

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England School

Vision

'Let your light shine!'

Matthew (5:16)

We create a caring, safe and inspiring learning community which values every child and adult as an individual, recognises their unique talents and supports and empowers them to fulfil their God given potential. We place an emphasis on emotional, social and physical wellbeing and the responsibility and connection we have to others. We want our children to leave us shining bright; feeling confident and enthusiastic about their future.

Our ethos is based on our core Christian Values of: **Kindness, Thankfulness and Perseverance.**

St George's Church of England School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The deeply embedded vision has ensured that St George's School provides a secure, nurturing and loving environment. This enables pupils to fulfil their potential and 'let their light shine' in the school and their community.
- Inspired by the vision, careful provision is made to support the mental health and well-being of pupils and adults.
- Collective worship makes an important contribution to spiritual flourishing in the school community.
- Pupils value the role that religious education (RE) plays in supporting their ability to engage with the complex nature of the world around them.
- Highly effective partnership working by leaders is rooted in the school's vision. This ensures that the school can develop and address challenges, enabling its pupils and staff to flourish.

Development Points

- Embed the newly adopted RE curriculum. This is so that pupils can discuss, with confidence, a range of world faiths and opinions.
- Evaluate the impact of opportunities provided across the curriculum for the development of spirituality. This will enable pupils and adults to develop further on their personal spiritual journeys.



Inspection Findings

Vision and Leadership

St George's Church of England School is a small, rural school with a profound determination to live out its Christian vision. Leaders work hard to ensure that pupils and adults are enabled to 'let their light shine' and achieve their potential. Individuals are confident in themselves and their uniqueness. They make an impact in their school, their community and beyond. There is exceptionally strong partnership working between the school and Pickwick Academy Trust. The vision and values of the school and the trust are closely aligned. Support for staff and school development is strong. Opportunities are provided for staff to work across trust schools. They share ideas and expertise which enhances the provision for pupils. For example, the trust facilitates educational visits for pupils which broaden their experience of life beyond their village homes. Rigorous monitoring by leaders, including local governors and the trust, ensures that decisions taken are grounded in the school's vision.

Vision and Curriculum

Led by the vision, leaders have developed systems to meet the needs of individual pupils, including those with special educational needs and/or disabilities (SEND). Careful planning and partnership with parents and agencies mean that pupils feel confident and comfortable coming to school. As a result, attendance at the school is high. The wide range of regular extra-curricular activities enhances the taught curriculum and broadens the learning experiences for pupils. They are also encouraged to use their gifts and talents to benefit others outside of the school. This shows the impact of the vision in the wider community. The light of St George's pupils is shining beyond school. There is a marked emphasis on rewards and encouragement for pupils across the school. This has a positive impact on their feeling of self-worth. Throughout the school building and its grounds there are opportunities for reflection, such as the quiet garden. These enable pupils and adults to take time to be reflective whilst developing a sense of self. This contributes to their emotional well-being and spiritual flourishing. Leaders understand the importance of creating moments for spiritual development across the curriculum. Trust wide training has enabled a common language for the development of spirituality to be established. However, this work is not embedded, and its impact has not been evaluated.

Worship and Spirituality

Collective worship forms an important part of each school day. It is valued by pupils and adults, including parents. Worship provides opportunities for spiritual flourishing through moments of quiet reflection, considering big questions, invitations to pray and joyful singing. For example, pupils are invited to reflect on how one of the characters in a Bible story might feel. They readily respond with insightful comments, for example recognising that the prodigal son might be sad, happy, scared or grateful. Partnership with the local church is strong. The vicar and other parishioners join in leading collective worship. Visits by the 'Open the Book' team are highly valued. For the major festivals such as Easter, and monthly celebration events, worship takes place in the local church. This enhances the spiritual development of pupils and adults. Pupils volunteer to be part of the 'Shining Lights' team that meets regularly with leaders to develop collective worship. They listen to the views of other pupils and evaluate the difference that worship makes in their school. Using this feedback acts of worship have been modified to include more pupil interaction. Members of shining lights lead acts of worship. This has a profound impact on their spiritual flourishing. The school takes part in the village's annual 'Act of Remembrance' and Mothering Sunday distribution of flowers to local homes. This makes a significant contribution to the spiritual life of the community, bringing smiles of gratitude from isolated neighbours.

Vision and School Culture

Rooted in its Christian vision, around the school there is a palpable sense of support and mutual respect. Pupils and staff feel safe, included and know that they are valued. They can 'let their light shine' and celebrate their individuality. This is seen in the many contributions to personal achievement displays across the school and in weekly newsletters. A high priority is given to well-being across the school. Planned activities across the curriculum support good mental health. This provides individuals with tools to use in times of personal



challenge. For example, they learn words and phrases to explain how they feel when they are upset. They also explore emotions such as anger and develop a range of calming strategies. Staff, pupils and families are well-supported through difficult times. They feel confident in sharing their concerns, knowing they will be met by leaders with compassion and practical action.

Vision, Justice and Responsibility

Opportunities to take responsibility and learn about justice flow directly from the school's vision. Pupils demonstrate their innate sense of fairness in their daily lives. They are polite and very kind to each other. They are confident that when friendships do go wrong, they will be guided by adults to restore relationships. To enhance their personal development there are a wide range of leadership roles available to pupils. They take great pride in taking on responsibility. Driven by the vision, school leaders are determined that these opportunities are available to everyone. They actively encourage those who may not be aware of their potential, to step forward. Pupils are given many opportunities to look outwards and understand the world around them. They support the work of the local foodbank, as well as national and international charities. Groups such as the Eco Club ensure that impact on the environment is considered across the school. They have established light monitors to check that lights are off in unused rooms, providing reminders when they are not. Individuals are also encouraged to develop their own interests in causes and to take appropriate practical action.

Religious Education

RE is given high priority at St George's. As well as weekly lessons pupils benefit from carefully planned RE days. These days enable learning across classes, for example on 'World Religion Day.' Pupils recognise the importance of RE in helping them to understand how different the world can be beyond their school. They enjoy engaging with a range of beliefs and opinions that they do not often encounter in their daily lives. Working in close partnership with the trust, the RE curriculum has recently been redesigned. The newly introduced program is well planned and sequenced. It provides an opportunity to explore a range of world faiths and non-religious views. However, this new scheme is not embedded and so pupils' understanding is not secure.

RE lessons are well constructed to allow the pupils in mixed aged classes to make progress. Pupils engage enthusiastically with their learning. They feel safe contributing to discussion and sharing their ideas. Effective use is made of artefacts to bring aspects of religious practice to life. Whilst setting a table for Rosh Hashanah Key Stage 1 pupils asked perceptive questions about the religious significance of food. Non-specialist teachers are provided with high quality support by the trust. RE teachers collaborate across trust schools to share good practice and support professional development. This ensures they are confident in their ability to provide interesting and challenging lessons. The progress of pupils is carefully monitored, enabling teachers to adjust teaching to meet individual pupil needs.

Information

Address	Church Track, Bourton, Gillingham, Dorset SP8 5PN		
Date	17 September 2025	URN	150313
Type of school	Academy	No. of pupils	116
Diocese	Salisbury		
MAT	Pickwick Academy Trust		
MAT Chair	Rob Ward		
Headteacher	Jill Farndale		
Chair of Governors	Harriet Ridout		
Inspector	Nicki Edwards		