

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England Primary School

Vision

“...with God all things are possible.” Matthew (19:26)

We are a welcoming and caring Christian school where everyone can learn and grow as part of God’s family.

St George's Church of England Primary 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 purposeful Christian vision is carefully crafted to reflect the needs of the community that it serves. This drives leaders’ decision making so that pupils and adults are given many opportunities to thrive.
- The curriculum is planned to meet the diverse needs of pupils within the school. It has been shaped by the Christian vision to be inclusive. This raises aspirations for pupils so that they can flourish in their learning.
- Leaders use the vision to foster relationships within the school that are built on honesty and respect. As a result, pupils and adults feel safe, valued and accepted.
- Pupils understand how they can have a positive impact on the world that they live in. This motivates them to initiate projects to make a difference locally and further afield.
- The religious education (RE) curriculum is balanced and engaging. It provides pupils with a rich and inclusive understanding of a range of faiths and worldviews, including Christianity.

Development Points

- Strengthen the shared understanding of spirituality so that all staff confidently identify and utilise opportunities to enhance pupils’ spiritual development. This is to support pupils to grow spiritually.
- Within RE, provide more opportunities for pupils to explore their own questions of belief. This is to deepen their confidence in developing a personal response.



Inspection Findings

Vision and Leadership

The Christian vision, inspired by the biblical message that ‘with God all things are possible’, is central at St George’s. Leaders and governors articulate clearly how this vision drives their strategic planning and decision making. Consequently, barriers to learning are overcome, enabling pupils to thrive. Governors thoughtfully monitor and evaluate the impact of the school vision. Through this, they ensure that strategic decisions promote high expectations for pupils and staff. Regardless of pupils’ starting point, staff are fully committed to inclusion so that pupils are able to flourish. To this end, leaders prioritise staff collaboration and training so that pupils are supported to be ambitious learners. Thus, pupils engage enthusiastically in the life of the school, learning and growing well together. Close partnerships with schools, the diocese and the local church ensure that the school community continues to look outwards as a Church school.

Vision and Curriculum

The curriculum reflects the school’s Christian vision, fostering academic aspiration and social development. This gives pupils the opportunity to grow into well-rounded individuals. Leaders make bold decisions to tailor the curriculum to meet the needs of the school’s diverse community. To this end, pupils explore topics from a variety of global perspectives and experiences. Thus, they develop a deeper understanding of different viewpoints and a strong sense of justice. Teaching is inclusive, with staff demonstrating that they know their pupils as individuals. Those who are considered vulnerable benefit from bespoke support. Consequently, pupils, including those who have additional needs, flourish in their learning. A shared understanding of spirituality has been developed. Opportunities to experience spiritual moments of reflection are planned into the curriculum. However, this is at an early stage of implementation and pupils’ responses are not fully developed. Extracurricular activities support pupils in broadening their horizons. For example, through representing the school at community events, such as singing in concerts, pupils discover new talents and grow in confidence.

Worship and Spirituality

Collective worship is well planned and rooted in the school’s vision, enabling the school community to appreciate how their school’s vision and values can enrich lives. Through exploring the meaning of Bible stories, adults and pupils understand how biblical teaching can help people to make wise choices. For example, pupils understand that the parable of the Lost Coin teaches them that perseverance is needed to discover something precious. Pupils participate with enthusiasm, feeling particularly uplifted by the regular opportunities to sing together. Consequently, pupils and adults, regardless of belief, feel included and valued. Pupils volunteer to join the worship team and take an active role in daily worship. Their contributions, such as dramatising Bible stories, engage their peers meaningfully and deepen individuals’ understanding. Visitors to the school, including faith-based puppetry groups, enhance collective worship and strengthen pupils’ understanding of Christianity. This enables pupils to consider a range of perspectives on Christian teachings and to reflect thoughtfully in different ways. Pupils and adults are nourished spiritually by the range of experiences that collective worship offers. However, a school-wide approach is in the early stages of implementation. As such, pupils are not confident in exploring their personal responses in depth.

