



Diocese of Westminster

St George's RC Primary School

Gordon Road, Enfield, EN2 0QA

Telephone: 020 8363 3729

e-mail address: office@st-georges.enfield.sch.uk

DFE Number: 308 3502

URN Number: 102038

Headteacher: Mrs. P. M. Alder

Chair of Governors: Mr M. Blundell

Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 21 May 2013

Date of previous inspection: 8 October 2007

Reporting Inspector: Mrs J Goring

Associate Inspector: Mrs C McMahon

Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent one day in school, visited 21 lessons and 2 assemblies, and carried out 4 interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of St George's School, Enfield was carried out under the requirements of the Education Act 2005, and in accordance with the Framework and Schedule for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Description of School

The school is a three form entry in the LA of Enfield and the locality of Enfield. The school serves the parish of Our Lady of Mount Carmel and St George. The proportion of pupils who are baptised Catholic is 99.9%. The proportion of pupils who are from other Christian denominations is 0.1%.

There are 654 pupils on roll, with 10 pupils with Statements of Special Educational Need. The proportion of pupils from ethnic minority groups is below average. The number of pupils speaking English as an Additional Language is below average. There is a below average rate of families claiming free school meals.

Key for inspection grades:

Grade 1: Outstanding;*
Grade 1: Very Good;
Grade 2: Good;
Grade 3: Requires improvement;
Grade 4: Causing Concern.

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade: [1]

The religious literacy of the pupils is very good and they are becoming aware of how their Catholic faith affects their daily living. Pupils enjoy their religious education lessons especially when discussing their own ideas and opinions and when undertaking practical activities to consolidate their learning. Pupils display a growing depth of thought which impacts very well on their spiritual and moral development. All staff are fully committed to the very high profile given to religious education and willing to undertake training to improve their skills. There is evidence of very good planning of learning. Lessons have clear objectives and success criteria which go some way to enabling pupils to effectively assess their own learning. The school's self evaluation is achieved through regular monitoring and provides evidence of a good awareness of RE strengths and needs.

What has improved in classroom religious education since the last inspection and what should the school do to further improve in classroom religious education?

The inspection issues from the last inspection have been achieved. The school has implemented the national levels of attainment and have developed assessment practices to help pupils know how well they are doing.

To further improve in curriculum religious education, the school should:

- embed the new tracking system so it can be a tool to drive further improvement;
- continue to develop assessment procedures so that the national levels of attainment are accurately assessed and pupils have secure information on how to improve to the next level
- continue to ensure that the Curriculum Directory is fully reflected in the Religious Education curriculum.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade [1]

The content of curriculum religious education meets the requirements of the Curriculum Directory; the four strands are used to very good effect and are clearly identified and cross referenced in programmes of study for every year group. The school is using a published scheme as well as the 'Year of Faith' units and are actively researching ways of supplementing this to personalise the curriculum still further. Staff are very well supported by the subject leader in their short and medium term planning. She identifies the links to the Curriculum Directory and the resources used. There is regular monitoring of the curriculum, planning, exercise books and pupil learning. In the best lessons observed there was evidence of imaginative planning to meet the needs of all groups of pupils.

Pupil achievement (as well as attainment and progress) in religious education

Grade [1]

Pupil achievement, attainment and progress in religious education are generally very good. Pupils make good progress from Foundation Stage onwards and by the end of Key Stage 2 standards are high. Lessons observed provided evidence of motivated pupils who are attaining a very good standard in knowledge and understanding of religion and are developing an ability to reflect on meaning. However, opportunities for higher achievers to extend their understanding were not fully exploited, and pupils could take more ownership of their learning by having a better understanding of their progress and how they could improve. Tracking of progress is robust and forecast grades have been accurate measures of the final outcomes; the school's own data suggest that pupils are on track to make very good progress.

The quality of teaching

Grade [2]

The quality of teaching is good with some very good teaching seen. Lessons observed across the school during the inspection gave evidence of high teacher expectations for all groups. Teachers generally demonstrate good subject knowledge and use a variety of strategies to engage the full range of ability, although the staff could be bolder in the implementation of these strategies. Pupils would benefit from some more thought-provoking activities; these would also provide increased challenge for the most able, enabling them to achieve the highest levels. All teachers have good access to in-service training. Pupils make very good progress and in the best lessons were encouraged to become independent learners who are able to develop their understanding of scripture and religious concepts. Class teachers use time well and pupils are given opportunities to develop new skills and build on previous learning. Books are very well presented; marking is regular but comments do not always include help on how to improve to the next level, although this was sometimes seen through discussion with the pupils. There was some evidence that regular monitoring of teaching is in place. Good assessment procedures have enabled teachers to plan well to meet the needs of most pupils.

