



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Beneficial Church of England VC Primary School, Portsmouth	
Address	Hannover Street, Portsmouth, PO1 3BN
School vision	
<p>What is it we want for pupils of St George's? In short, everything! Every opportunity, every chance and every happiness.</p> <p>We want our children to recognise that 'Everything is possible for one who believes' (Mark 9:23) and that by living out our values of courage, hope and respect and through hard work, good decision making and by positively contributing to their communities that they will experience a full, happy life.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The recently renewed aspirational vision is built on a passionate commitment for pupils to know they matter as individuals and are loved.</li> <li>• Worship is a central priority, valued by pupils and adults, that enriches the whole school day.</li> <li>• Leadership from both staff and pupils is inspirational and caring, practically demonstrating the vision.</li> <li>• Developments within the curriculum reflect the vision by being adapted to the needs of pupils and families in this school community.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Advance the strategic work of governors in monitoring and developing the work of St George's Beneficial School as a Church school.</li> <li>• Ensure the recent work in reviewing the religious education (RE) curriculum is effectively implemented.</li> <li>• Build on the growing desire of pupils to make a positive difference in the world. This is to equip them as agents of change.</li> <li>• Further embed the newly identified common language for spiritual development, so that pupils of all ages can recognise opportunities for deeper reflection.</li> </ul>	
Inspection findings	
<p>St George's Beneficial Primary School has an eighteenth-century historical foundation to serve the community. This commitment continues today. The securely embedded values of courage, hope</p>	

and respect have clear biblically based foundations. Pupils and staff seek to live out the values and they are woven within the newly developed school vision. Staff model the hope embodied in this vision. The curriculum and environment are underpinned by biblically founded aspiration that no pupil is limited. This includes encouraging pupils to consider future pathways beyond the local area. Governors have a deep loyalty and respect for the school. They are active in wanting the school to be its best. This principle drove the recent appointment of their new headteacher. Governors recognise they are not always familiar with the vision, or strategic in their approach to monitoring its impact.

Despite the recent changes in leadership, there is already a strong, experienced and cohesive senior team. Meeting the professional needs of staff is a high priority and seen as essential to fulfil the vision. Needs are identified and appropriate training or support provided. Staff can also access a range of different kinds of medical care and other advice. Staff clearly link the vision and values to this professional support, speaking of the confidence the school has developed in them. Routines include daily 'check ins' among office colleagues and relational circles used in staff meetings. Staff at all levels are included in this aspirational approach and newer colleagues quickly feel part of the school community.

The commitment for all to have every opportunity underpins the work of the school. This is exemplified in the strategic use of on-site alternative provision and the 'racing to English' language intervention. The school serves a diverse community, with much high-rise accommodation without access to a dedicated outdoor space. Significant levels of mobility mean some families arriving or moving on part way through the school year. Staff work swiftly and strategically to enable pupils to feel part of the school. Existing pupils quickly welcome in their new peers. When appropriate time is taken to 'watch and monitor' to identify relevant support. A 'parent partner' means families have someone alongside them. Staff are proactive in going out to families to reduce absences. Local diocese spiritual development training has meant staff and pupils are increasingly more confident in being able to recognise times of deeper reflection and spiritual growth.

Being part of this school means pupils have their outlook broadened. A love of books, reading and poetry is fostered by staff, including the provision of a carefully formulated 'reading spine'. This reflects the emphasis of the vision and is designed so that pupils encounter a range of meaningful texts. The priority given to cultural experiences, including visits and visitors, further enriches the curriculum and spiritual growth. Visits to a range of local theatres provide opportunities for awe and wonder. The interfaith conference for Year 5 and 6 pupils generates insightful pupil questions, including exploration of language and identity.

Collective worship inspires the school community and enables positive themes to be carried through the school day. Pupils and staff participate with enthusiasm and relish opportunities to sing songs together with actions. The revision of the collective worship schedule has increased the involvement of the local church and the nearby cathedral. Pupils and staff enjoy sharing together in worship. For example, hearing about a wide range of staff pets and animals when thinking about care of the world. Messages shared encourage pupils to understand that even the smallest action can make a significant difference. This is leading to more focus on ideas of advocacy and courage. Prayer in classrooms before lunchtime is vibrant. Classes are confident in developing their own approaches to using the prayers they have developed. Reflection areas around the school are frequently used. Every class has chosen student worship leaders who are equipped to support their peers. This includes active participation from pupils of various religions and backgrounds. The pupil worship council is one of several opportunities to take on leadership roles and help shape developments in the school.

Living out the vision means the school celebrates and appreciates difference and diversity. Each classroom doorway display celebrates the range of different languages spoken in that class. Parents

and carers recognise a sense of belonging due to the school vision. They acknowledge how the values lead to respect and tolerance. Recognition of individual gifts means widening leadership opportunities for pupils, including those who have special educational needs and/or disabilities, reflecting the vision. Being interconnected with different partnerships reflects the sense of ‘being in this together’. This is frequently articulated by staff, governors, and the community. Pupils are quick to show compassion if another pupil has a need, even if this involves some sacrifice on their part. For example, a pupil in Year 1 spontaneously gave up a resource they had so that another would not be without. The annually selected pupils on the school council are active fund raisers and enjoy taking a lead in school charity work. In discussion times arising from the new ‘big questions’ worship focus, pupils are keen to explore other ways they could make a difference.

The influence of the school spans generations. This includes recognition in the community of the Christian influence of the school and the heritage it represents. One staff member described the school as their family. The team includes former pupils who have chosen to return and work in the school, due to its early influence on them. Other staff are parents and grandparents of pupils. Restorative approaches show hope and help to rebuild relationships when things go wrong. At times they are also used with families when life in the community spills over into school. Additionally, families benefit from skills in caring for others being carried from school into home life.

RE holds an important place in the life of the school. For many parents it is the aspect of the school which is most significant in developing their children’s learning. Pupils enjoy their weekly RE lessons. Moving from blocks of RE time to a weekly lesson is helping teachers build in more sequenced knowledge. A recent review has strengthened the coherence and consistency of provision. Class teachers have been empowered by the opportunity to collaborate and shape the developments. These changes are at an early stage of implementation.

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

Information			
Inspection date	6 March 2024	URN	116346
VC/VA/Academy	Voluntary controlled	Pupils on roll	333
Diocese	Portsmouth		
MAT/Federation			
Headteacher	Izzy Lewis		
Chair	Lorraine Drinkwater		
Inspector	Angela Smith	No.	925