



St George's Catholic Primary School

URN: 146016

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

01–02 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

What the school does well

- Pupils fully embrace the mission statement of the school and embody the values, through living the Beatitudes and following the school's 'Respect Message'.
- Pupils thrive at St George's and their behaviour is exemplary at all times.
- Staff provide the highest level of pastoral care for all pupils and there is a concrete commitment to the most vulnerable.
- There is an exceptionally strong and flourishing partnership between the school and local parish.
- The school has highly successful strategies for engaging with parents, who are exceedingly supportive and value the Catholic character of the school.

What the school needs to improve

- Develop all stakeholders' self-evaluation skills, leading to planned improvements to further enhance pupils' understanding of the principles of Catholic social teaching.
- Ensure pupils have an understanding of how well they are doing in religious education, what they need to do to improve and can articulate how they have made progress.
- Provide professional development opportunities for all staff to support pupils in planning, leading and evaluating prayer and liturgy.

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

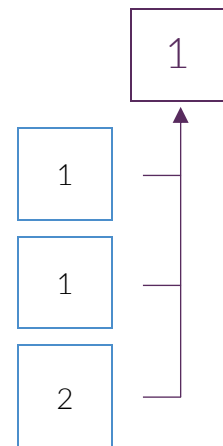
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 understand, fully embrace and live the mission statement. They know that ‘at St George’s, God calls us by name to love, learn and achieve together, safe in the palm of His hands.’ Pupils are exceptionally happy and secure at the school. They have an individual commitment to following the teaching of Jesus, and their kindness towards each other is evident in their interactions with each other. The Year 6 pupils enjoy being “caring buddies” for the pupils in Reception. They are keen to share their news of collecting for the local St Vincent de Paul foodbank. Additionally, pupils have initiated fund raising for the Ukraine. There is an exceptionally strong sense of moral development. One parent highlighted how the values the pupils exhibit in school are also exhibited outside of school. Another parent explained that, ‘the school does an excellent job in supporting the spiritual and moral development of my children.’ The ‘Respect Message’ delivered by the school is a good example of this, with members of the local community regularly complimenting the behaviour and actions of pupils. Pupils are actively engaged in responding to the demands of Catholic social teaching. They can talk about litter picking, making clean water and the importance of wind power in caring for our planet. Pupils now need to link this to the theology underpinning their fund raising and care for our common home.

The mission statement is lived and embraced by all staff, which means that the school excels as a community rooted in Catholic tradition. One member of staff stated that, ‘Christ is at the centre of everything we do. Everyone demonstrates respect, love and care for all parts of the community.’ Staff are devoted in their service to the school and the exceptional care given to the pupils. Staff are proud of the sense of community at St George’s. One parent described how the head teacher and ‘her wonderful team create a fantastic, safe and supportive community’ and

the strong sense of welcome is felt by all visitors and parents. St George's is an exceptionally inclusive school, with staff going the extra mile to provide support for the most vulnerable in the community. This provision includes additional places at breakfast clubs, access to "well-loved uniform" and referrals to charities for additional support. Staff are exemplary role models in all aspects of school life, but particularly in their positive interactions with pupils. The provision for relationship, sex and health education meets both the statutory and diocesan requirements. This curriculum is adapted well to meet the needs of pupils, where necessary.

Parish links are especially strong. The parish priest is an exceptionally welcome and regular visitor, who supports the liturgy team and helps in the preparation of readers for Mass. The school newsletter is distributed to parishioners, who also encourage pupils to become altar servers. The partnership with parents is exceptional and parents are overwhelmingly supportive. The school has a strong commitment to Catholic social teaching. Leaders and governors now need to ensure that further actions clearly link to these principles and to the distinctive Catholic curriculum, including care for our common home. The respect and pastoral support for staff is excellent in practice. Leaders and governors should develop a written policy to demonstrate this commitment to the physical and mental wellbeing of staff. Leaders and governors have a good knowledge of the Catholic life and mission of the school. They need to ensure that they involve pupils in the evaluation of Catholic life, thus using pupils' views and their own knowledge to plan well-targeted improvements. Professional development focusing on Catholic life is planned and effective. New members of staff value the induction provided by leaders.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

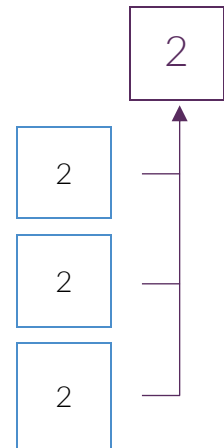
How well pupils achieve and enjoy their learning in religious education

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



Attainment in religious education is good and has been sustained over time. Pupils' knowledge, understanding and skills are secure because all lessons follow the requirements of the *Religious Education Curriculum Directory*. For example, pupils can recall familiar Bible stories, such as David and Goliath and the Nativity. In one lesson, where pupils were discussing the Good Samaritan, some pupils were able to make links with other parables. Pupils make good progress through the curriculum and the use of 'The Big Question' shows pupils' understanding of key concepts that are taught. Provision for pupils with special educational needs and disabilities allows them to successfully access the curriculum in line with their abilities. Prior learning is recalled during lessons and because of this, most pupils' religious literacy is accurate and they enjoy lessons, as they are made relevant to their lived experiences. Pupils have many opportunities to explore religious education creatively through planned lessons linked to dance, drama, group work and art. Pupils' work is well presented, demonstrating their high regard for the subject. Pupil behaviour in lessons is exemplary and they engage productively and with enthusiasm during lessons. However, pupils do not yet routinely reflect upon how they can improve their learning and how they make progress.