The effectiveness of the leadership and management of religious education

Grade [1]

The leadership of the school has a strong commitment to promoting high quality Religious Education and their support is valued and evident. The Religious Education coordinator shares this vision and is very effective in leading the staff to achieve; standards are very good at all Key Stages. Organisation and teamwork are excellent; there is a sense of common purpose with good practice shared from lesson observation and team discussions. Resources are well deployed but the pupils would delight in some more challenging activities in lessons. Monitoring appears to be regular but needs to be embedded further so that the improvement in pupils' achievement will continue. The Governor attached to Religious Education is both supportive and challenging. Accommodation is bright, cheerful and adequate for purpose.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade: [1*]

St George's is an outstanding Catholic school. The committed leadership of the headteacher and senior staff is highly effective in maintaining and developing the school's Catholic identity, and in impressively fostering pupils' growing awareness of their Catholic faith and their understanding of how to live this out in their lives. Prayer and worship have a strong central role in school. The pupils' spiritual and moral development is outstanding and this is reflected in pupils' excellent behaviour and very positive attitudes. Governors offer strong support in developing and reviewing the quality of the Catholic life of the school. Relationships within the school community are outstanding as is the pastoral care provided to support individual needs.

What has improved since the last inspection and what should the school do to further develop the Catholic life of the school ?

There were no development issues in this aspect of the last inspection report.

To further improve the school's Catholic life the following areas have been identified:

- to look still further for opportunities for the pupils to initiate and prepare liturgy
- to continue to develop further the ways in which pupils can actively serve their community.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade [1*]

Religious Education receives 10% of formal curriculum time in all Key Stages. There is a generous budget for Religious Education which generally matches that of English and Maths. The number of Catholic staff is high (76%) and accommodation is attractive and fit for purpose. The Governors and the school leadership offer outstanding support to Religious Education which plays a central role in achieving the mission of the school.

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

Grade [1*]

The provision for prayer and worship is outstanding and is central to the life of the school. There are regular class masses, with preparation led by a member of the parish clergy and the pupils delight in having ownership of their celebration. The feasts of the church's year are marked with special liturgies. During the inspection, the crowning of Mary took place, with prayerful participation of the whole school and a large number of parents. This had been prepared with the children who also took part by reading and playing in the school orchestra. The priests from the local parish play a great part in enriching the prayer life of the school. Pupils respond with respect and take the varied opportunities offered to develop their own spirituality; pupil contribution in evaluating the prayer life

of the school is impressive. Opportunities for more imaginative prayer in classrooms were exploited to the full. The school's Oratory was well used and the pupils spoke enthusiastically about praying there.

The commitment and contribution to the Common Good – service and social justice.

Grade [1*]

The school's commitment to the Common Good is outstanding. The pupils clearly understand the theology which underpins their service to those less well off than themselves. The behaviour of the pupils is excellent, evident through their warmth, confidence and respect towards each other. This extends to those younger and more vulnerable in school through the older prefects supporting the younger pupils. They are active in their fundraising for a huge variety of charities, including the NSPCC, Lepira and Operation Christmas Child to name a few. The school works to support a Tanzanian school and the head of that school visited St George's in April 2013, which was a powerful affirmation for the children. The pupils are also active in their local community, providing Harvest gifts for the elderly in sheltered accommodation and giving short concerts there.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade [1*]

Partnership is a vibrant and central part of the school's mission in practice. The school has very strong links with the Diocese with both staff and Governors accessing diocesan training and sharing good practice with other diocesan schools in Enfield. The school has very good links with parents who value the contribution the school makes to the faith development of their children. This is borne out through the very high number of parents who responded to the questionnaire, agreeing and strongly agreeing with all aspects of the school's Religious Education and Catholic provision. There was evidence of parents volunteering in the school, for example by hearing children read, and those who regularly attend the liturgies. The school has an exemplary partnership with the local parish and works closely with the priests of the parish to reinforce the home, school and parish link.

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

Grade [1*]

The leadership of the school has a clear vision of the Catholic educational mission and this underpins all aspects of the school's daily life, engaging all staff and pupils to fulfil this. Governors understand their strategic role and the challenges facing the school. They have high aspirations for the school as a Catholic community, committed to the formation of the whole person. The Catholic identity of the school is pivotal to school life and this is evidenced by the extremely high quality of the faith and Religious Education displays, many featuring pupils' work. The Oratory is available for pupils' quiet reflection. The leadership understands very well the school's strengths and development needs through their thorough and accurate self-evaluation. The school has strong pastoral provision, promotes inclusion, shared values and Catholic ethos. Relationships with the parish are extremely important to the life of the school and parents are supportive and are welcomed into the school.



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A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade [1]

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?	Grade [1]
Pupil achievement (as well as attainment and progress) in religious education	Grade [1]
The quality of teaching	Grade [2]
The effectiveness of the leadership and management of religious education	Grade [1]

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade [1*]

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget	Grade [1*]
The experience of Catholic worship – prayer and liturgy – for the whole school community	Grade [1*]
The commitment and contribution to the Common Good – service and social justice.	Grade [1*]
The partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf	Grade [1*]
The effectiveness of the leadership and management in promoting the Catholic life of the school.	Grade [1*]