

St George's Catholic Primary School

Gordon Road, Enfield, EN2 0QA

Date of inspection by Westminster Diocese: 14 June 2018



Summary of key findings for parents and pupils

A. Classroom religious education is good

- The school provides a very well planned and comprehensive curriculum in religious education. Creativity in religious education is also developing well.
- Behaviour of pupils in lessons and all around the school is of a high standard.
- The headteacher, religious education leader and the governing body provide outstanding leadership of the subject.
- The school's self-evaluation of its own strengths and areas for development is highly accurate and well written.
- Standards of achievement and progress have varied over the last few years in both key stages. Current school data is now showing much better outcomes at the end of both key stages.
- Teaching is at least good in all classes seen.
- Children get an outstanding start to their school life in the Reception Year and quickly acquire a high standard of religious literacy appropriate to their age.
- Questioning is effective and there is an increase in challenge now being provided.
- Pupils who have special educational needs and/or disabilities are well supported.
- Religious education leaders ensure that staff are well trained and supported in teaching religious education.

Classroom religious education is not yet outstanding because

- The achievement and outcomes for groups such as disadvantaged pupils and the most able pupils are not yet high enough.
- Timetables need to be reviewed to ensure comprehensive and meaningful coverage of religious education in Key Stage 2.

B. The Catholic life of the school is outstanding

- Leadership and management of the Catholic life of the school are judged to be outstanding. The commitment of the head and religious education leaders to promote the Catholic life of the school is evident in every aspect of school life.
- 10% of curriculum time is devoted to religious education, thus meeting the requirements of the Bishops' Conference.
- Catholic prayer and worship is outstanding in this school. Pupils get an extensive introduction to the prayer life of the Church. They are given very good opportunities to initiate their own liturgies and acts of worship.
- The 'Liturgy Team' are articulate and are eager to share their work in developing the Catholic life of the school.
- The celebration of the Eucharist is carefully planned. Mass is celebrated every Friday morning and pupils' spiritual development is carefully fostered.
- The environment is well set out with a small and very well used oratory onsite.
- Parents are highly supportive of the Catholic life of the school as evidenced by a completed questionnaire. They also expressed appreciation for now being invited in to watch assemblies.
- Pupils were able to mention the work the school does around the area of the Common Good and have an understanding of the theology that underpins this and the call to service.
- Opportunities for pupils to be of service in school and in the wider community are widespread and are enjoyed by pupils.
- Governors are exceptionally well informed about the life of the school and provide good challenge and support. They are equally ambitious for the school and its future development.

A. Classroom Religious Education

What has improved since the last inspection?

The school has developed new and more accurate assessment and tracking systems in monitoring religious education (RE). The school has introduced additional materials and resources to supplement the effective delivery of classroom RE.

The content of classroom religious education is outstanding

The school has an RE curriculum that fully meets all the requirements of the *Religious Education Curriculum Directory* (RECD). It has been well planned and mapped by the RE leader. The four areas of study outlined in the RECD, namely Revelation, Church, Celebration and Life of Christ, are known to staff and pupils. There is an increasing emphasis on the use of Bibles and direct scripture. The school also uses the Wednesday Word to supplement its core scheme. Pupils' religious vocabulary is well developed from the Early Years Foundation Stage (EYFS). Religious literacy and vocabulary is of a high standard in the early years in this school. The school is now eager to further enhance its curriculum with greater opportunities for pupils to enhance their creative talents.

Pupil achievement in religious education is good

Pupil achievement is variable across the school and at all key stages. It is at least good in Key Stages 1 and 2 and outstanding in the Early Years Foundation Stage (EYFS). Pupils enter the school with broadly average levels of attainment and leave with attainment and understanding above national averages therefore progress is deemed to be good. Planning is thorough and detailed plans are provided to help teachers in delivering quality RE lessons. The RE leader plays a key role in this area. Pupils are articulate in discussing and recounting their learning in RE at all ages. In the Early Years pupils are quickly introduced to a wide and appropriate range of religious language and activities. Progress is rapid in the Reception Year. Pupils are able to talk about the church and the life of Jesus from an early age. The children were able to identify a tabernacle and the symbols of the Holy Spirit. They are also starting to use religious vocabulary in their early writing about Good Friday and Easter. In Key Stage 1, pupils are developing their creativity with some lovely monstrances being made in Year 1. In Year 2 pupils were learning and writing about Consecration. In Years 3 and 4 there are good examples of work relating to discipleship and the works of Jesus. Pupils also had recently made quality booklets about the order of the Mass. Work just started in Year 5 showed a depth of knowledge around Judaism. In Year 6 the best writing seen was around the Resurrection and was being directly linked to scripture. Other quality writing was seen in contrasting the works and mission of Cafod and Save the Children. There were however significant gaps in content and coverage in some classes and this needs to be addressed. Analysis by the school and scrutinised during this inspection showed that for disadvantaged pupils and the most able pupils attainment and progress is not as good as it should be and the school is aware of this. The quality of work on display in classrooms and around the school was of a high quality. This work ranged from writing, to artwork and to work on other faiths and the Common Good.

