

St George's Catholic Primary School

URN: 102038

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

04–05 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

1

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- All areas for improvement outlined in the previous diocesan inspection have been addressed in full.

What the school does well

- School leaders and governors have an ambitious and inspirational vision, clearly articulating the Church's mission and ensuring that Christ is at the heart of the school.
- A wide range of experiences of prayer and liturgy engage pupils deeply in full, active and conscious participation.
- The school's mission of faith and its motto, 'In everything we do today, we're following Jesus and His way' is lived out by the pupils who show their expression of it by embracing every opportunity to learn, lead and serve.
- The school is a joyful and welcoming community of faith, celebrated through its flourishing partnerships with parents and the local parish.
- All staff members provide the highest levels of pastoral care for pupils, with a visible and concrete commitment to the most vulnerable.

What the school needs to improve

- Further develop work in racial justice, equality and diversity so that all members of the school community may embrace and celebrate the global Catholic identity.
- Further develop a consistent approach to marking, feedback and assessment in religious education which maximises learning for all pupils.
- Provide a focus for the different elements in the planning of liturgies to allow pupils to experience a deeper encounter with God.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at St George's school embrace their mission of faith, embodied in the school motto, 'In everything we do today, we're following Jesus and His way.' Pupils avidly seek opportunities to grow in virtue, pursue the common good and serve those in need by participating in a wide range of leadership roles offered to them, such as the school council, altar servers, Caritas ambassadors, the prayer and liturgy team, digital apostles and the green team. Pupils talk positively about the difference they make to their local, national and global communities, and they have a developed understanding of the theology underpinning their actions. The Caritas ambassadors recently won the Primary Social Action Award as a result of identifying a need in their community to help the homeless, resulting in their extensive project work for the local charity, 'Hands On, Hands Out'. Pupils enjoyed fund-raising and speaking to the congregation after Sunday Masses. Pupils' behaviour is exemplary, showing a deep respect for their own personal dignity and others. They follow 'St George's Way', inspired by the school's charism to be kind, faithful and courageous. Pupils can clearly express the understanding that they are made in the image and likeness of God. They demonstrate a deep respect for others, which is strengthened by a programme of learning about other faiths. This will be further enhanced by continuing the work, already begun, in promoting racial justice, equality and diversity.

St George's excels at being a Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent stated. 'The school morals, the kindness of the teachers, the parent/community is beyond excellent!' A member of staff declared that 'St George's really feels like a special family of people. We all come together and support one another'. Staff are exemplary role models. They embrace the mission of the school, which is encapsulated not only in their relationships with each other, but also in the highest levels of care and nurture they provide for all pupils, particularly the most vulnerable. The Makaton lunchtime

club, 'Sign Time', is an explicit and concrete example of the school's commitment to its most vulnerable pupils. The school environment bears exceptional witness to its Catholic identity and, through religious imagery and vibrant displays, reflects the presence of Christ throughout. The school's Catholic character is further enhanced through the rosary garden, with paving stones designed as rosary beads, and the real presence of Christ in the oratory. The provision for relationships, sex and health education is carefully planned and meets all diocesan requirements. The programme is well-resourced and promotes a holistic vision of the human person.

Leaders and governors rightly see the school as a source of inspiration to the whole community and are highly ambitious about its contribution to the lives of those it serves. Governors are committed, well-organised and conscientious. Governors' minutes bear witness to their determination to support the school's mission through support and challenge. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need to 'be put first,' in one governor's words. The leadership team shows their commitment to the principles of Catholic social teaching through the provision of a planned curriculum closely matched to the *Religious Education Directory*. Leaders and governors work closely with the diocese, attending training and working in partnership to enthusiastically respond to diocesan policies and initiatives. They are highly committed to the further development of all staff. Leaders and governors recognise the importance of a strong partnership with the local parish. The school also has a vibrant parent engagement strategy, ensuring that parents are kept well-informed about key events in the Catholic life of the school. As a result, one parent commented, 'Partnerships between home and school are strong: examples are invitations to Masses, religious celebrations, class celebrations of the Word, weekly re-focus slides, Wednesday Word and weekly newsletters.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

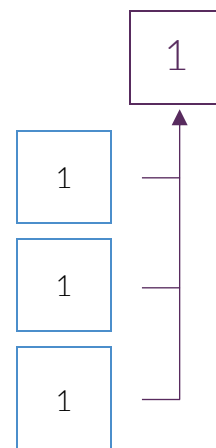
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing excellent knowledge, understanding and skills in religious education which exemplifies the learning required by the *Religious Education Directory*. At the beginning of lessons, pupils are invited to recall prior learning through 'speedy retrieval' questions, reviewing their knowledge and linking what they already know to new learning. There is a consistent structure and excellent pace to lessons throughout the school so that pupils are enabled to progress through their learning, fully engaged and using their knowledge, understanding and skills effectively to reflect spiritually and think theologically. They are adept at relating learning in lessons to their own lives. Pupils use subject-specific vocabulary seamlessly during class discussions. They can work both collaboratively and independently and their passion and enthusiasm results in excellent progress. Pupils are given time to reflect on learning in lessons in order to 'keep it in their heads and in their hearts'. Effective adult support and excellent visual resources are used. Achievement in religious education is above average when compared with other core subjects. Rich and creative learning activities enhance pupils' engagement and allow them to explore their learning through a wide variety of media. Presentation of pupils' work is meticulous and is of a consistently high standard. Pupils would benefit from further developing a consistent approach to marking, feedback and assessment.