The majority of teachers are confident and have good knowledge of how pupils learn. For example in the Early Years Foundation Stage the pupils enjoy exploring role play linked to birthdays and Christmas. In a Year 6 lesson the provision of a range of scripture quotations on friendship allows pupils to consider how they can nourish their own friendships. Expectations are good for the quantity and quality of work that is recorded for religious education. These expectations are clearly communicated to staff by the religious education subject leader. Teachers plan effectively and use a variety of resources to support pupil learning. Religious art is used well to provide a stimulus for discussion. 'Spirited art' inspires pupils to reflect on 'the

world is a treasure' and God's amazing creations. Teachers provide pupils with verbal feedback leading to good levels of motivation. Time for reflection is provided within religious education lessons and the use of 'what I'll now do' enables pupils to consider how they put their religious education knowledge into practice. Provision of this time impacts on pupils' spiritual and moral development.

Leaders ensure that religious education is comparable with other core curriculum subjects in terms of timetabling staff and the quality and quantity of pupils' work. Some homework tasks are given for religious education, including the annual respect poster competition and collecting of baptism photographs to share in class. The religious education leader regularly attends diocesan professional development opportunities and cascades this learning to staff. Recently, the religious education leader provided additional guidance on the structure of the Big Question to ensure pupils were reflecting on their increased knowledge of scripture. The impact of this is clearly evident in pupils' books. The religious education leader is passionate and has a clear vision for the subject. Additional support from adults and the resources of the Oasis room ensure all pupils have access to religious education. Leaders and governors have a good knowledge of the religious education taught in the school. Governors have recently participated in diocesan professional development. They acquire knowledge through visits to the school and information provided by the headteacher. A more systematic and rigorous approach to monitoring would support governors in making decisions that lead to strategic improvements, including the implementation of the new *Religious Education Directory*.

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

2

Pupils show reverence and actively participate in liturgies, joining in with responses, and there is great joy when they sing. During whole-school liturgies, pupils sign many hymns and the Our Father. Year 6 pupils are excellent role models for the younger pupils. They are familiar with, and understand, the power of prayer. Additionally, pupils are familiar with a range of traditional prayers, including the Angelus, which Key Stage 2 pupils pray daily. Older pupils are beginning to teach young pupils the Rosary during October and May. Prayer is important to pupils and they know it can guide them in their daily lives. One Year 6 pupil described how she prays when she feels anxious and God helps her. During moments of quiet reflection, pupils take this time to grow spiritually. One pupil stated, 'this is my time to talk to God'. Pupils talk about the liturgical year focusing on the importance of Advent and Lent. Year 6 pupils are beginning to work with the religious education leader to plan and lead class prayer and liturgy. This now needs to be developed for more pupils across the school, including evaluating the quality of prayer and liturgy they have planned.

Prayer is at the heart of daily routines at St George's and, because of this, significant moments in the school's life and Church's calendar are celebrated. The scripture used in worship is well selected and seasonally relevant. Staff are exceptional role models, inspiring all pupils to contribute in prayer and liturgy, enhancing their experiences. Staff plan prayer and liturgy opportunities and pupils participate in the delivery. Year 3 are beginning to use spiritual journaling as a way of reflecting, and developing the richness of their prayer and liturgy practices. The religious education leader is skilled in supporting Year 6 pupils and the pupil liturgy team to take the lead in planning their liturgies. This good practice needs to be shared across all year groups. Music is used by the majority of staff to enhance prayer and liturgy; for example music provides reflective time and pupils are encouraged to write their own prayers. The school makes

good use of spaces to enhance the prayer life of the school. There is a thriving partnership with the local parish priest, which means that no opportunity to work together is missed. Parents also speak positively about how their children come home and share the prayers they have been learning at school.

The school's policy on prayer and liturgy is accessible and available to all staff. This now needs to be further developed to ensure that it is useful to staff to use consistently as a reference point when planning prayer and liturgy. Leaders and governors recognise the importance of prayer and liturgy and ensure that it is well resourced. There is a well-planned timetable to celebrate the Eucharist, holy days of obligation and other significant days, such as St George's day. Parents are invited to attend some of the prayer and liturgy opportunities provided by the school. The Sacrament of Reconciliation is offered during Advent and Lent. Leaders need to consider the provision of opportunities for professional development so that staff are well trained and that they understand the expectations for how pupils plan, lead and evaluate prayer and liturgy experiences. Governors regularly visit the school and have a wealth of knowledge regarding prayer and liturgy. They talk keenly about pupil engagement and know that the Stations of the Cross drama, performed by Years 3 and 4, developed pupils' understanding of the Passion of Christ. However, self-evaluation needs to be more systematic and robust, including seeking the views of pupils, leading to sustained school improvement.

Information about the school

Full name of school	St George's Catholic Primary School
School unique reference number (URN)	146016
School DfE Number (LAESTAB)	8823329
Full postal address of the school	St George's Catholic Primary School, Eagle Way, Shoeburyness, Southend-on-Sea, SS3 9RN
School phone number	01702 293522
Headteacher	Annabelle Delgado
Chair of Local Governing Body	Nina Nathan
School Website	www.sgcps.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Assisi Catholic Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	20 June 2017
Previous denominational inspection grade	2

The inspection team

Mrs Gael Hicks
Miss Isabel Quinn

Lead
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