




Keeping on Track Report

School	St George's CE School A Church of England Academy
Adviser	Jane Griffiths
Date	14th July 2023
School/academy's theologically rooted Christian Vision.	<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.</p> <p>We aim to positively impact upon each other and society so that we contribute to a world where, inspired by St Paul, we can "be devoted to one another. Honour one another above yourselves." (Romans 12:10)</p>
How was the vision developed and how does it respond to the context of the school/academy?	<p>There have been significant changes in the school's character and purpose in recent years and it was felt that a new vision was needed to reflect and celebrate the aspirational and supportive nature of the community. The aim is not only to provide the pupils with a broad and inspirational curriculum, but to enable them also to impact positively on their peers and staff and to develop into adults equipped with the skills and moral purpose to make a difference in society. The chosen biblical passage is at the heart of the vision and is an important aspect of the vision's theological rootedness. The vision and pupil-chosen Christian values of Dignity, Hope, Community, Humility, Wisdom and Kindness aim to direct all school policies, systems and relationships. Leaders need to ensure that the vision, and its theological rootedness, can be articulated at an appropriate level by all members of the school community.</p>
How does the school environment and digital presence celebrate its theologically rooted Christian vision and any associated Christian values?	<p>The school is on a mission to improve the visual environment and its Christian distinctiveness is celebrated in the reception area and increasingly around the building with faith-inspired artefacts and Vision and Values displays. Biblical images enable all to reflect spiritually on the biblical interpretations of the six chosen values. The chapel contains beautiful art work, reflection spaces and a highly visible quotation from John 1:1. It is the intention of staff that pupils experience spiritual and reflective areas as they move through the school. Further displays are planned for the near future.</p> <p>The front page of the website contains attractive photographs of the school community and the vision and associated values are central. The menu box leads the reader to information on the distinctiveness of this church school, including a video by pupils, details of spirituality days and of the Pupil Leadership Team and a section for the community to request prayers. Areas of the website need updating, particularly in the chaplaincy section; this is in hand.</p>
To what extent have the area/s for improvement from the previous SIAMS inspection been addressed and with what impact?	<p>The SIAMS inspection report in 2016 identified one main area for improvement: <i>"Ensure strategies for the evaluation of all new and on-going initiatives focus on impact. They need to demonstrate how well-intended outcomes on the lives and learning of students, and professional development of staff, are fully achieved."</i></p> <p>Robust tracking systems of evaluating all areas of school life have been introduced, including worship, the effectiveness of the curriculum, Teaching and Learning and Behaviour systems. These are reflected in SLT and Governors' meetings and in the School Development Plan.</p>

	<p>Evaluation is followed by consideration and implementation of improved systems and policies. Leaders should collate examples of good practice in this area.</p>
<p>How are the school's Christian vision and any associated Christian values enabling pupils to flourish?</p>	<p>The biblical theme at the heart of the school's vision ("Be devoted to one another in love. Honour one another above yourselves") ensures that pupils are given the opportunity to flourish within a Christian environment in the following areas:</p> <ul style="list-style-type: none"> ▪ In creating a culture of achievement, aspiration, nurture, respect and self-worth; ▪ In developing in pupils the courage and resilience to face life's challenges in order that they may flourish in adult life; ▪ In celebrating the diversity of the school community and supporting a monthly diversity newspaper written by pupils; ▪ In encouraging the pupils to show and receive appreciation for each other and the staff in the daily time of "Gratitudes"; ▪ In having access to a rich Elective Programme of extra-curricular activities provided by all staff, including sports, academic challenges, performing arts, chess and cultural enrichment. Pupils are encouraged to deliver clubs and activities too. This rich variety of activities and opportunities enable pupils to develop spiritually, morally, socially and culturally; ▪ In providing opportunities for pupils to develop their leadership skills and to have a say in the direction of the school in such areas as the Pupil Leadership Team, pupil newspaper and Pupil Voice opportunities; ▪ In being encouraged to be agents of change through the school's interpretation of Windows, Mirrors, Doors and a consideration of the Big Questions across the PSHE Curriculum; ▪ In collective worship and Spirituality Days (with links to the curriculum), which provide a variety of religious and spiritual experiences so that pupils may, without pressure, encounter Jesus, the Christian faith and its practices; ▪ In benefitting from a strong pastoral structure, an enthusiastic and dedicated Chaplain and a Mental Health Support Worker; ▪ In being supported and enabled to grow in an environment where pupils are kind and treat each other well, inspired by the vision and values. Strong behaviour systems enable pupils to learn in a safe and mutually respectful environment where it is understood what is expected of them.
<p>How is the vision enabling the adults to flourish [staff, governors and parents]?</p>	<p>The school's vision and values impact on the adults as well as the pupils. Staff benefit from, and flourish in, a supportive Christian working environment in which:</p> <ul style="list-style-type: none"> ▪ There is a broad and rich CPD programme and they share good practice with each other and colleagues in other schools; ▪ Working conditions take into account staff's work/life balance. Assessment and marking policies support staff workload and there are Wellbeing Days specifically for staff each year; ▪ They are supported in their career aspirations and there are clear development pathways. They are given opportunities to develop their expertise in areas of leadership and are encouraged to take advantage of the SLT's open door policy; ▪ The Chaplain and Psychotherapist Lead support the spiritual and pastoral wellbeing of the adults. <p>The school benefits from a well-skilled governing body. They have access to internal and external CPD and played a role in the establishment of the school's vision. Governors are</p>

