

**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: 40%**

**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. 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**

ACADEMY IMPROVEMENT PLAN 2022–25

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

|  | Actual 2022<br>(inc. lit estimate*) | Actual 2023 | Class of 24<br>Target | Class of 24<br>Predicted | July 23 | Nov 23 | Mar 24  |
|--|-------------------------------------|-------------|-----------------------|--------------------------|---------|--------|---------|
| Attainment 8                           | 49.5 (50.91)                        |             | 55.4**                | 50.22                    |         |        |         |
| % 4+ English & Maths (Standard Basics) | 78% (81%)                           |             | 85%                   | 75%                      |         |        |         |
| % 5+ English & Maths                   | 58% (62%)                           |             | 65%                   | 54%                      |         |        |         |
| % English Baccalaureate                | 30%                                 |             | 35%                   | 35%                      |         |        |         |
| % of grades or equivalent being 7+     | 21.9% (24.7%)                       |             | 30%                   | 23.7%                    |         |        |         |
| Progress 8                             | -0.2 (+0.04*)                       |             | 0.35**                | -0.21                    |         |        |         |
| English Progress 8                     | -0.25 (+0.23*)                      |             | +0.35                 | -0.46                    |         |        |         |
| Maths Progress 8                       | +0.18                               |             | +0.35                 | -0.31                    |         |        |         |
| <b>Disadvantaged</b>                   |                                     |             |                       |                          |         |        |         |
| Attainment 8                           | 43.1 (45.55)                        |             | 48.2                  | 47.85                    |         |        |         |
| % 4+ English & Maths (Standard Basics) | 64% (72%)                           |             | 75%                   | 73%                      |         |        |         |
| % 5+ English & Maths (Standard Basics) | 42% (49%)                           |             | 52%                   | 40%                      |         |        |         |
| % English Baccalaureate                | 23%                                 |             | 27%                   | 27%                      |         |        |         |
| % of grades or equivalent being 7+     | 21.9% (18.1%)                       |             | 25%                   | 18.2%                    |         |        |         |
| Progress 8                             | -0.61 (-0.28*)                      |             | 0                     | -0.49                    |         |        |         |
| English Progress 8                     | (-0.04*)                            |             | 0                     | -0.83                    |         |        |         |
| Maths Progress 8                       | (-0.07*)                            |             | 0                     | -0.67                    |         |        |         |
| Most able Disadvantaged Progress 8     | -0.7* (-0.41*)                      |             | 0                     |                          |         |        |         |
| <b>Class of 2024-26</b>                |                                     |             |                       |                          |         |        |         |
|  |                                     |             |                       |                          | July 23 | Dec 23 | June 24 |
| Year 10 Class of 2024 (5+) in Eng & Ma |                                     |             | 65%                   | 54%                      |         |        |         |
| Year 9 Class of 2025 (5+) in Eng & Ma  |                                     |             | 68%                   |                          |         |        |         |
| Year 8 Class of 2026(5+) in Eng & Ma   |                                     |             | 71%                   |                          |         |        |         |
| Year 7 Class of 2027 (5+) in Eng & Ma  |                                     |             | 75%***                |                          |         |        |         |

\*\*\* 75% would rank us in top 4% of schools nationally in 2022 (excluding schools with Avg KS2 > 110)

