



St George's Catholic Primary School

URN: 147211

Catholic Schools Inspectorate report on behalf of the Bishop of Middlesbrough

02–03 October 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 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

Compliance statement

- The school is compliant to the general norms for religious education laid down by the Bishop's conference.
- The school is compliant with all the additional requirements of the diocesan bishop.
- The school has complied with all the previous areas for improvement.

What the school does well

- St George's is a welcoming, happy and inclusive Catholic school.
- Leadership is inspirational and transformational, and staff are role models.
- The school has the pupils, their families and the wider community at the heart of its mission.
- Pupils approach their learning enthusiastically and standards in Religious Education show that they make good progress over time.
- Pupils participate with reverence and interest in prayer, singing and liturgy.

What the school needs to improve

- Enhance pupils' understanding and ownership of Catholic life through greater monitoring.
- In Readiness for the new RED curriculum, ensure lesson tasks are designed to provide opportunities for pupils to develop their questioning skills as well as their inquiring mind and critical thinking.
- Provide further opportunities to develop pupils' independence in planning and leading both whole school and class celebrations of the word.

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

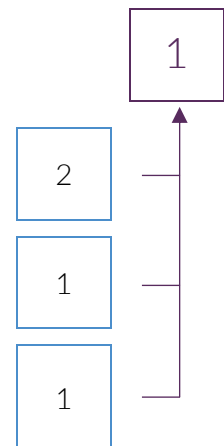
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 and follow the school mission statement and motto: 'Live, Love and Learn through the light of Christ'. This is lived out on a daily basis. Pupils feel welcomed, valued and are proud of St George's. They say they, 'have fun whilst learning about Jesus. We are surrounded by really nice people who look after us.' Pupils are a credit to the school: their behaviour and respect for each other and staff is strong. They recognise that everyone is equal within the school and say that 'St George's welcomes and cares for everyone.' Pupils understand their role as citizens within their community. They are happily involved with the school's charity work, raising money for local and global charities. They speak clearly about how new pupils are made to feel part of the school family. They talk openly about how they work with adults to mediate and ensure reconciliation with any disagreements. Pupils are eager to be part of the chaplaincy team. They are a spiritually aware and capable of taking more responsibility in monitoring pupils are not sufficient responsibility in monitoring, which they are very capable of, in order to understand their specific role in the mission.

Pastoral care is outstanding. The school is passionate about the welfare of the local community and is a hub for families. Staff are committed to the most vulnerable illustrating their investment in missionary discipleship. Pupils are cared for and adults see them as 'little saints, created in the image of God.' They provide a safe and happy environment in which pupils say they feel safe and respected. The needs of families are carefully addressed. The provision of food and outreach work with the local care home are illustrations of the community support on offer. The breakfast club ensures that pupils receive a healthy start to the day. St George's welcomes all pupils and celebrates all languages and cultures. The school environment has vibrant Catholic displays; visitors are welcomed at the entrance of the school, where a central

focus of the school's patron is found alongside the Catholic Multi Academy Trust's Saint Cuthbert promoting a 'safe harbour in a stormy world.' The chapel is established, well used and resourced. There is a designated area for spontaneous prayer. The bishop's vision is evident, and corridors showcase Catholic social teaching and British values. The correct liturgical colours are displayed throughout the environment as well as in every class. All these elements, together with the displays of the patron saint and the rosary celebrate the Catholic ethos of the school. The school provides a place in which families can 'stay and pray' which is gratefully received. Relationships, sex and health education (RSHE) is covered throughout the school using the Ten:Ten programme and Jigsaw Personal and sex and health education (PSHE) scheme of work.

The commitment to the support of families makes St George's a special place, valued by the local community, "transforming lives in the light of Christ.' There is a strong link with the local parish: classes attend Mass in school and in the parish church. Leaders support the Eastfield Residents Association developing an area for pupils and residents to play in a safe and inviting environment. Leaders coordinate fundraising for Rainbows, Cafod's harvest and Lenten appeal as well as the Apostleship of the Sea providing woolly hats and toiletries for seafarers. The parish priest plays an active part in bringing the home, school and parish together through services welcoming everyone to the local church. Governors are supportive and critical friends. Parents say that 'St George's cannot have done more and is like a family'. Senior leaders, including governors, are ambitious but humble about their transformation role in ensuring Catholic life and mission is of the highest quality. Staff are engaged in the Diocesan and undertaking the bishop's certificate. They pray together in weekly prayer.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

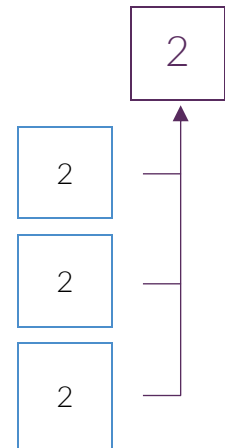
How well pupils achieve and enjoy their learning in religious education

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 enter St George's with little religious literacy. Nursery provision positively instils in pupils an understanding of religious education which is built upon in the Foundation Stage and beyond into Key Stages 1 and 2. Good progress is made as pupils move through the school. Pupils like their religious education lessons: they say they, 'enjoy learning about Jesus' life through stories'. They listen attentively and respond to tasks diligently. Learning objectives in books allow pupils to begin writing following initial input. Key vocabulary, explanations and sentence starters aid pupils' understanding. Pupils share their thoughts with increasing confidence as they progress through the school. They like to learn about other faiths. Pupils' behaviour in lessons is respectful and focussed. Coverage in each religious education topic is good and there is evidence of extended written tasks in workbooks. Pupils are supported with a clear lesson structure and scaffolded sentence starters. Pupils are not always sure their target level and this needs to become embedded. Pupils are not given sufficient opportunities in completing written work independently would be to have greater opportunity to work with independence when completing written work, to enhance learning and achievement.

