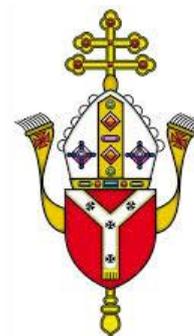


St George's Catholic Primary School

Sudbury Hill, Harrow, Middlesex HA1 3SB

Date of inspection by Westminster Diocese: 19 September 2018



Summary of key findings for parents and pupils

A. Classroom religious education is good

- Those leading classroom religious education have a clear vision and commitment to the school's key role in the educational mission of the church.
- Pupils are offered a creative and engaging education in religious education, which enables them to make good progress.
- Religious education lessons are closely mapped to the Religious Education Curriculum Directory.
- Teaching is good with aspects of outstanding practice throughout the school.
- Pupils in Early Years Foundation Stage receive a strong grounding in religious education, in a rich and stimulating environment.
- Drama, art, music and outdoor learning enhance the learning opportunities throughout the school.
- Pupils' attitude towards learning in religious education is overwhelmingly positive.
- Attainment at the end of the key stages is in line with other core subjects.
- The leadership team have a determination and drive to continue towards outstanding.
- The governing body is supportive and ambitious for the school.

Classroom religious education is not yet outstanding because

- Opportunities for learning at greater depth are not yet embedded in all classes.
- While there are examples of good differentiation, there is not yet consistency across all key stages.

B. The Catholic life of the school is outstanding

- The school is outstanding in its commitment to ensuring that religious education is at the core of the curriculum.
- Religious education is allocated its full 10% of teaching time as required by the Bishops' Conference and resourced well.
- Pupils' spiritual and moral development is carefully fostered across the school.
- Pupils are friendly, welcoming, confident and articulate when speaking about their faith.
- Prayer and worship are central to life in the school and evident in every space both inside and outside the school.
- The school's self-evaluation is robust, evaluative and accurate in highlighting its strengths and areas for development.
- The headteacher and the religious education leader are passionate about this aspect of school life and determined in their commitment to continue to move the school forward.
- Pupils have an excellent understanding of their call to serve others as part of their Christian mission.
- Displays around the school are vibrant and engaging and ensure that gospel values are at the heart of St. George's school.
- Parents are positive about the way the school includes them in its life.
- Governors are outstanding in their knowledge and support of the Catholic life of the school.
- There is a very strong partnership between the school and parish.

A. Classroom Religious Education

What has improved since the last inspection?

Tracking of pupil progress is now secure enabling staff to set targets and track pupil progress over time. The religious education (RE) leader is now able to identify different groups of pupils and support staff.

The content of classroom religious education is good

The school has ensured that the content of the religious education curriculum meets the requirements of the *Religious Education Curriculum Directory* (RECD). Lessons are creative and good cross-curricular links are made with art, drama and English writing opportunities. The curriculum reflects the key principles of Catholic Social Teaching through personal, social, health and economic education, Caritas in Action and special school and parish events and celebrations. The school has ensured there is a wide range of resources and a programme is in place for teaching other faiths throughout the year. A pupil shared with inspectors that by learning about other faiths, they were able to see that there were similarities that different faiths shared such as holy books and places of worship.

Pupil achievement in religious education is good

Pupil achievement is at least good in all key stages. Children leave the Reception year with a good level of development slightly above national averages. By the time they leave the school at the end of Year 6, pupils' attainment in religious education compares well with other core subjects, which are well above national averages therefore, progress is judged to be good overall in religious education. The school carefully tracks the data of vulnerable groups to ensure that those with special educational needs and/or disabilities (SEND) also make good progress. Children in Nursery and Reception show they make good progress from a very early starting point in the year. They can confidently talk about their learning and ask suitable questions to find out more about a given topic e.g. the creation story and the things that God made in our world versus man-made items. Teachers approach religious education in a creative way through the use of 'Godly Play', circle time and drama as well as utilising the outside learning environment. In Key Stage 1 pupils are developing their learning in religious education with creative teaching approaches through role play to support their understanding of Biblical stories such as Abraham and Sarah. All pupils were given opportunities to help extend their learning. In Key Stage 2 there is evidence of pupils learning in some depth about other faiths. Pupils are encouraged to think about what events in church mean to them and the effect it will have on their lives as a Catholic, such as the recent Adoremus Congress. Presentation across the school was of a very high standard and it is evident pupils take good care of their RE books as 'they are our most special books because we are learning about God in them'. Pupils in Year 6 showed great enthusiasm for religious education and proved to be highly motivated in developing their thinking and oracy skills. There is evidence in pupils' books that they make good progress throughout their time at St. George's. Next step marking to develop pupils' knowledge and understanding further supports this. However, this is not consistent in providing opportunities for all pupils to extend and further their knowledge and understanding, so that there is a consistent level of challenge and purpose in marking for all pupils.