SELF EVALUATION: St George's School Blackpool

| Christian Distinctiveness   | Quality of Education   |  |  | Quality of Behaviour  |
|---|--|--|--|---|
| <p><b>Priority 1</b> The school's distinctive Christian vision is embedded throughout the academy enabling all to flourish</p>  | <p><b>Priority 2</b> The curriculum is well sequenced and enables all pupils including the most disadvantaged to succeed</p>   | <p><b>Priority 3</b> Successful assessment, data and feedback structures ensure cumulative data is used effectively to ensure regular and timely intervention</p>  | <p><b>Priority 4</b> High quality teaching and learning through robust and well sequenced continuous professional development programme</p>  | <p><b>Priority 5</b> The pastoral systems allows all pupils to flourish and live life to its fullness through insightful, targeted support</p>  |
| <p><b>Actions and Impact</b></p> <ul style="list-style-type: none"> <li>-Vision has been reviewed, updated and shared with all stakeholders.</li> <li>-Robust evaluation cycle informs SDP and CPD.</li> <li>-All aspects of academy life link intent and implementation to school vision.</li> <li>-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.</li> <li>-Anti-Bullying Policy updated with pupils and Diana Award - staff challenge any prejudicial behaviour or language</li> <li>-Responsive PSHE and re-education means that incidents of bullying are rare and reoccurrence is prevented.</li> <li>-The school is a thriving Christian community underpinned by Romans 12:10</li> <li>-Visitors comment on the distinctive Christian 'presence of God is at work' in the school. (Bishop of Blackburn.)</li> <li>-High quality of education, behaviour and personal development enables all pupils to flourish through.</li> <li>-Evaluation is strong and responsive.</li> </ul> | <p><b>Actions and Impact</b></p> <ul style="list-style-type: none"> <li>• The curriculum is ambitious and gives all pupils, especially disadvantaged and SEND with cultural capital so succeed</li> <li>• Through a review process curriculum leaders have planned and sequenced the curriculum</li> <li>• The curriculum has been designed to allow pupils to transfer key knowledge to long term memory</li> <li>• The curriculum is broad and balanced for all with a strong core and clear ebacc plan</li> <li>• All areas have ambitious, bespoke and well planned booklets that support the curriculum intent</li> <li>• Pupils work across most subject areas is consistently of a high quality</li> <li>• The curriculum is ambitious and designed to give pupils. Particularly disadvantaged pupils and SEND knowledge and opportunities to flourish in later life</li> <li>• Pupils consistently achieve highly especially in English and Maths</li> </ul> | <p><b>Actions and Impact</b></p> <ul style="list-style-type: none"> <li>• Through a review process curriculum leaders have planned and sequenced the curriculum</li> <li>• Teachers are clear on end points of the curriculum and what pupils need to know to reach this point</li> <li>• A robust assessment is in place which supports teachers check pupils understanding effectively and correct any gaps in knowledge</li> <li>• Teachers effectively use assessment to check pupils understanding, inform teaching and embed key concepts</li> <li>• Teachers continue to embed live marking as our modus operandi</li> <li>• Reteach is common practice in most areas and teachers identify and effectively support pupils from falling behind</li> <li>• The strategic QLA plans inform reteach, intervention and curriculum development</li> <li>• The curriculum accounts for delays and gaps in learning and address these over its course</li> </ul> | <p><b>Actions and Impact</b></p> <ul style="list-style-type: none"> <li>• The strategic CPD models ensures pupils benefit from as a minimum good teaching across the academy</li> <li>• Teachers use expert knowledge to prep learning that sustains pupils interests and challenges thinking</li> <li>• Pedagogy and subject knowledge CPD pathways clearly support pupil progress</li> <li>• Intellectual Prep ensures modelled examples provide staff and pupils clarity on standards of excellence</li> <li>• Teachers check pupils understanding systematically, and identify misunderstandings and adapt teaching as necessary</li> <li>• Weekly, pre-planned and bespoke CPD programme links to the development of the SG5 and good teaching as a minimum</li> <li>• CPD allows teachers subject pedagogical and pedagogical content knowledge to be consistently built over time</li> <li>• A culture exists which allows teachers to reflect upon and improve their teaching</li> </ul> | <p><b>Actions and Impact</b></p> <ul style="list-style-type: none"> <li>• The academy provides outstanding pastoral and well-being support</li> <li>• Leaders and governors have created a culture that enables everyone to excel</li> <li>• Pupils behaviour is excellent</li> <li>• Pupils attitudes to their education and the academy are positive</li> <li>• The academy is a calm, harmonious and a well ordered community</li> <li>• Pupils engage in a relaxed and respectful way demonstrating high levels of respect</li> <li>• Pupils conduct around the academy is polite, orderly and positive</li> <li>• Pupils state bullying is rare and that it is dealt with effectively</li> <li>• Suspensions are rarely needed as improvements in behaviour continue year upon year.</li> <li>• All stakeholders are clear about the positive difference of SG's high expectations culture</li> <li>• Investment in inclusion ensures all pupils especially disadvantaged/SEND flourish</li> </ul> |

|  |                           |  |                           |                           |
|--|---------------------------|--|---------------------------|---------------------------|
| <b>Immediate Action :</b> Embed online evaluation portal so feedback is easily accessible, including stakeholders. | <b>Immediate Action :</b> | <b>Immediate Action :</b><br>Mid year exams arranged, review process in place for QA of assessments. Reflect on any lessons learned from the end of year exams. CPD scheduled for effective use of data. | <b>Immediate Action :</b> | <b>Immediate Action :</b> |
|--|---------------------------|--|---------------------------|---------------------------|

