



DIOCESAN INSPECTION REPORT

St George’s RC Primary School

Overdale , Eastfield , Scarborough , YO11 3RE

School Unique Reference Number: **121659**

Inspection dates:	14 – 15 March 2019
Lead inspector:	Michelle Ryan
Team inspector:	Peter Gair & Rosa Flannagan

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St George’s RC Primary School is a good Catholic school because:

- The Catholic Life of St George’s is good because it has the highest priority and very good relationships exist with all members of the school community.
- The quality of Collective Worship is good because it is central to the life of the school and all pupils from a very young age are reverent and respectful during Worship.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well, leading to good progress in lessons.
- The behaviour of the pupils is very good. Pupils are fully aware of the need to work together in a community, be sympathetic and supportive to the needs of others and act with justice and inclusivity.



FULL REPORT

INFORMATION ABOUT THE SCHOOL

- The school has been part of a federation with Our Lady and St Peter's Primary School in Bridlington since February 2015; initially as a "soft federation", latterly as a "hard" federation under a single governing body. It will shortly become part of St Margaret Clitherow Catholic Academy Trust.
- St George's School is a small primary school with 110 pupils on roll.
- The pupils are taught in mixed aged groups.
- The proportion of pupils eligible for free school meals is 28%.
- 91% of pupils are from a White British background.
- 100% of pupils speak English as the first language.
- 27% of pupils with Special Educational Needs and Disabilities (SEND), which is above the national average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- **Develop the leadership of Religious Education by by:**
 - Ensuring the senior leadership team develop further rigorous and systemic processes to allow a deeper level of quality assurance across Religious Education.
 - Providing more opportunities for the subject leader to experience high quality provision to enhance leadership skills and the successful implementation of this.
- **Further develop the quality of teaching and learning by by:**
 - Throughout the school ensuring time is regularly allocated to allow pupils to respond to constructive feedback after marking to further extend pupil's learning
- **Further develop the quality of Collective Worship by by:**
 - Providing more opportunities for pupils to independently plan, prepare and lead Collective Worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.

- The pupils have a deep sense of belonging and are proud to be part of St George's school family, where all pupils are nurtured from the earliest age.
- Pupils understand they have a voice in school helping to recently shape the mission of the school. As a result, the pupils have been fully immersed in creating the school's ethos and live this out daily. Consequently, pupils enter whole heartily into a range of activities which promote and support the school's ethos such as creating a school prayer room and designing the stained-glass window which will be placed in the prayer room.
- The pupils deeply value and respect the Catholic traditions of the school. There are very effective links with the parish; parishioners come into school to support the pupils
- The pupils are very well supported throughout school by a range of pastoral support mechanisms which are provided by caring and committed staff.
- Pupils' behaviour is very good; they are happy, polite, confident and willing to help.
- The pupils have a good understanding of the key celebrations of the liturgical year and are involved in both parish and diocesan activities.
- The pupils have a sense of justice and are keenly aware of the needs of other children both of their local community and beyond.
- The pupils are aware of their responsibilities as part of a Catholic school. They are aware of the needs of others, talking with confidence about taking leading roles in activities which demonstrate the Catholic Life of the school such as charitable works; for example, Apostleship of the Sea and CAFOD (Catholic Aid for Overseas Development)
- Pupils have a developing understanding of what it means to have a vocation and are supported by a well organised visitors' programme which nurtures the pupil and gives them a clear insight into careers for the future.

The quality of provision for the Catholic Life of the school is good.

- The vision and mission of the school is clearly articulated by all who work and learn in the school.
- People are at the heart of this family community. Strong relationships and mutual respect

are a key feature of the school. Catholic values are embedded in the life of the school.

- The whole child is central to the implementation of the school's curriculum and the staff are fully committed to this.
- Staff participate in the Catholic Life and mission of the school, such as staff prayers. Commitment to the Catholic social teachings are evident and clear policies and practices are in place.
- Personal, Social and Health Education is well embedded in the school supported by the effective 'Achievement for All' team. The school's Relationships and Sex education (RSE) is age appropriate and in line with the teachings of the Catholic Church. This is not yet fully implemented.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.

- Leaders and managers, including governors, are clearly committed to the mission of the church. They are held in high regard by pupils, staff and parents alike.
- The school is extremely effective in working with parents and carers who claim the school is very welcoming and go beyond their statutory duty to help and support the families within the school community.
- The parish priest and governors play an instrumental part in the Catholic Life of the school for pupils. They embrace and fully support the opportunities offered to the pupils.
- Governors are actively involved in the school's self-evaluation process. They are always invited to events and participate enthusiastically as full members of the leadership team. They discharge their statutory and canonical duties well and are committed to upholding the strong caring ethos that exists.
- All leaders respond well to diocesan policies and initiatives and promote the Bishop's vision throughout the school.
- The school's self- evaluation is accurate. Monitoring and analysis needs to be used more rigorously to drive improvements.
- In recent years high priority has been placed on the curriculum, the Catholic Mission and prayer life of the school and these have been at the forefront of whole school development. The school works closely with its sister school which enables the school to share further good practice.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is good.