Religious Education

Leaders ensure that RE is a valued subject, carefully planned to meet the needs of the school community. The curriculum balances Christianity with a range of religions and worldviews. Resources, such as Ethiopian nativity pictures, enrich pupils’ understanding of Christianity as a global, diverse faith. Staff and leaders effectively use the school environment to display RE work, which arouses pupils’ curiosity and interest. Visiting different places of worship further extends the curriculum’s breadth. As a result, pupils develop respect for diverse beliefs and perspectives. For example, pupils examine common features of Hindu gods, deepening their understanding of religious symbolism. Leaders plan the curriculum thoughtfully so that pupils within mixed-age classes can build



on what they have learned previously. Big questions and focused vocabulary further strengthen their understanding. For example, pupils consider how important beliefs can shape the way that Muslims lead their lives.

Leaders and governors rigorously monitor the subject to address any inconsistencies promptly. Pupils benefit from knowledgeable, effective teaching, ensuring that learning in RE remains consistently strong. The high standard of pupils' books demonstrates teachers' creativity in presenting learning in engaging and meaningful ways. For example, pupils write their own newspaper articles about the Nativity. This allows them to consider the profound impact of the birth of Jesus from a range of perspectives, fostering deeper reflection and insight. Through their written work, pupils show a sound knowledge and understanding of Christianity and a range of other religions and worldviews. However, pupils are less confident in expressing their own personal views. This is because there are fewer opportunities in lessons for them to explore their beliefs and perspectives. Staff receive regular, high-quality training from the RE lead and the diocese. This, together with accurate assessments, allows teachers to skillfully adapt lessons to meet a wide range of needs in their classes. Thus, pupils across the school make sound progress in RE.

Vision and School Culture

The school's Christian vision serves as the foundation for a culture rooted in respect and kindness. This ensures that both pupils and adults are treated with dignity. Through compassionate leadership, staff feel genuinely valued and motivated, allowing them to thrive, even during challenging times. This supportive professional environment fosters a calm, purposeful atmosphere throughout the school. Guided by the vision, the school's behaviour and anti-bullying policies shape a consistent approach rooted in respect. Thus, pupils care for one another and understand the importance of treating others with dignity and compassion. The school's commitment to pastoral care is further evidenced by leaders' engagement with a mental health nurse, alongside a range of wellbeing programmes. These fruitful partnerships have resulted in impactful strategies, such as each classroom having a dedicated quiet space that pupils can access when needed. This effectively supports pupils' emotional wellbeing and their readiness to learn. The inclusive culture at St George's ensures that families who are new to the area are warmly welcomed. Leaders and staff give prompt and enduring support so that pupils, including those considered most vulnerable, have targeted help. Thus, newcomers settle quickly into school life, with the guidance that they need to flourish.

Vision, Justice and Responsibility

The Christian vision motivates leaders to create a culture where pupils and adults take responsibility for others. To support this, the school provides numerous opportunities for pupils to assume leadership roles, such as serving on the school council or acting as worship leaders. Pupils approach these responsibilities with maturity, using them to serve others and develop key skills, such as respect, compassion and leadership. A deep understanding of justice is nurtured through the curriculum and collective worship, encouraging pupils to notice inequality and respond with empathy and courage. This empowerment leads to direct action. For instance, pupils have established extracurricular clubs to support their peers during break times. Further afield, they engage in ethical initiatives, such as Fairtrade Week. This includes selling artwork to raise funds for orangutans and demonstrates their commitment to protecting the environment. Many pupils show significant initiative by harnessing local support to lobby for change, such as campaigning for safer cycling lanes in the neighbourhood. Thus, pupils have a well-developed understanding of how they can make a positive difference within their local community and beyond.

Information

Address	Buxton Road, Heaviley, Stockport, SK2 6NX		
Date	27 January 2026	URN	131306
Type of school	Voluntary aided	No. of pupils	365
Diocese	Chester		
Headteacher	Debbie Grindrod		
Chair of Governors	Laura Ingle		
Inspector	Anne Collins		