The quality of teaching is good

The quality of teaching is at least good in the vast majority of classes seen. This judgement is based on the typicality of teaching over time. Timetables in Key Stage 2 need to be reviewed as a priority to ensure lessons are not either over long or being delivered at the end of the day. Pupil behaviour is consistently outstanding in all classes observed and is strength of this school. This is true in classrooms and all around the school and also at playtimes and in the lunch hall. Behaviour for learning and during lessons is also outstanding. Most pupils are enthusiastic and are well engaged in

lessons. They are articulate and love talking about their work and learning. Respect is evident in every class seen between pupil and all adults. The staff do know their pupils well and are sensitive to the individual needs of all their pupils. Teaching assistants provide support to a wide range of pupils of all abilities and for those who have special educational needs and/or disabilities (SEND). Teaching in the EYFS stage is of a high standard as the children are provided with a good learning environment both indoors and outdoors. Teachers have high expectations of pupils and try to ask challenging questions to further learning for all abilities. The development of higher order questioning is a work in progress and is not yet fully embedded in the daily life of the school. Teachers use a wide variety of resources well to enhance creativity. Pupils have a blog in place but opportunities are being missed to use ICT more in the teaching of RE and enhance creativity even more. The teaching about other faiths and traditions such as Judaism and the Orthodox churches is well developed in this school. Homework is in evidence and mostly used to good effect. The Wednesday Word is being well used. This is especially true for Key Stage 2 pupils who do more in depth research into areas that interest them such as the history and lives of virtuous and inspirational people. Marking is developing well in the school and some good examples were seen in a detailed scrutiny of work. This now needs to be applied consistently right across all classes.

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

The leadership and management of RE are outstanding at all levels. The head has ensured clear delegation of roles and responsibilities. The RE subject leader provides oversight, support and good guidance to teachers. The subject leader is an outstanding practitioner and her expertise is being shared with staff right across the school. Her knowledge of the RE curriculum and assessment is equally outstanding and is of a high order. RE leaders were easily able to identify strengths and weaknesses in classroom practice during this inspection. New staff and non-Catholic staff are also being well supported. There is a very open and honest culture of evaluation in this school. These RE leaders are ambitious for their school to become even better. The governing body are equally supportive of the work of the school and provide a very good balance of challenge and support. They are experienced and speak with knowledge about their work in the school. Governors spoken with are equally ambitious to set the high standards for RE in this school. The senior leaders' self-evaluation of classroom religious education is highly accurate in every area and is one of the best this inspector has seen. It is unusual to get an outstanding judgement for leadership and management of RE if every other area is not graded the same. However, because of the honesty, openness and accuracy of all leaders a judgement of outstanding is richly deserved.

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

- Raise the standards of pupil achievement and progress for disadvantaged and the most able pupils in Key Stage 2.
- Review the timetables for delivery of RE in Key Stage 2 to ensure greater consistency and coverage.
- Use ICT more to develop research skills and encourage pupils' creativity.

B. The Catholic life of the school

What has improved since the last inspection?

Opportunities for pupil initiated liturgy and worship are now fully in place right across the school. All worship is now fully in line with diocesan guidelines. The school has a new Mission Statement and parents are now regularly invited in to see class assemblies and acts of worship.

The place of religious education as the core of the curriculum

is outstanding

RE is at the core of the curriculum in this school. 10% of curriculum time is devoted to RE in every year group. This does however need further refinement in timetabling. A generous budget is allocated to the subject every year and the school is very well resourced. The building is bright and is maintained to a high standard both indoors and outdoors. The school has plans to develop a quiet area for prayer and the rosary. There is a very reverent oratory onsite. Relationships are good at all levels between adults, parents and pupils. The school is strongly committed to the teaching of Catholic religious education and its Catholic life. This is evident from discussions with governors and the senior leadership team. In-service training opportunities are well planned for and this includes the governing body who are well informed about developments and undertake regular training days.

