

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

### St George's Hanover Square Church of England Primary School

#### Vision

**Go, shine in the world and live as Jesus lived. (Matthew 5:14-16)**

*"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."*

St George's Hanover Square 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.

#### Strengths

- The school shines out as a beacon of light in Mayfair, unwaveringly and conscientiously living out the Christian vision. This has a strong positive impact on pupils and adults.
- Through rigorous and thorough structures and processes, the school accurately and carefully serves the needs of its unique community. These ensure pupils thrive in their learning and are achieving their potential.
- The innovative programme of whole school project studies significantly contributes to pupils' personal development. This builds relevant awareness, understanding and life skills. It is shaped in a Christian framework and grows pupils as confident, responsible and good citizens.
- There is a rich and varied provision of collective worship, including the daily use of meditation. This markedly and positively affects pupils and adults, leading them to flourish spiritually.
- High quality teaching and depth of learning in religious education (RE) are prioritised by the school. These lead to well-motivated and religiously literate pupils.

#### Development Points

- Share leaders' understanding of spirituality. This will enable the school to be more intentional in providing openings for spiritual flourishing intrinsically across the curriculum.
- Develop the school-wide learning about justice to encourage opportunities for all pupils to be active in challenging injustice.



## Inspection Findings

St George's is a small school nestled in the middle of central London. Although its location is hidden to many, it is a significant presence in the area. It powerfully offers transformative Church of England education to the local community and further afield. The school is surrounded by international embassies and service industries and is experiencing changing demographics. This means local pupils are joined by those from a distance. Time-limited employment postings of parents result in many pupils being at the school for a short period of time. Through the school's Christian vision, it unwaveringly serves those who cross its threshold. For the last few years, the school has been part of the Anglican School Partnership. This has brought rapid improvement and stability. The shared partnership Christian vision closely aligns to the Church of England Vision for Education. It addresses the context of the distinctive community that St George's serves. Leaders have worked out a clear theological underpinning, expressed through nine core values. Linked biblical verses are referenced to highlight the values being rooted in Christian teachings. The vision is noticeable on signs and through the ethos. It is referred to by different members of the school community, speaking of their particular roles in living it out. Continuous consideration is given to what the vision means for policy and practice, with impact effectively evaluated by leaders. Governors are knowledgeable about the Christian distinctiveness, contributing helpfully into the school's robust self-evaluation. This informs professional development, from across the partnership and the diocese, which leaders benefit from.

Utilising the partnership, member schools have created the bespoke curriculum which they all follow. This is designed using four foundations from the Church of England Vision for Education. Closely linked to the Christian values, it promotes relevant and engaging learning matched to the school's diverse population. Underlying aims of inclusion and giving pupils the best possible future life chances build equity in success. This is for those from similar or different backgrounds and circumstances. Pupils can access the curriculum, including those experiencing difficulties in learning. They are given appropriate support to do this. Achievement of progress is confirmed by detailed monitoring processes. Inspiring experiences are provided, regularly drawing upon the culture offered from being in the centre of London. The school has begun its thinking about spirituality, which leaders see as 'looking outwards, inwards and onwards.' However, this is not fully shared with nor understood by others. Consequently, although there are opportunities for curriculum wide spiritual development, the focus is largely on collective worship and meditation.

Great value is placed on collective worship and prayer as firmly centring the school in its Christian foundation. The church buildings regularly hosting collective worship, the parish church and Grosvenor Chapel, contribute uniquely to the holiness of the experience. The clergy provide support for the school's worship life. For example, a strong liturgical base ensues in worship, giving familiarity with Anglican tradition. Worship is invitational in nature whilst inclusive to different faiths and non-religious worldviews. The varied programme, planned and led by clergy or pupils, offers time for learning about, talking with, and listening to God. There is an inclusive philosophy of 'Whoever God is to you.' Following this thought, worship and reflection opportunities reach out to pupils and adults, wherever they are on their spiritual journey. Worship reflects the seasons of the Christian calendar. Its content is based on Bible stories, regularly featuring Jesus' teachings. This always links to the vision, giving time for reflecting on the meaning for this community. Topical collective worship encourages people to consider current news stories through the perspective of faith. The emphasis on pupil-led worship for their class and adults develops in pupils an understanding of the components of worship. By this, they learn to facilitate the spiritual growth of others. Daily class meditation time complements the worship provision, valued by pupils and adults for the quiet, personal space it offers them.



The vision-promoted belief of everyone having worth and 'good works' to offer, shapes a culture in which pupils and adults live together well. The school's ethos creates cohesiveness in which local people and those from further away feel valued and that they belong. Members of the school community can often be found together in the neighbouring garden which serves as a meeting place. Helped by the small size of the school population, staff know pupils well. The school keeps under review which pupils are vulnerable. Those in need are helped appropriately, drawing upon partnerships with specialist services, as necessary. The school operates as an inclusive Christian community, living by values of compassion, community, friendship and respect. This is reflected in policies such as the behaviour policy. This translates into practice. For example, accepting the making of mistakes and learning from them promotes forgiveness and leads to making positive choices. Parts of the contextual curriculum, like keeping safe studies, teaches pupils to look after themselves and each other. Good mental health is seen as important through actions such as signposting parents and carers to sources of help. The Year 6 trust group, which continues to grow in number, recognises those who consistently live out the school values. They carry out various supporting roles within the school. How they conduct themselves serves as a reminder of the way to live, encouraged by the vision.

Charitable giving, often organised by the pupil-led school council, is generously supported. The outward-looking vision promotes a culture which considers justice and responsibility in the world. Innovative whole school project studies, including Christian social justice, gives great providence to building pupils' awareness and deepening thinking. As a result, they are well-informed in their understanding of rights and ethical matters. Pupils are thoughtful, developing and showing the qualities of good citizens. Poems written by some titled 'One day It will be possible . . .' movingly show hope springing from their education. However, only some pupils are given opportunities to become active in challenging injustice.

RE is valued by adults and pupils for the essential contribution it makes to the school ethos and pupils' personal development. Through a balanced RE curriculum approach, the diocesan RE syllabus is taught, covering Christianity and the other principal worldviews. A sequential, enquiry way of learning builds pupils' knowledge and understanding. The vision sets an ethos in which pupils feel safe to explore their own identity, thoughts and beliefs. Creative learning takes place such as exploring the Easter story in the setting of the garden amongst the palm trees. Similarly, visits and visitors give a firsthand dimension to RE. This variety of stimuli and range of closely focused tasks enable pupils to show they have grasped religious concepts accurately. Continuous professional development comes from the school, partnership and diocese. This is informed by monitoring and evaluation. Therefore, it precisely supports staff in delivering high quality RE provision.

As a result of the prominence given to developing and sustaining RE, the quality of teaching is consistently high. Pupils therefore achieve well in their learning. The subject is made accessible through adaptations such as scaffolding tasks. Regular assessment guides the pitching of teaching and shows next steps in learning. The religious literacy which pupils learn significantly contributes to the confident, well-balanced citizens the school is producing.

## Information

Address	South Street, Mayfair, London. W1K 2XH		
Date	14 March 2025	URN	101130
Type of school	Voluntary Aided	No. of pupils	95
Diocese	London		
Head of School	Elizabeth Barnes		
Executive Headteacher	Harvey Webb		
Chair of Governors	Stephen Coleman		
Inspector	Shaun Burns		