**CET SELF EVALUATION: St George's School Blackpool**

| <b>Quality of Behaviour</b>   | <b>Personal Development</b>  |   |   | <b>Leadership</b>  |
|---|--|---|---|--|
| <b>Priority 6</b> The attendance structures support all pupils to attend well   | <b>Priority 7</b> 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  | <b>Priority 8</b> A high quality PD Curriculum is embedded which includes a well-sequenced PSHE and Careers curriculum that prepares pupils for modern life in Britain.   | <b>Priority 9</b> Our electives programme and other enrichment opportunities nurture, develop and stretch pupils' talents and interests.  | <b>Priority 10</b> Leadership at all levels is of high quality and successfully in moving the school forward.  |
| <b>Actions and Impact</b> <ul style="list-style-type: none"> <li>• The leadership of safeguarding is highly effective; safeguarding training is rigorous and frequent</li> <li>• Attendance remains a primary focus for all the pastoral team every day</li> <li>• Clear attendance policies are applied consistently and fairly by all staff</li> <li>• Pupils attendance and punctuality to the academy is very good and above national</li> <li>• Pupils movement between lessons is very prompt meaning they are always punctual to lesson</li> <li>• Remote education, if needed is effectively used to support all pupils to access learning, learn and attend</li> </ul> | <b>Actions and Impact</b> <ul style="list-style-type: none"> <li>• Micro-scripts are well embedded which enable staff to focus on pedagogy which in turn an environment focused on learning</li> <li>• Clear routines in place reduce cognitive overload for staff and pupils</li> <li>• Expectations and consequences are clearly applied by all staff whereby pupils make correct choice without thinking about it</li> <li>• Detailed expectations about lesson sequence are understood by all which accelerates progress</li> <li>• Leaders are VVW - visible, vigilant and warm resulting in calm, harmonious and mutual respect academy</li> <li>• Unstructured times of the day is a consistent model for politeness, courtesy and respect</li> </ul> | <b>Actions and Impact</b> <ul style="list-style-type: none"> <li>• The comprehensive and intelligently sequenced PSHE curriculum prepares pupils for modern life in Britain</li> <li>• Responsive PSHE and re-education means that incidents of bullying are rare and reoccurrence is prevented</li> <li>• Development of pupil character is excellent</li> <li>• Our electives foster a love of learning that provides breadth of knowledge and bridges cultural capital gaps</li> <li>• The quality of CEIAG is good exceeding all Gatsby benchmarks</li> <li>• Pupils are well prepared for their next stage of their education as demonstrated in NEET figures</li> </ul> | <b>Actions and Impact</b> <ul style="list-style-type: none"> <li>• The academy provides pupils with a wide range of opportunities to nurture, develop and stretch pupils talents and interests</li> <li>• There is a strong take up on the 60 co-curricular activities with a strong take up from disadvantaged</li> <li>• Coherently planned lunch clubs strengthen positive interactions between all members of the academy</li> <li>• Pupils play a highly positive role in creating an environment which commonalities and diversity are celebrated</li> <li>• A large number of pupils act with pride as ambassadors for the academy through leadership and co-curricular opportunities</li> </ul> | <b>Actions and Impact</b> <ul style="list-style-type: none"> <li>• Leaders have ambitious vision of academic excellence and the highest of expectations for pupils</li> <li>• Leaders ensure teachers receive focused and highly effective professional development</li> <li>• Leaders ensure that staff are meaningful engaged with changes and issues resulting in positive outcomes</li> <li>• Workload and well being are at the forefront of all strategic /operational decisions</li> <li>• Leaders have an accurate overview of strengths and weaknesses and targeted plans tracked for impact</li> <li>• Pupil premium and catch up funding have been used effectively to close disadvantaged/SEND gaps</li> </ul> |

|                           |  |                           |                           |   |
|---------------------------|--|---------------------------|---------------------------|---|
|                           |  |                           |                           | <ul style="list-style-type: none"><li>• Governors understand and effectively carry out their role</li></ul> |
| <b>Immediate Action :</b> | <b>Immediate Action :</b> AHT to drive and embed routines so that they become the norm | <b>Immediate Action :</b> | <b>Immediate Action :</b> | <b>Immediate Action :</b> Develop effective systems for line management reporting to SLT                    |