no written reports, only two assessment points. 	<p>Impact</p> <ul style="list-style-type: none"> -Pupils understand how to live well together and are confident to challenge when they feel something is unjust. -Pupils have a better awareness of, and engage in, important current national and global issues. -Pupils understand they are part of a community and through our Christian vision know there is a greater good that they can be part of, do their bit and make a difference to. -Pupils thrive due to the range of support available through our effective partnerships. -Social media eg. School Tik Tok- demonstrates courageous advocacy and responsibility. 	<p>Impact</p> <ul style="list-style-type: none"> -Staff are confident in using Illuminating Pathways and have embedded this throughout the curriculum. -Curriculum is sequenced so that pupils' understanding deepens as they progress through school. -Internal data shows a positive trajectory in RE outcomes -Assessment and tracking in RE is strong and staff use the data to inform their teaching, ensuring that any gaps in knowledge are addressed. -QA feedback across the school shows the quality curriculum in RE is good and improving. 	<p>Impact</p> <ul style="list-style-type: none"> -The quality of teaching in RE is improving. The LP is consistently excellent. Other staff are being coached and trained by LP and their practice is now improving rapidly. -Pupils speak positively about RE and enjoy their lessons -Internal data shows a positive trajectory in RE and outcomes over time. -Tier 3 vocabulary is used widely across the department and this is impacting positively on pupils' knowledge.
<p>Next Steps: Strengthen responsive RSE curriculum.</p>	<p>Next Steps: Strengthen Spirituality Days so that Big Questions are regularly at the forefront.</p>	<p>Next Steps: Continue to strengthen awe and wonder experiences through engaging visits, speakers or other activities.</p>	<p>Next Steps: Through effective CPD and coaching, ensure there is consistency in quality of teaching across RE.</p>