

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Giles' and St George's Church of England Academy

Vision

Our community is inspired by our Christian values to enable all to flourish in mind, body, heart and spirit.

'He set my feet on a rock and gave me a firm place to stand.' (Psalm 40:2)

St Giles' and St George's Church of England Academy 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

- School leaders are entirely committed to their vision. It drives the life and work of this inclusive community. Resonating with the school's vision, effective support from the Three Spires Academy Trust enhances the work of the school.
- Motivated by the vision, leaders build highly affirmative and fruitful relationships that nourish pupils and adults' wellbeing. These are deepened by effective partnerships with the local churches. Practical and emotional support, provided through this partnership, is pivotal in transforming lives.
- Collective worship nurtures spiritual growth by providing a daily opportunity for pupils and adults to reflect on the school's vision and supporting values. Thus, pupils understand how biblical teaching can help people to live well together.
- The vision inspires leaders to shape learning experiences throughout the curriculum that build firm foundations. They ensure that provision for pupils who have additional needs is of the highest quality. Careful adaptations are made so that learners feel valued and, as a result, learn well.
- The skilful and effective leadership of religious education (RE) ensures that staff are well supported and that the curriculum is relevant and challenging. As a result, pupils use their sound knowledge and understanding of religions and worldviews to consider big questions about faith and belief.

Development Points

- Extend the shared, whole-school approach to spirituality. Use this to strengthen pupils' understanding of how experiences within the curriculum can deepen their spiritual growth.
- Use the school's vision to empower pupils to respond to injustice that they see in the wider world. This is to deepen their understanding of how they can make a positive difference.



Inspection Findings

Vision and Leadership

Leaders care deeply about the school community that they serve. They recognise that, for pupils and adults to thrive, they must have firm foundations on which to build. The vision to develop the whole child beyond the academic is evident in a deeply inclusive and aspirational environment. Leaders have created a culture where pupils are nurtured and their awareness and experience of the world broadened. The school's dedicated provision for pupils who have complex additional needs contributes to a caring environment where they feel valued and safe. The Christian values, underpinning the school's vision, are lived out in the daily lives of staff and pupils. Pupils understand how these values help them to make wise choices because their actions are celebrated. The trust's vision clearly aligns with that of the school, enabling individuals to flourish holistically. Through a range of support, such as high-quality training and networking, staff grow in their varied roles. Firmly devoted governors understand their responsibilities and their actions are driven by the school's vision. Their evaluation of the impact of the vision supports and guides leaders' work.

Vision and Curriculum

Inspired by the vision, leaders have developed a curriculum where the aim is for every pupil to participate fully and experience success. The tailored, nurturing support given by adults ensures that highly effective provision is in place and, as a result, pupils learn well together. They are enthusiastic, engaged and purposeful in the classroom. Spiritual development is carefully interwoven across subjects through responses to big questions. This encourages pupils to consider their place in the world and develop empathy and gratitude. For instance, pupils consider the theme of suffering when learning about natural disasters in geography. The foundations within the curriculum for pupils to explore spirituality are in place. However, the shared approach needed for them to be able to respond more fully is at an early stage of implementation. A variety of extracurricular activities provide enrichment. Leaders ensure that they are accessible to the wide range of pupils' needs. Pupils engage in many opportunities to represent their school, such as in sporting events. These valuable experiences build confidence and community spirit.

Worship and Spirituality

Pupils and adults value collective worship as an important time each day to come together in reflection and prayer. Adults sensitively provide individualised support that enables all pupils, including those who have complex needs, to engage with their peers. Leaders plan experiences that explore the school's vision and values, resulting in pupils being inspired to live well together. For example, through considering how to live out the values of love and compassion, pupils understand the importance of sharing what they have with others. Pupils and adults appreciate the dedicated time, within worship and throughout the day, to pause, pray and think. These moments of stillness and reflection enhance spiritual growth. Members of the school community value regular opportunities to worship in the local churches. Pupils appreciate the sense of calm and, for some, the deeper connection to God that it brings. In addition, leaders work with clergy to broaden spiritual reflection. Together, they provide a range of activities that provide a safe space for pupils to explore their feelings. For example, pupils use glow sticks in a dark space to consider how Jesus can bring hope to Christians in times of darkness.

Vision and School Culture

Leaders' robust commitment to the school's vision motivates them to build a culture where relationships are founded on love and compassion. Through a clear sense of direction and a shared purpose, considerate relationships between staff create a culture of mutual support. There are many opportunities for them to develop their expertise and leaders make conscious decisions to support workload. Thus, adults feel well cared for and appreciated. The social and emotional needs of pupils are at the forefront of leaders' decisions. To this



end, strong support systems mean that pupils understand how to access help from adults. Pupil wellbeing ambassadors provide peer support at break times and throughout the day. In addition, a daily wellbeing club, run by adults, takes place at lunchtime. These activities ensure that pupils feel included by experiencing friendship and kindness. Thus, they have a deep respect for adults and one another. Staff build strong partnerships with families, providing additional emotional and practical support when needed. Parents and carers value the dedication of staff in ensuring that their children's needs are met. Thus, pupils enjoy school and are able to succeed. These relationships are enhanced by the close partnerships with a local church, whose members provide practical support in times of difficulty. Thus, the school offers hope and assurance for the community that it serves.

Vision, Justice and Responsibility

Driven by the vision, leaders develop pupils' understanding of their responsibility towards others and their community. Leadership roles, such as sports leaders and within the worship committee, foster a sense of belonging. Furthermore, there are many tasks that pupils carry out, such as feeding the school chickens and looking after the school dog. Pupils relish these meaningful opportunities, giving them a great sense of purpose and further raising their self-esteem. Community projects, such as singing in a local care home, provide significant ways for pupils to serve others. There are increasing opportunities, through the curriculum, for pupils to learn about individuals who have made a positive difference to the world. This work enhances pupils' understanding of justice. In turn, this inspires them to begin to make a positive difference in their local area. For example, pupils have built hedgehog houses and have taken part in litter picking. However, pupils' understanding of how they can make a positive difference beyond the school is not fully developed. This is because opportunities are limited for pupils to act for justice or make ethical choices on a wider scale.

Religious Education

Experienced leaders, with a secure understanding of the place of RE in a Church school, ensure that it has high priority. Leaders, together with effective training from the diocese, support staff so that they deliver the curriculum confidently. Leaders monitor and evaluate the curriculum robustly and make improvements to ensure that it remains relevant and meaningful. Thus, lessons are well sequenced so that pupils build their knowledge, understanding and vocabulary over time. Pupils are challenged to think deeply. For example, they consider whether people in modern times can live by the teachings of Jesus. As a result, pupils value the subject and develop their own beliefs. They explore different opinions, developing a secure understanding of Christianity alongside a range of other religions and worldviews. They show an appreciation of diversity and understand that people practise their faith in different ways. Thus, RE prepares pupils exceptionally well for life in modern Britain.

Information

Address	Orme Road, Newcastle-under-Lyme, Staffordshire, ST5 2NB		
Date	4 March 2026	URN	141486
Type of school	Academy	No. of pupils	370
Diocese	Lichfield		
MAT	Three Spires Academy Trust		
MAT Chair	David Lee		
Headteacher	Catherine Pointon		
Chair of Governors	Sue Taylor		
Inspector	Caroline Mackenzie		