- Pupils act reverently and show respect when participating in Acts of Worship. They listen well, reflecting in silence and join in community prayers with confidence and are happy to take part in Collective Worship. This contributes positively to their spiritual and moral development.
- Adults provide effective role models for the pupils. They encourage and foster a culture for prayer and worship which supports the pupils' confidence and enthusiasm.
- Pupils are keen to participate in staff-led prayer and Collective Worship which is well planned and reflective.
- Collective Worship is seen as a central part to the life of the school which brings joy to the whole school. However, school needs to develop further opportunities for pupils to independently plan, prepare and lead Collective Worship appropriate to their age and understanding.
- School and parish work in partnership for the sacramental programme following diocesan guidelines.
- Pupils have an increasing knowledge and understanding of religious festivals and feasts and the different demands they make on their worship. They can articulate the understanding of other faiths which they have studied.

The quality of provision for Collective Worship is good.

- The quality of Collective Worship provided by the school is good. Prayer is central to the life of the school and important to everyone. 'Wednesday Word' is used skilfully to support the pupils understanding of scripture at an age appropriate level.
- During the inspection several examples of Collective Worship were observed including whole school, phase and class Worship. At all times, the pupils showed respect and reverence. A variety of prayer styles were observed with effective use of music, images, and artefacts. The key stage one phase Collective Worship engaged the pupils fully by the teacher leading the pupils in an action song which was based on a scripture.
- Focal points are evident in all classrooms as well as high quality displays around the school to support the pupils' learning and reflection.
- The independence of preparing and displaying the confidence to lead Collective Worship is developing but not embedded in all year groups. A good example of independence in Collective Worship was referenced to in early years' foundation stage (EYFS) where pupils made decisions about their Worship.
- Pupils, and staff speak very positively about the Collective Worship experience. Older pupils are positive role models to younger pupils in school. The Worship team play an active part in preparing for whole school liturgies and serving at school Masses.
- Parents spoke very highly of the Collective Worship their children experience as well as Collective Worship they are invited to. They feel that they see Worship as a strength of the school and feel supported by the staff. Parents are invited into school on a regular basis.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.

- The leadership team are dedicated and enthusiastic about Collective Worship. They value its place as central to school life and are keen to continue to improve all aspects of their work in this area.
- The school's leaders have a good knowledge of how to plan and deliver liturgy and Worship. They understand the Church's liturgical year and traditions and are good role models to both staff and pupils. A range of artefacts, symbols and technology are used to deepen pupils' knowledge and understanding.
- Leaders recognise the importance of nurturing staff as well as pupils, consequently all feel valued. They prioritise the spiritual development for all in school and that time is devoted to this.
- The Co- Headteachers have a highly visible presence in school and have a good understanding of where the school is at in their Collective Worship journey. Many forms of Collective Worship were observed such as phase, whole school, and class worship.
- Leaders respond appropriately to the views of stakeholders which have been sought through pupil voice, staff and parental questionnaires. Evidence for parental questionnaires speak very highly of the work undertaken by the school to support their children.
- Leaders, including governors, conduct a range of monitoring activities of the provision and outcomes of Collective Worship. For example, the governors spoke about the impact of the development of prayer in school and how they had observed staff growing in confidence.

Religious Education

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils enjoy and understand the value of Religious Education and apply themselves well in lessons. The learning behaviour throughout the school is very good and the pupils are a credit to their school.
- From low entry points and with little or no experience of Church or religion, poor communication and language skills and low levels of personal, social and emotional development, pupils' progress in RE is at least good, with pupils making progress across all key stages.
- The pupils are keen to do well; they apply themselves diligently in lessons and demonstrate high levels of behaviour for learning throughout the school
- Outcomes for pupils are good overall. From a below-average starting point in early years the pupils make good progress through key stage one. Good progress continues through key stage two.
- As a result of effective support staff, pupils with special educational needs and disabilities are well supported and achieve well according to their age capacity.

The quality of teaching and assessment in Religious Education is good.

- Relationships between staff and pupils is very positive and are a real strength of the school. Support staff are used effectively to support the pupils' learning.
- Teachers mark work regularly; not enough time is allocated in all classes to allow pupils to respond to constructive feedback and marking to further extend the pupils learning.
Teachers moderate work on a regular basis in line with the levels of attainment in Religious Education. Assessments are regular, and the levelling of pupil's work is accurate. However, systems are not yet in place to be able to present information swiftly to support school's findings.
- Pupil progress is discussed informally during moderation on a termly basis.
- Teaching is good throughout the school. Teaching was most effective when the pupils were given the opportunity to independently work and they were in charge of their own learning. For example, in year three-four class pupils were asked to explain the meanings of parts of the 'Our Father' and how people live in communion with each other and how this is beneficial in everyday life.

- The staff have a clear understanding of the values of Religious Education, they use the “Come and See” materials with confidence. This support has been provided by the Religious Education subject lead who provides regular CPD (Continual professional Development) to staff.
- ‘Respond booklets’ are used consistently throughout school and are used to capture the pupils’ learning at the end of a topic.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The Co-Headteachers and Religious Education leader are enthusiastic and successful in promoting the high profile of Religious Education in the school involving pupils, staff and parents. They are well informed about current development within the diocese.
- Quality assurance procedures are in place but are insufficiently robust to ensure that the teaching and learning of the subject continues to improve.
- The curriculum meets the requirements of the Bishop’s Conference and contributes very effectively to the pupils’ spiritual and moral development.
- Governors are regular visitors to the school and are committed and passionate about the improvement of the school providing appropriate support and challenge to the Co-headteachers and Religious Education leader.
- Leaders, including governors, conduct a range of monitoring activities of the provision and outcomes of Religious Education.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****2**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

2

The quality of provision for the Catholic Life of the school.

2

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

COLLECTIVE WORSHIP:**2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

School details

School name	St George's RC Primary School
Unique reference number	121659
Local authority	North Yorkshire
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