



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Blackpool St George's School, A Church of England Academy	
Address	Cherry Tree Road, Blackpool, FY4 4PH

School 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. 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</p>
School strengths
<ul style="list-style-type: none"> • The school embodies its Christian vision. Committed and passionate leaders drive the implementation of the vision, resulting in it having a transformational impact on the school community. • An exceptional culture of mutual respect enables pupils and staff to build strong relationships, forming a solid foundation of love and care. • The school vision drives a deep understanding of spirituality through collective worship and the curriculum. • Collective worship is inspiring and reverent and is accessible to all pupils and staff.
Areas for development
<ul style="list-style-type: none"> • Build on charitable activities to develop pupils further in becoming agents for change. • Improve opportunities for pupils to lead and plan collective worship in order to deepen their spiritual development. • Increase collaboration in RE with faith groups beyond Christianity to support pupils' understanding of other world faiths.
Inspection findings
<p>Blackpool St George's vision of 'dignity, hope, community, wisdom, humility and kindness' is tangible in the daily life of the school. The vision is expressed through values that are faithful to the school's Anglican foundation. Trust and school leaders have worked together to create a Christian vision that enables pupils and adults to flourish. Governors take an active role in ensuring the school's vision impacts policies and practice at all levels. Therefore, the focus is on every member of the school community thriving academically and professionally, as well as socially and emotionally. Morning meetings ensure key values and high expectations are central to the school. The headteacher leads by example in servant leadership and humility. Genuine care between staff and pupils forms the foundation of a welcoming and supportive community. Regular use of 'gratitudes cards' has a positive impact on staff and pupils. Pupils look after each other's wellbeing, this is also modelled by leaders at all levels. Consequently, the school community works together towards the growth and flourishing of all.</p>

The curriculum is shaped by the school's vision, supporting spiritual growth. Pupils are inspired to deepen skills, wisdom and knowledge. Teachers demonstrate key learning behaviours for pupils, who reflect that 'staff make subjects relatable'. One pupil commented, 'I find learning enjoyable and stimulating'. Expert and carefully targeted support and interventions enable pupils with special educational needs or disabilities (SEND) to thrive. Curriculum leaders ensure the school's vision is embedded in their subject. Staff have a clear understanding of spirituality, resulting in pupils engaging with big questions across all subjects. Each subject provides pupils with opportunities to explore the vision within the curriculum. For example, dignity, community and hope are investigated through considering justice and fairness. Therefore, the school's vision impacts all curriculum areas. Carefully chosen artwork, scriptures and inspirational quotes are placed across the school. As such, the physical environment adds to the ethos of spiritual development. Pupils benefit from accessing a broad range of extra-curricular provision in sports, performing arts and science, technology, engineering and maths. These programmes enable pupils to discover and nurture new gifts and passions.

Collective worship is inclusive and invitational. Worship in the school provides pupils and staff with a solid foundation for spiritual flourishing. Pupils explore faith and their own spirituality through Bible verses, teaching and prayer. Worship leaders choose topics that are accessible and relevant to all members of the school community. In chapel services and form-based discussion, pupils think about how to live out the school's vision. Pupils and staff cherish the safe and reflective space of daily worship. Hence, pupils and staff value worship and find it a spiritually formative experience. School leaders thoughtfully plan themes and content for worship. However, pupils do not contribute to planning and leading worship and so have limited opportunity to shape worship. The new chaplain, a local parish priest, has quickly won the trust and confidence of pupils and staff, forming valued relationships. Links with local churches enable pupils to be involved in services and community events. Staff and pupils regard prayer as an important part of school life, and prayer is considered central to spiritual development. Pupils contribute prayers through creative prayer activities which are considered an important part of worship. As a result, worship in chapel and form-based worship enables the school's vision and values to impact everyday life.

The vision of being 'devoted to one another in love' has transformational impact in ensuring all are treated well. Embedded initiatives, such as family dining and respectful greetings, support pupils to live well in the school community. Therefore, pupils feel they are treated well and have strong relationships. Pupil behaviour is very good. Pupils have an extremely positive attitude towards peers and staff. Leaders and pastoral staff work diligently to create a culture of forgiveness and restoration. Consequently, incidents of bullying, exclusions and prejudice related incidents are low and attendance is good. A safe and nurturing learning environment enables pupils to feel valued and supported, fostering good mental health. Provision for those with SEND is personalised, ensuring all pupils thrive. Thus, pupils' character development is significant. Adults, including non-teaching staff, flourish through effective and well-resourced professional development. The Trust supports the school in making brave financial decisions. For example, providing teachers time for 'intellectual development'. Consequently, staff feel valued as human beings and professionals and are committed to pupils' development.

The school intentionally promotes a culture of responsibility and justice. Leaders drive the vision to 'honour one another' by modelling care for other staff and pupils. Pupils do not tolerate any type of bullying or discrimination. Occasional incidents or concerns are resolved quickly. Hence, pupils treat each other with respect and dignity. Confident and effective pupil leadership, for example by the school council, ensures the pupils discuss moral and ethical choices. The result is that pupils and staff understand their responsibility towards one another. Pupils enthusiastically engage in acts of compassion, for example collecting for the Blackpool Food Bank. 'Spirituality Days' and the PSHE

curriculum are used to explore 'Big Questions' and consider the causes of injustice. However, not all pupils understand how to be agents for change.

School and trust leaders ensure RE is well resourced, has high profile and high priority as a subject. The RE curriculum is well-structured, following the diocesan syllabus 'Illuminating Pathways' at Key Stage 3. This forms a solid foundation for GCSE studies in Key Stage 4. RE is given appropriate curriculum time at Key Stage 3 and 4. RE leaders expertly guide teachers, participating in diocesan training and providing staff with professional development. Teachers work collaboratively to provide high-quality learning resources which are challenging and well-balanced. Therefore, achievement in RE has grown in recent years and is well above national average. Staff use rigorous monitoring and assessment to ensure pupils are making suitable progress. Pupils have a secure knowledge of Christianity as a global faith and the impact of Christian beliefs. However, pupils lack the opportunities to personally engage with members of other world faiths.

RE teaching is very good. All pupils, including those with SEND, make significant progress. Pupils enjoy RE and articulate why it is important to their academic and spiritual development. Tasks have a clear purpose and build on prior learning. Pupils appreciate the opportunity to discuss the impact of a range of faiths and worldviews. Buddhism is chosen as the second world faith in KS4. This supports pupils in using RE to reflect on their own sense of spirituality and place in the world. They have multiple opportunities to engage in meaningful dialogue, exploring deep issues about science and religion. Pupils are confident to ask important questions and can explain the ways in which RE makes them think. Consequently, RE is valued and helps pupils to flourish.

Blackpool St George's is a thriving school that cares for all its members. The vision ensures the school is continually improving and is a transformational community.

Information			
Inspection date	18 October 2023 - 19 October 2023	URN	140759
VC/VA/Academy	Academy	Pupils on roll	1037
Diocese	Blackburn		
MAT/Federation	Cidari Multi Academy Trust		
Headteacher	Graham Warnock		
Chair	Cheryl Drabble		
Inspector	Stephen Birkinshaw	No.	2213