



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chorley St George's Church of England VA Primary School	
Address	Carr Lane, Chorley, PR7 3JU

School vision
Be determined and confident, as God will be with you, inspiring us to learn, care and share through work, play and prayer.
School strengths
<ul style="list-style-type: none"> • St George’s thoughtfully considered Christian vision is rooted in the Bible and responds to the needs of the community. Deeply embedded, it underpins all decisions and activities. This leads to transformational experiences for both adults and pupils. • Leaders, including governors, are role models who act with integrity and compassion. Consequently, the school is a place of nurture and care that embraces whole families and the wider community. • Relationships at all levels are a strength of St George's. They are respectful and encourage all to be determined and confident in their cooperation, learning, care, support and play. • Collective worship inspires and includes all members of the school community. It provides significant opportunities for personal spiritual growth, reflection and response. • Religious education (RE) is a strength of the curriculum. Careful planning leads to broad, balanced and challenging programmes of learning. Consequently, pupils are enabled in their understanding of a range of worldviews and world religions including Christianity.
Areas for development
<ul style="list-style-type: none"> • Extend partnership working so that the effectiveness of the school’s powerful and contextually appropriate Christian vision has even greater impact.
Inspection findings
<p>St George’s is a school with its people and their aspirations at its heart. Leaders, including governors, humbly, courageously and creatively respond to the needs of their community. This includes nearby Mossy Lea Primary School with whom St George’s is in a formal collaboration. Leaders are enabled by the embedded and biblically rooted Christian vision that is deeply relevant to the school’s context. The vision underpins and shapes all policies and decisions. It is rigorously and robustly applied, monitored and evaluated by all. Governors work closely with school leaders and the diocese. This ensures that they have the knowledge, skills and understanding to be effective as governors of a Church school. They are generous in sharing their time and expertise to the advantage of the school. The simplicity of the vision statement ensures that it is known, understood and part of the everyday language and approach of all. Adults and pupils apply the themes of determination and confidence to all aspects of each day. The vision empowers staff in their aspirations and confidence. They are encouraged in their professional development and work cooperatively for the benefit of the pupils and families that they serve. Leaders value staff wellbeing</p>

equally to that of pupils. This leads to a community distinguished by care and nurture of all. There is unexplored potential for the school to share its expertise more widely.

The joy and excitement that pupils and adults share for expanding their knowledge and understanding is evident. It reflects the intentions and successful impact of the school's vision that learning should be inspiring. Pupils, including those with special educational needs and/or disabilities (SEND) are supported and challenged to succeed. The focus upon enquiry-based learning is evident across the curriculum and contributes to pupils' thirst for knowledge. Spiritual development is carefully considered. Opportunities for pupils to reflect and flourish spiritually are deliberately planned within learning for each subject. Visits and visitors support teachers to bring learning to life and create rich and memorable experiences for pupils. An extensive programme of additional clubs and activities encouraging pupils to develop their knowledge, skills and interests, supplements formal learning. These include sport and the arts. Many are freely chosen but some pupils are directed towards opportunities that will build their confidence and determination. Pupils recognise this approach as part of adults supporting them. Dragon FM, the school's radio station, broadcasts music and interviews throughout the day. It demonstrates the school's creative approach to building and celebrating its community.

Rich, engaging worship is pivotal to the daily life of this school. Without compulsion, it invites all to grow in understanding, appreciation and engagement with Christianity as a living faith. Shared by church and school leaders, including the proactive pupil ethos group, worship is exceptionally planned and thoroughly evaluated. Evaluation informs future gatherings. Through amazing music, silence and images, worship encourages spiritual nourishment. Pupils understand prayer as communication with God. British Sign Language (BSL) is used to say both the Lord's Prayer and the school prayer. This demonstrates leaders' determination that worship is accessible to all. Careful questions, explanations and reflection opportunities enable all, irrespective of religious beliefs, to engage with their thoughts. This includes about the Bible and its message for today. The impact of the vision is seen in pupils' expressions of how God is with them. Reflection spaces throughout the school are well used and encourage personal contemplation and growth. The regular celebration of the Eucharist is cherished and respected. Worship unites the school, its neighbours and local church community. The relationship, based on shared worship and friendship, is excellent. Pupils relish joining the parish for visits and to lead the celebration of major festivals and services. Similarly, local neighbours join the school's annual Remembrance service.

At St George's, all are known as uniquely made in the image and likeness of God and treated with care, respect and nurture. A pupil explained this approach as recognising that 'labels are for frozen food not people'. Pastoral care is excellent. It supports each person in their successes and concerns. Pupils are confident that if the school's exceptional relationships falter, they know how to respond in a fair and equitable way. Behaviour during learning and social times is calm, purposeful and marked by the application of Christian values including forgiveness and honesty. Support for mental health and wellbeing is embedded and pupils appreciate how to manage their emotions and where to seek assistance. This applies equally to all pupils including those with SEND and those who are vulnerable or disadvantaged even temporarily. Buddy systems effectively support the youngest pupils in developing their social skills. Older pupils welcome serving the community as prefects. Parents appreciate the discreet, personalised care and support that they and their children receive and are highly supportive of the school.

Pupils are knowledgeable about issues that impact upon the wider local, national and international communities. They are thoughtful in their reflections and generate their own appropriate responses to the needs of others. This includes the support of a pupil in Togo, who's life chances are enhanced through the school's fundraising, friendship and prayers. National charities, including UNICEF and Christian Aid are selected and supported because their work resonates with pupils' concerns. Each

class chooses and supports a local cause. Highly effective learning about eco-systems and stewardship encourages pupils in their social agency for the environment. Gardening, beekeeping and care of their surroundings are key priorities for pupils who expertly explain human responsibility within God’s world. Pupils are confident to act independently of the school, as well as in collaboration with their peers and adults. Pupil voice opportunities including the elected school council, and the openly available ‘Ask it basket’, support pupils in advocating for others. They are keenly aware of how, and why, they should make a difference. They frequently reflect upon the influence of Jesus’ example upon their personal actions. In this they are inspiring and guided by the school vision.

RE throughout the school is excellent. Guided by the Blackburn Diocese syllabus, Questful RE, exceptional planning by school leaders ensures a bespoke curriculum that is broad, balanced and sequential. It extends pupils’ knowledge and appreciation of world religions and worldviews. The enquiry-based approach sparks pupils’ inquisitiveness and advances their acquisition and accurate use of religious vocabulary. The questioning approach promotes opportunities for spiritual reflection and growth. Pupils’ understanding of Christianity as a global, living religion is very secure. Formal learning in RE is enhanced by educational visits and activities. For example, multi-faith week promotes visits to churches, mosques and temples. Carefully chosen visitors extend pupils’ knowledge and understanding of the impact of religions and worldviews upon believers. This contributes towards pupils understanding of the religious and cultural diversity and difference in communities beyond their own. The quality of teaching in RE is very good leading to pupils making significant progress in their learning. Assessment is robust and accurate. It forms the basis of a learning dialogue between teachers and pupils. This successfully encourages pupils to improve their work, achieve their potential and enjoy their learning.

The inspection findings indicate that St George's Church of England Primary School is living up to its foundations as a Church school.

Information			
Inspection date	16 January 2024	URN	119466
VC/VA/Academy	Voluntary aided	Pupils on roll	315
Diocese	Blackburn		
MAT/Federation			
Headteacher	Andrew Purcell		
Chair	David Arnold		
Inspector	Fiona Ashton	No.	860