	<p>linked to priority areas within the School Development Plan and are active in supporting the school's Christian distinctiveness.</p> <p>Parents appreciate the support, education and opportunities given to their children and, in the main, engage well with the school. Attendance at Parents' Meetings is growing well.</p>
Religious Education	<p>The school has recently recruited a Lead Practitioner in RE with the aim of strengthening the curriculum and quality of teaching and learning. Members of the department have received substantial CPD, including training on the Illuminating Pathways curriculum from the Diocese. Leaders have identified in the SEF that a comprehensive curriculum sequence and assessment tracking system are now in place as well as a robust RE action plan for curriculum intent and implementation. These are reviewed regularly. The Curriculum is sequenced so that pupils' understanding deepens as they progress through school. Internal data shows a positive trajectory in RE outcomes. Recent improvements in Teaching & Learning, assessment and the application of the revised KS3 curriculum need time to be fully implemented, monitored and evaluated for impact.</p>
Collective Worship	<p>Recent evaluation of collective worship has resulted in a revised worship calendar of provision which aims to give spiritual and reflective opportunities for both pupils and adults. Worship at St George's includes:</p> <ul style="list-style-type: none"> ▪ A daily act of worship, usually in year groups; ▪ A well designed chapel which both physically and spiritually lies at the heart of the school. It is used for daily collective worship and private reflection; ▪ A recently appointed ordained Chaplain who has rapidly made an impact on the worshipping and pastoral life of the school. In partnership with Senior Leaders, he prepares weekly themes and resources which are linked closely to the schools' values and the Church's calendar. Worship is frequently shaped by pupils' interests and prayer requests; ▪ Regular opportunities to pray throughout the day, including before lunch and at the end of the day, and there are spaces dedicated to spontaneous and private prayer and reflection; ▪ Opportunities for pupils to lead the singing and aspects of a worship session, particularly during festivals. There are plans to establish a choir to enhance the school community's religious experience. There is a lack of regular pupil involvement in the planning, leadership and evaluation of worship. It would heighten their experience if pupils were able to encounter worship in smaller groups. ▪ Spirituality Days for pupils, based on the concept of Windows, Mirrors and Doors, and Wellbeing Days for staff aim to bring spiritual refreshment and reiterate the school's chosen Christian values.
Agreed current strengths:	<ul style="list-style-type: none"> ▪ The reflective Christian leadership of the Headteacher directs rapid improvement and ensures that the school's Christian distinctiveness and purpose are a priority. He is strongly and ably supported by the Deputy Headteacher and their team-spiritedness and dedication have resulted in significant progress across the school in the last few years. The SLT and recently appointed Chaplain are becoming an effective team who are committed to providing an environment in which all have the opportunity to flourish. The Staff's commitment to the shared vision and values ensures that they are effective role models with high aspirations for the pupils. ▪ The culture of genuine mutual respect amongst both pupils and adults, inspired by the vision of being "devoted to one another", is reflected in behaviour, relationships and appreciation across the community.

	<ul style="list-style-type: none"> ▪ The commitment of all staff to the Elective Programme of extra-curricular activities ensures that pupils experience spiritual, moral, social and cultural enrichment that goes far beyond academic outcomes. It is the intention that pupils are equipped with the skills, qualities and values which will prepare them for the challenges and opportunities of adult life. ▪ The school's commitment of reaching out to support other local schools is inspired by its vision and values and is helping to raise aspirations across Blackpool.
Agreed areas for development: <i>[No more than 3]</i>	<ul style="list-style-type: none"> ▪ To increase pupil involvement in the planning, leadership and evaluation of collective worship and to equip and encourage more senior leaders to lead worship. ▪ To triangulate the Christian Ethos Pupil, Staff and Chaplaincy Teams so that evaluation and actions drive improvements across the school. ▪ To continue to improve the quality of teaching in Religious Education in order that it is both challenging and inspiring and ignites a love of learning in pupils.
Signed Headteacher/Principal	G Warnock
Signed Adviser	

It is suggested that once a school receives the written feedback from the Keeping on Track visit, this should be shared with relevant staff and governors so that any points raised can be considered and actioned as appropriate.