



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St George's Church of England Foundation School

Westwood Road, Broadstairs CT10 2LH

Previous SIAS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Canterbury

Local authority: Kent

Date of inspection: 26 April 2016

Date of last inspection: 22 June 2011

School's unique reference number: 118919

Headteacher: Kim Stoner

Inspector's name and number: Anne Southgate 820

School context

St George's is an 11-19 high school of above average size. Over 30% of students in the area attend grammar schools. St George's is the 5th most deprived secondary school in Kent, and nearly 40% of students are eligible for the pupil premium. About 10% of students come from families who attend church. The principal is currently providing interim leadership for another local school in special measures. A primary phase on the same site will be opened in September 2016.

The distinctiveness and effectiveness of St George's as a Church of England school are outstanding

- Explicit Christian values are embedded with all stakeholders in ways that have a significantly positive impact on students and their families.
- Local clergy from a broad range of Christian traditions contribute regularly to collective worship, which has enriched students' personal spirituality.
- Religious education (RE) is led exceptionally well, resulting in students making rapid progress.
- Leaders are passionate about living as a Christian community, and are committed to the highest aspirations for all its students.

Areas to improve

- Ensure that students have frequent opportunities to plan and to lead inspiring and engaging collective worship.
- Increase the frequency of sixth form RE days, so that statutory requirements are met.
- Ensure that adequate time is given within collective worship to enable students to reflect deeply.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The Christian values of wisdom, compassion, forgiveness, friendship and hope are embedded in the daily life of the school. These are understood by the whole school community to originate in biblical teaching. As a result of the shared commitment to offering hope to all of their

students, progress is strong. Students achieve well, often from low starting points. The support for students and their families is exceptional. Students comment that, “teachers really care about you”, and that, “there is always someone to help you when you need it”. The Christian values are explicitly linked to behaviour policies, and consequently behaviour is very good. Students are given options and offered forgiveness. This builds relationships of trust and means that students feel supported to grow, both academically and personally. The Christian ethos co-ordinator provides excellent support for the school community, helping adults and students to develop spiritually. Prayer is available with her throughout the day in her office. Students describe the importance to them of the annual creative prayer day, which she organises. There are prayer groups for staff and parents, as well as students. All students respect the time for prayer at the end of the day. Students value the quiet room provided for reflection, which enables them to pray both privately and to share prayers on a prayer tree. Spiritual, moral, social and cultural development is strong, and leads to positive attitudes. A wide range of activities fosters a sense of belonging and responsibility. Students say they are helped to “grow as people”. An understanding of diversity is enhanced by the way in which Christian teaching is used to help students appreciate the many backgrounds from which other students come. One example is their thorough understanding of the parable of the Good Samaritan. Students are enthusiastic about RE. They particularly enjoy expressing and developing their own points of view. This enables them to develop well spiritually, morally and socially.

The impact of collective worship on the school community is good

Collective worship sets the vision and values of the school in their Christian context. The school motto, “nothing but our best will do”, is explained in terms of ‘becoming the person God created us to be’. One of the core Christian values forms the theme for each term, thus enabling students to have a deeper understanding of the biblical basis for each value. Worship in tutor groups is supported very well by the Christian ethos co-ordinator who provides thoughtful powerpoint slides with stories from the Bible or about people of faith. Students learn about the life of Jesus, and they have a good understanding of key Christian beliefs, such as that God is Father, Son and Holy Spirit. Monitoring and evaluation of worship has improved since the previous SIAS inspection, addressing a development point from that inspection. Staff, governors and occasionally students evaluate worship. This has led to improvements, such as establishing more consistency in tutor group worship. A range of leaders from different Christian traditions visits the school to lead worship. This means students have a good understanding of diversity within Christianity, and their experience is enriched by the different worship styles. Students say that their termly Communion services, led by local clergy, have provided memorable times for personal prayer and reflection. Worship frequently inspires members of the school community to take action to help others. For example, a year 7 student swam in the sea on new year’s day to raise money for a school in Uganda. A teacher took a year off to work with children in Cambodia. Sixth form students occasionally lead worship, but student leadership is at an early stage. Students say that they would value greater involvement in leading worship. Some opportunities for prayer and reflection are offered during worship. However, students and others comment that collective worship often feels “rushed”, and that it does not always allow them to reflect deeply.

The effectiveness of Religious Education is outstanding

Students are enthusiastic about RE and develop subject specific skills to a high level. This results in students achieving well, relative to their starting points. Attainment has increased considerably since the previous SIAS inspection, and all students now take RE at GCSE. The introduction of A level RE has proved to be popular, and has allowed students to deepen their study of RE. Teaching is good, and sometimes outstanding. The RE department is exceptionally well led. The leaders of RE provide extremely good support for new teachers and for the non-specialists who teach RE. Tracking and monitoring of student progress is rigorous, and has been used as a model for other subject areas in the school. This leads to effective interventions to ensure that each student achieves their best. Students are helped to reflect on the relevance of their learning for their own lives. They make links between religions with ease as a result of the good teaching which they receive. Students learn about the biblical background to the school's Christian values in RE. Leaders are keen to secure constant improvement, and they work tirelessly to do so. Students complete surveys to feed back their views on how they are learning. This means that teachers can better meet their needs. The achievement of the Gold RE Quality Mark has helped teachers to work together more closely, and to reflect more on their strengths and areas for development. Students of all abilities and backgrounds enjoy learning in RE, and have positive attitudes, being confident that they can achieve well.

The effectiveness of the leadership and management of the school as a church school is outstanding

Senior leaders and governors are very clear that St George's is a Christian community, which strives to help and support all of its members to fulfil their God-given potential. They speak with passion about how the school's values provide a plan, a hope and a future for each individual student. As a result, they are acutely aware of student progress, and ensure that achievement continues to improve. Leaders have created a school, which is a safe and supportive environment, based explicitly on Christian values. All members of the school community share this vision. Job descriptions and interviews include the requirement to uphold the Christian vision and values. Key staff appointments have been made since the previous SIAS inspection, demonstrating that developing the Christian character of the school is a priority. These appointments ensure excellent support for students and their families, and that RE is of a high quality. The statutory requirements for collective worship and RE are largely met. However, the RE provision for sixth form students not studying A level RE is not sufficient, although this has increased in recent years. The development point from the previous inspection to involve governors in school self-evaluation as a church school has been fully addressed. There is a church ethos group of staff and governors, who review progress as a church school. The action point to develop the monitoring of collective worship has been addressed, and monitoring now leads to improvements. However, the use of students' views is underdeveloped. Very effective partnerships with other local schools, with the diocese and with local churches enrich the life of the school. These often result in training opportunities, and in support for other schools. The regular inclusion of church school issues in staff training ensures that all members of staff are developed as potential future leaders of church schools.

SIAMS report April 2016 St George's Church of England Foundation School, Broadstairs CT10 2LH