

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England School

Vision

'Nurture, Learn, Succeed'

'I can do all this through Christ because he gives me strength' Philippians 4:13

Here at St George's, with God's guidance, we nurture our St George's family to have a passion for learning and give them the strength to face challenges, so that they succeed and flourish in life's journey. Jesus came to bring life in all its fullness. He nurtures all who need strengthening, helps us learn how to love one another, gives us courage to succeed in life's purpose.

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

- A clearly articulated Christian vision is deeply embedded within the school. This supports leaders at all levels to make decisions that are enabling pupils and adults across the school to flourish.
- Leaders' aspiration for their community has shaped a curriculum where individuals are seen, celebrated and nurtured. The rich experiences leaders plan enables pupils to grow academically and spiritually.
- Close links with the local church strengthen the school's vision and values through a supportive, mutually beneficial partnership. This highly effective relationship enriches the life of the school.
- Strong relationships throughout the school lead to a culture where adults and pupils treat each other well. As a result, pupils, including those with special educational needs and/or disabilities (SEND) 'flourish through life's journey'.
- Effectively led religious education (RE) is supporting pupils to understand Christianity and a range of worldviews.

Development Points

- Expand opportunities within the curriculum for pupils to learn about justice. This is to deepen their understanding of how their actions can make a difference to the lives of others.
- Extend opportunities for spiritual reflection within collective worship. This is to help pupils make clear links between worship themes and how these can shape their understanding of themselves, others, and their day-to-day lives.



Inspection Findings

Vision and Leadership

Leaders, including governors, ensure that the well-embedded Christian vision nurtures the school community. This vision acts as a strong anchor, especially in challenging times. It consistently supports leaders at all levels, including the trust, to make decisions that drive progress. It shapes the curriculum and wider opportunities, offering rich experiences that prepare pupils effectively for the next stage of life. The Black Pear Trust and local governors actively enable the school by thoughtfully evaluating the impact of the vision. They use this knowledge to adapt their plans accordingly. For example, leaders recently changed the school's structure to prioritise pupils' nurture and success. These decisions are supporting pupils and adults to thrive. Closely aligned with the trust's vision, this shared purpose encourages constructive challenge, collaboration and support for leaders across the school. As a result, members of this diverse community are enabled to reflect, grow and flourish together.

Vision and Curriculum

This vibrant community of multiple nationalities is nurtured to succeed in learning through the well-crafted curriculum leaders have developed. Driven by their vision, leaders take account of the unique starting points some pupils bring with them. They ensure that they adapt learning to reflect these needs. As a result, pupils thrive in this inclusive setting, actively demonstrating their 'passion for learning' through their enthusiastic engagement. This is especially true for those considered vulnerable, newcomers to the country, and those who have SEND. Trips to the beach, dance classes, support with learning English, play and dog therapy enrich pupils' life journeys. Support from the trust strengthens learning and staff highly value this partnership. The curriculum is carefully crafted to ensure that opportunities for pupils' spiritual development are included. Teachers use the school's language of 'ows, wows and nows' to support pupils' understanding in lessons. Leaders regularly check the impact of their actions to ensure that this is having the intended outcomes for their pupils.

Worship and Spirituality

Collective worship is shaped by the school's vision and values. A weekly focus on the school's six values ensures that pupils have the opportunity to explore these in a variety of ways. Through this carefully planned approach, pupils, regardless of their beliefs or faith background, participate meaningfully. Collective worship encourages active pupil participation through leading elements of worship, acting, joyful singing and prayer, if they choose. There are opportunities for spiritual reflection within collective worship. Because of this, the school community value this special time within the busy day. Leaders' plans ensure that there are purposeful opportunities for pupils to engage with a range of Bible stories and explore their meaning. However, this is not sufficiently embedded to allow pupils to fully consider how they can guide the way they live. The strong parish partnership is highly valued and mutually appreciated. For example, older pupils enjoy the opportunity to support the parish with collective worship at the local care home. They value the time they have to read with the residents. This close relationship contributed to the school receiving the diocese's gold church school partnership award. This is a significant achievement as the school is the first to receive this.

Vision and School Culture

Strong relationships underpin the school's work. Extensive pastoral support for pupils, staff and families enables the community to work constructively together. The warm welcome offered each morning ensures that pupils have a positive start to the day. As a result, they eagerly enter school and settle quickly to their morning work, knowing that help is available if needed. Leaders have carefully designed systems to meet pupils' academic and emotional needs, ensuring families can access a wide-ranging offer of help. This is evident in the way the school's vision for nurture, learning and success extends to parents. Because of this, families value the support that is put in place to help their children and themselves. Pupils who need social-emotional help engage well with interventions that improve their self-regulation and friendships. The restorative approach embodied through the



school's behaviour policy helps pupils to reflect and repair when conflict arises. Pupils comment that like a family, disagreements are normal and support is always available to help resolve these. Trust leaders prioritise staff wellbeing. They offer support and challenge which nurtures staff success. Staff appreciate the wide range of opportunities available to help them and talk about how this has helped them flourish individually. Trust activities, such as weekly staff training, offer regular opportunities for collaboration and friendships across the family of schools.

Vision, Justice and Responsibility

Pupils know their responsibilities within the school community. This leads to a culture where they are polite and respectful towards each other. They are proud of the leadership opportunities they are offered and enjoy supporting others when needed. As a result, they embrace their roles as school council representatives, young translators and ambassadors. They take part in a range of charitable activities locally and nationally, developing their awareness of justice in these contexts. For example, their recent work with a local homeless charity has helped them recognise those within their own community who need help. The curriculum offers a variety of experiences that reflect the school's vision and values. Leaders continually reflect on how to extend this to support pupils' understanding of justice. The inclusion of 'Be the Change' to the curriculum is designed to enhance pupils' knowledge. It helps them consider how key figures, both historical and current, have stood up to injustice. However, pupils' reflections on how this learning supports them to act are limited.

Religious Education

RE is highly valued and well led. Support from the diocese has helped leaders to update the curriculum. The revised plans help pupils build their knowledge step by step, enhancing their appreciation of worldviews and Christianity as a global faith. The new 'RE team characters', introduced this year, are supporting their understanding of RE. This is helping pupils explore how people view the world, understand each other and live out their beliefs. Lessons are engaging and challenging. Younger pupils especially enjoy the opportunity to dress up and re-enact key moments in the Christian story, for example. Older pupils' books show how they are able to make connections with their current and previous learning. The subject leader actively seeks and shares training for RE, which deepens staff knowledge and understanding of the subject. Governors and trust leaders ensure that RE is well resourced and regularly evaluate its impact on pupils' learning. Pupils are developing a respectful awareness of a range of beliefs. This is increasing their ability to reflect on similarities and differences between their lives and the lives of others.'

Information

Address	Birmingham Road, Kidderminster, Worcestershire DY10 2BX		
Date	12 March 2026	URN	144998
Type of school	Academy	No. of pupils	224
Diocese	Worcester		
MAT	Black Pear Trust		
MAT Chair	Paul Shoemith		
Headteacher	Clare Snape		
Chair of Governors	Pam Leek-Wright		
Inspector	Helen Springett		