The quality of teaching is good

Teachers plan and deliver lessons which engage pupil interest with the result that, over time, most are achieving well. They show good subject knowledge and are creative in their approach to teaching. Indoor and outdoor areas provide pupils with areas for quiet reflection and contemplation, which was evidenced during the inspection by Year 3 pupil-led worship in the prayer garden. The

quality of teaching is at least good in all classes with some evidence of outstanding teaching across the school. Pupil behaviour is outstanding and is a real strength of this school. Pupils are enthusiastic learners and are well engaged in lessons. Mutual respect is evident in every class seen between all pupil and all adults. Support staff provide good support for those pupils who have special educational needs and/or disabilities. Teachers have high expectations of pupils and many ask appropriate questions to further learning for all abilities. The teaching about other faiths and traditions is well developed in this school. Pupils receive the 'Wednesday Word' each week and this is used as the basis for homework across the school.

The effectiveness of leadership and management in promoting religious education is good

Religious education is given a high status and the high expectations of the RE leader reflect her drive and ambition, which is modelled by the senior staff. There is sustained support for newly qualified teachers, new staff and those who are new to Catholic education through a planned induction programme and the RE leader is able to deliver professional development and provide other support when necessary. Governors are kept informed of developments and actively support work within religious education. They work closely with the headteacher and RE leader to ensure religious education is at the heart of the school. They are very clear about the areas for development and are committed to improving the quality of religious education. The school takes part in deanery and diocesan moderation to make ensure the accuracy of their judgements.

What should the school do to develop further in classroom religious education?

- Further develop higher order questioning to support the progress of all pupils.
- Ensure targeted differentiated tasks for all groups of pupils.

B. The Catholic life of the school

What has improved since the last inspection?

The school has introduced 'Pupil Chaplains' who have enhanced the spiritual life of the school. This 'Chaplaincy team' lead prayer opportunities, visit local community groups and support weekly headteacher assemblies. There are more opportunities for parents to participate in school life by attending Masses and prayer services as well as supporting pupils in homework tasks involving 'Wednesday Word'.

The place of religious education as the core of the curriculum

is outstanding

Religious education permeates this school. It is evident that this is a Catholic school that proclaims its faith with pride. On entering the school it is clearly a Catholic school in its identity and purpose. There is at least 10% of curriculum time devoted to RE in every class. Displays reflecting Elizabeth Wang, the religious artist, are prominent and reflect the school's creativity. There are some beautiful displays and examples of children's work all around the school. Opportunities for training and staff development are plentiful.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

Prayer and worship are central to the life of the school and judged to be outstanding. There is a dedicated school prayer room and also outdoor spaces including the prayer garden and memorial garden. Children have painted stones in memory of loved ones who have died and these are displayed in the memorial garden where pupils can take time to reflect. This was evident during the inspection. Displays and icons around the school are prominent and offer pupils opportunities for reflection at every corner. There are Stations of the Cross, Pope Francis tweets and religious statues displayed in corridors. The pupils are offered regular opportunities to receive the Sacraments of Reconciliation and Eucharist. Prayer tables and displays in classrooms are of a high quality and ensure that the current topic is prominently on display for pupils at all times. The 'Big Question' books as well as the newly introduced 'I wonder' basket in assembly ensures that pupils have ample opportunities to question and reflect on topics that make them wonder about their faith. The recent Adoremus National Eucharist Congress and Pilgrimage was a topic the pupils were aware of and could discuss with inspectors. 'Pupil Chaplains' support younger pupils in school with prayer and liturgies and they are active in the local community.