Teachers plan lessons well and follow an agreed structure. They refer to prior learning and ensure there are working towards and working at targets which are adapted to specific year groups. Tasks are clearly outlined and talk partner time allows pupils to respond with their ideas. There is scope to allow more opportunity for independent learning and time to use inquiry and wonder moments within the lesson structure. Teachers demonstrate in-depth subject knowledge and use appropriate pitch and pace to allow for good outcomes, leading to better pupil engagement. Religious education driver words license prompt sheets are available to pupils to help shape their writing in books. Feedback takes place in line with the school's policy. Teachers allow pupils time to respond to their comments. The Big Question is used

effectively to explore the pupils' knowledge before and at the end of each topic. Frequent praise helps to motivate pupils to do their best. Teachers are creative and use art, Information technology and drama enhance enjoyment and involvement in activities. The 'Come and See' programme of study is followed with fidelity. Teaching assistants work well with pupils, supporting them to participate in lessons and encouraging them through scaffolded support. Staff are aware of pupil worries and use pastoral care to enable all to participate in lesson activities.

Leaders are ambitious for pupils and want them to achieve more. Their aspirations are high. The religious education subject leader has worked hard to establish a clear protocol for the structure and delivery of lessons. Opportunities to discuss progress and expectations are in place. There is a structured timetable for monitoring within the school with book looks, data drops and work analysis. Leaders have worked hard to raise standards and work in books over time has improved by incorporating clear focussed tasks supported by the learning objective and driver words. Standards are not yet outstanding because pupils are not all clear about their level of achievement and therefore how they can improve their work. Moderation is in place involving St George's sister school and St Cuthbert's Catholic Multi-Academy Trust. This is being developed and will support continued improvement as the school moves towards the *Religious Education Directory* programme of study. The governor with responsibility for religious education meets regularly with the subject leader to review pupils' work and consider outcomes. Training for staff is provided, including through diocesan courses. The religious education leader allocates time to give verbal guidance and advice to staff, who confirm that they feel well supported in their work.

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 respond and actively engage in the prayer and liturgy provided by the school. They are respectful and show reverence. A chaplaincy has been established alongside Mini Vinnies. The school has secured significant funding to enhance music tuition and support. Pupils are enthusiastic and sing confidently and joyfully in their Celebration of the Word gatherings. Pupils are now part of the collective worship cycle. Teachers prepare engaging experiences of prayer, ensuring that there is a focused gathering theme. Pupils are invited to be part of class celebrations and enjoy being part of these occasions. Attention to mood and setting are evidenced together with the sharing of the word, followed by the opportunity to respond to scripture and to live out a specific mission in their daily lives. With a clear structure to celebration of the word, there is now the opportunity for further lead participation and ownership. Pupils are involved in evaluating liturgical prayer and are able to identify next steps for improvement. This now needs to become embedded with Not all pupils have the opportunity yet to be involved in this. Pupils are proud to be part of the chaplaincy team. They are a spiritually aware team capable of taking more responsibility in choosing elements such as pieces of scripture.

Prayer punctuates the day and is central to the daily structure at St. George's. Morning Prayer, grace before lunch, grace after lunch and an end of day prayer being observed by all the pupils. The liturgical calendar is followed closely and displays show the correct liturgical colours. Focus sacred spaces prayer tables help to create the right mood and setting; display areas are well resourced with religious artefacts, such as statues, bibles and candles. Staff provide opportunities for all pupils to prepare and lead class liturgical prayer: these times are seasonally appropriate and offer a range of ways of praying that are part of the Catholic tradition. Staff are models of good practice. Liturgical prayer folders capture these prayerful

experiences and illustrate a pride in the opportunities prepared by each class. There is scope for pupils to take on an increasingly independent role within celebration of the word to enhance their current active participation. Families are invited to celebrate Mass in school and in the Parish church. 'Stay and pray' invitations encourage parents to participate in collective worship life of the school.

The extent to which leaders and governors promote, monitor and evaluate this area of school life is good. The policy and plans for prayer and liturgical prayer are fit for purpose and carefully planned. The school calendar allows for the school to celebrate the Eucharist on regular basis, including special occasions and holy days of obligation. The religious education leader shows reverence and passion when leading whole school Celebration of the Word. She is influential in guiding liturgical prayer so that key times in the Church's year can be highlighted, such as leading the rosary in the month of October. St George's links closely with the parish church. Leaders, including governors, ensure that time and care is taken to welcome pupils of all faiths, and none: this is well considered when planning liturgical prayer and liturgy. Leaders and governors check that materials and resources for this important area of school life are well funded so that community worship can continue to develop and flourish.

Information about the school

| | |
|--|--|
| Full name of school | St George's Catholic Primary School |
| School unique reference number (URN) | 147211 |
| School DfE Number (LAESTAB) | 8153631 |
| Full postal address of the school | St George's Catholic Primary School, Overdale, Eastfield, Scarborough, YO11 3RE |
| School phone number | 001723583535 |
| Headteacher | Andrew Krlic |
| Chair of local governing body | Trish Bullen |
| School Website | https://sgsyorks.org |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | St Cuthbert's Roman Catholic Academy Trust |
| Phase | Primary |
| Type of school | Academy |
| Admissions policy | Non-selective |
| Age-range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | March 2019 |
| Previous denominational inspection grade | 2 |

The inspection team

| | |
|----------------------------------|------|
| Greg Hughes (Nottingham Diocese) | Lead |
| Liz King | Team |
| Rochelle Nestor (shadow) | 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 |