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

is outstanding

Prayer and Catholic worship is quite clearly outstanding and is a major strength of this school. The vision of the headteacher and of all RE leaders, including governors, ensures that prayer and worship are central to every aspect of school life. Planning is thorough and closely follows the liturgical year. All classes attend assembly or have an act of worship every day and prayer is integral to the life of the school. Mass is held in the school every Friday morning. Excellent opportunities are being provided for quiet reflection, meditation and spiritual development. Pupils regularly plan and lead assemblies, prayer services and school and class Masses. During this inspection an assembly was seen on the theme of Corpus Christi and the Beatitudes. Pupils are actively involved in the celebration of the Eucharist and other sacramental celebration throughout the liturgical year. The pupil led Liturgy Team were articulate and proud to tell us about all the work they do and are planning to do in school in the future. During the course of this inspection, pupils were seen rehearsing for a Benediction service. Music is being well used to enhance worship and the pupils proudly sang their own school hymn. The school is blessed with the involvement and participation of two local priests who are frequent and welcome visitors to the school. The pupils regularly visit other places of worship and are being well taught about Judaism and the Orthodox traditions. Parents greatly appreciate the variety of Catholic worship offered in this school from the moment children enter in the Reception Year until they leave in Year 6.

The contribution to the Common Good – service and social justice

is outstanding

The school's commitment to the Common Good, service and social justice is outstanding. St George's as a school community clearly understands the call of 'human flourishing'. The school is outward looking and keen to foster even greater links across the local community and beyond. Pupils are provided with excellent opportunities to serve and develop their gifts from God. An example of this is the way that the school has embraced the Caritas 'Love in Action' project and is now supporting other schools to do the same. Opportunities to be of service around the school are

plentiful. All members of staff are aware of the school Mission Statement and pupils proudly share the school message of 'In everything we do today, we're following Jesus and his way.' This is central to the life of the school and is on display all around the school and on its website. Some good examples were seen during this inspection of work around Catholic social justice and inspiring people. Older pupils in discussion were also able to articulate the theology that underpins their call to be of service to others. The knowledge of some Year 5 and 6 pupils was of a very high order and parents should feel justifiably proud of this. Other pupils chosen at random were not so sure about which causes they supported and why they did this work. The school needs to embed this understanding even deeper. The school supports a wide range of charities both at home and overseas such as the Catholic Children's Society and Cafod.

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 head teacher and governing body attend a wide variety of diocesan conferences and Enfield deanery events. Links with other Enfield Catholic schools are very strong and co-operation and sharing of good practice occurs on a regular basis. The religious education adviser is a frequent and welcome visitor to the school and provides a good challenge and support. Parents are now all invited to assemblies and are also invited to celebrate Mass with the school and expressed great appreciation for these opportunities in a survey undertaken recently. Support from parents as evidenced by this survey is overwhelmingly positive. Parents feel their children are being kept safe and are well cared for. RE curriculum newsletters are regularly distributed and inform parents of learning in religious education as well as many other areas of school and parish life. They are also being given useful information on how best to support their own children in their growing faith. The school is indeed outward looking and is seeking ways of developing its partnership work even further.

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

is outstanding

The effectiveness of the leadership and management in promoting the Catholic life of the school is quite clearly outstanding and is in many ways exceptional over time. The school mission statement is at the heart of all that is done as a Catholic school and the 'Call to be of Service' is being well developed. The headteacher, governing body, parish priests all play key and united roles in ensuring that the Catholic life of the school is in many ways exceptional. Senior leadership at all levels is deeply committed to excellence and achieves this by rigorous monitoring and an open culture. Its self-evaluation of Catholic life is also highly accurate. Therefore the leadership of Catholic life overall is judged to be outstanding.

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

- Develop further the theology that underpins the Common Good.

Information about this school

- The school is a three form entry Catholic Primary school in the locality of Enfield.
- The school serves the parish of Our Lady of Mount Carmel and St George, Enfield Town which also consists of the church of Our Lady of Walsingham & the English Martyrs.
- The proportion of pupils who are baptised Catholic is 99%.
- The proportion of pupils who are from other Christian denominations is 0.5% and from other faiths is 0.3%. The remaining 0.2% of pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 52%.
- The number of teachers with a Catholic qualification is 8.
- There are 29 (5%) of pupils in the school with special educational needs or disabilities (plus an additional 4 in reception) of whom 10 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average.
- The number of pupils speaking English as an Additional Language is below average
- There is a well below average rate of families claiming free school meals.
- 66 pupils receive the Pupil Premium (10%).

Department for Education Number	308 / 3502
Unique Reference Number	102038
Local Authority	Enfield

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on roll	650
The appropriate authority	The governing body
Chair	Mr Michael Blundell
Headteacher	Mr Paul O'Rourke
Telephone number	020 8363 3729
Website	www.st-georges.enfield.sch.uk
Email address	admin@st-georges.enfield.sch.uk
Date of previous inspection	May 2013
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 22 lessons or part lessons were observed.
- The inspectors attended 4 of acts of prayer and worship in classes and around the school.
- 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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Lead Inspector

Ms Santina Ferracane

Associate Inspector

Mr Daniel Keane

Associate Inspector

Ms Cynthia Ni Loingsigh

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