The contribution to the Common Good – service and social justice –

is outstanding

Pupils have a very strong understanding of the Common Good and what it means in their daily lives. The school provides many opportunities for pupils to examine their role in the school and wider community. The school has a wide range of charities, which it supports including a School Care Fund to support families in need, Sudbury Neighbourhood Centre, St Luke's Hospice, Cafod, NSPCC and the Catholic Children's Society. Pupils recently took part in Mary's Meals backpack appeal and were able to share their delight at supporting this project with inspectors. Pupils have an excellent understanding of the theology underpinning their actions and are encouraged to see themselves as part of a community with responsibility for other people. A pupil told inspectors the reason they do this charity work is because, 'Jesus said we should love one another as I have loved you. This means we are following in Jesus' footsteps.'

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**is outstanding**

The school works in close partnership with the Diocese of Westminster and the local parish and community. The parish priest is a regular visitor and clearly shares the headteacher's vision for developing and strengthening the Catholic life of the school. The priests regularly visit the school and celebrate the Mass, including on House Saints' feast days. Pupils also celebrate Mass at the church joining the local parishioners. There are excellent relationships in the school and parents who were spoken to were overwhelmingly supportive, speaking highly of the 'family and community atmosphere' and strong Catholic ethos they experienced. Children are prepared for their First Communion in the parish and the school celebrates this sacramental milestone in the school further strengthening the links between parish, school and parents. The school participates fully in all diocesan activities and regularly attends both deanery and diocesan moderation of pupils' work. Senior leaders attend diocesan conferences and courses.

The effectiveness of the leadership and management in promoting the Catholic life of the school**is outstanding**

Leadership and management of the Catholic life of this school are judged to be outstanding. The school community is fully committed to the Church's mission in education. The commitment of the headteacher, the religious education leader and the senior leadership team to promote the Catholic life of the school is evident in all aspects of school life. Leaders accurately evaluate the strengths of the Catholic life in its self-evaluation and strive to ensure that the school is a vibrant and stimulating environment where pupils can grow in their faith. There are excellent systems in place to support new staff and the school mission statement; 'we are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future.' The mission statement is clearly understood by all and underpins every aspect of life in this school. Governors make a significant contribution to the work and Catholic life of the school. On the day of the inspection parents expressed great faith in the school and its contribution to the Catholic life. One parent told the inspection team, 'this school is an extension of the church and home.'

What should the school do to develop further the Catholic life of the school?

- Further develop the leadership role of the 'Pupil Chaplains' to enable them to support whole school liturgies.

Information about this school

- The school is a two-form entry Catholic primary school in the locality of Harrow.
- The school serves the parishes of St George's, Sudbury, St. Bernard's, Northolt and St Gabriel's, South Harrow.
- The proportion of pupils who are baptised Catholic is 99%.
- The proportion of pupils who are from other Christian denominations is 0.75% and from other faiths is 0.25%.
- The percentage of Catholic teachers in the school is 78%.
- The number of teachers with a Catholic qualification is 3.
- There are 51 pupils in the school with special educational needs or disabilities of whom 3 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is a well below average rate of families claiming free school meals.
- 19 pupils receive the Pupil Premium (5%).

Department for Education Number	3103508
Unique Reference Number	1022334
Local Authority	Harrow

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	2 -11
Gender of pupils	Mixed
Number of pupils on roll	412
The appropriate authority	The governing body
Chair	Mrs Mary Elton
Headteacher	Mrs Deirdre Monaghan
Telephone number	020 8422 1272
Website	www.stgeorgesprimary.org
Email address	office@stgeorges.harrow.sch.uk
Date of previous inspection	20 June 2014
Grades from previous inspection:	
Classroom religious education	Very Good
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 15 lessons or part lessons were observed.
- The inspectors attended 2 of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

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