Teachers have a high level of confidence and are skilled and knowledgeable in the subject. They demonstrate a deep commitment and bear powerful witness to their belief in the impact religious education has on the spiritual development of pupils. This is shown in the way that pupils are regularly led into periods of reflection in lessons which they greatly value and which lead to a deeper and more meaningful experience for them. During a Year 4 lesson, pupils reflected on the words, 'You are unique, you are special and you are loved by God.' As a result of regular professional development, through diocesan courses and support from the religious education subject leader, well-designed lessons extend pupils' knowledge and understanding so that pupils learn extremely well. Scripture is used as an integral part of lessons which gives pupils the opportunity to become skilled at linking messages in scripture to their daily lives. A Year 2

lesson on the Psalms was enhanced when the pupils wrote their own psalm and were helped to put the words to music by the music teacher: 'God created all of this, the planet we call home.' Teachers' questioning encourages pupils to delve deeper into their theological understanding to maximise learning. Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors.

Leaders and governors have ensured that the religious education programme faithfully delivers a sequential, imaginative and creative curriculum as set out in the Directory. They have ensured that religious education enjoys a parity with other core subjects in terms of staff training, resources, and accommodation. The religious education subject leader is inspirational in supporting staff in planning and delivering the scheme of work so that innovative and creative teaching methods are used to promote active learning and fully engage pupils. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leader and other senior leaders. Thorough, collaborative planning sessions secure coherence across the ages and phases of learning. Through carefully planned lessons, and high-quality resources, additional adults in class are highly effective in supporting vulnerable pupils to achieve. Action plans are shared with governors so that priorities are implemented, and their impact analysed. The link-governor for religious education visits the school regularly, providing a clear and strategic vision for development. Regular, forensic monitoring and analysis by the religious education subject leader and governors results in accurate self-evaluation which leads to outstanding outcomes for pupils. One parent commented, 'My child is flourishing at St George's. My child's RE knowledge is exceptional, but more so is their ability to articulate how what they have learnt can help support our brothers and sisters in the world.'

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils engage reverently in a full, active and joyous prayer life. A wide range of ways of praying is offered to pupils, including meditation, silence and contemplation, as well as the Examen, Visio Divina, Lectio Divina, and well-loved traditional prayers. Pupils are encouraged to pray their intentions aloud, asking for help for themselves, their families, the wider community and the world, thereby demonstrating their understanding that everything is dependent upon God's abiding love. The prayer and liturgy team mentors younger pupils, leading liturgies and providing activities in the playground. In the Nursery class, prayer and liturgy team members shared a powerful message: 'Remember, God loves each and every one of you'. Pupils are skilled at using previous evaluations of sessions to improve the quality of prayer and liturgy. Scripture is central to prayer and is used meaningfully to deepen pupils' experience. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils' singing is of the highest standard; they readily and enthusiastically sing hymns which complement liturgies. Mass is celebrated frequently, particularly on feast days and holy days. A staff member commented, 'It has been a real pleasure to watch the children in my class become actively interested in leading their own prayers and taking pride in planning their own acts of worship'.

Prayer supports and nourishes the school community, and pupils draw inspiration from the lives of the saints. High-quality prayer areas in classrooms, corridors, the oratory and the rosary garden, provide a focus for prayer, and pupils can say their daily prayers with confidence and reverence. Teachers designate moments of silence during prayer to facilitate deeper reflection and contemplation. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper relationship with God. Following a Visio Divina act of worship, a Year 2 pupil commented, 'it reminds me of Jesus' love'. Year 6 pupils, contemplating the events of Pentecost, were invited to 'sit quietly with God'. The school's excellent partnership with the

local parish priest ensures that pupils participate in the breadth and richness of Catholic tradition. Staff are excellent role-models for pupils, participating fully, with reverence and commitment, in the prayer life of the school. Pupils are given regular opportunities to plan, lead and evaluate liturgies. The school's prayer life would now benefit from providing greater cohesion within the elements of the liturgies, so that pupils may experience a closer encounter with God.

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. They support staff to lead appropriate prayer and liturgy through a clear, effective policy. The school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Parents are invited to attend assemblies, liturgies and Masses through newsletters and the school website. The Sacrament of Reconciliation is offered during Advent and Lent. Governors prioritise a budget for resources and for developing prayer areas and they place the highest priority on providing inspirational professional development and formation for all staff. Staff are given the opportunity to attend relevant diocesan courses and are given regular guidance and support from senior staff. As a result, staff understand the centrality of prayer to the life of the school and are skilled and well-supported to lead it. As part of the school's self-evaluation, parent, staff and pupil voice questionnaires are regularly used by leaders to review and improve the quality and impact of prayer and liturgy. As a result, a staff member noted, that the pupils 'enjoy evaluating each other's acts of worship to see what went well and reflect on how they could make them even better next time.' One parent commented appreciatively, 'I would like to take this opportunity to thank the school for all the support provided for my children. God bless you all.'

Information about the school

Full name of school	St George's Catholic Primary School
School unique reference number (URN)	102038
School DfE Number (LAESTAB)	3083502
Full postal address of the school	St George's Catholic Primary School, Gordon Road, Enfield, EN2 0QA
School phone number	02083633729
Headteacher	P O'Rourke
Chair of governors	Michael Lacquiere
School Website	www.st-georges.enfield.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2018
Previous denominational inspection grade	Good

The inspection team

Norah Flatley	Lead
Lisa McDermott	Team
Caroline Forde	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement