



DIOCESAN INSPECTION REPORT

St George’s RC Primary School

(part of the St Margaret Clitherow Catholic Academy Trust)

Winterscale Street, Fishergate, York, YO10 4BT

School Unique Reference Number: **147417**

Inspection dates:	25 & 26 May 2022		
Lead inspector:	Mark Taylor		
Team inspector:	Martin Macaulay		
Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life:	Outstanding		1
Collective Worship:	Outstanding		1
Religious Education:	Good		2

SUMMARY OF KEY FINDINGS FOR PARENTS, CARERS AND PUPILS

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

- The Catholic Life of the School is outstanding. The dedication of the faith-filled Leadership Team drives the nurturing ethos within the school. The school’s ethos touches all staff, pupils, parents and carers; permeating into the wider school community.
- Staff and pupils have excellent relationships. Pupils are keen to praise staff and each other with genuine words of warm encouragement, they comment that they are ‘valued because they are unique’.
- Collective Worship is outstanding. ‘Sing and Pray’ events and class liturgies are central to the life of the school, with all pupils and staff being fully involved in the planning and preparation of these events.
- The Head of RE works tirelessly to offer a range of activities that engage pupils and cultivate a love of RE.
- Although there have been improvements since the last inspection, driven by the commitment and passion of the headteacher and the Head of RE, teaching remains good overall, with some example of outstanding practice. Modelling of this outstanding practice is developing and will ensure consistency across the school. Staff are committed to delivering high quality lessons, being competent in their subject knowledge. Pupils are not always able to articulate what they have learned or how to improve their work, because expected standards are not clearly modelled well enough, by all teachers across the school.
- Marking is strong, with pupils receiving regular feedback on their work and responding constructively and thoughtfully. However, there is insufficient evidence that effective moderation takes place and therefore assessments are not always accurate.



This was evident during lesson observations and her work is recognised by all in the school.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St George's is a smaller than average-sized school with 185 pupils on roll, close to the centre of York. It serves St George's Parish and the local community of Fishergate.
- Fishergate is a socially and economically diverse area of the city. Some families choose to travel from areas outside of York to ensure that their children attend St George's.
- 34% of the school's pupils are from minority ethnic backgrounds and speak English as an additional language, this is significantly above the national average. Consequently, St George's is one of the most diverse schools in the city.
- Pupil mobility is very high. On average a St George's pupil will spend 2.5 years in the school.
- In addition to the local parish, the school serves a travelling community, the local army barracks, nearby emergency housing and a local domestic violence refuge.
- There is a 26 place nursery, which opened in March 2018. It currently accommodates 30 pupils.
- The school operates breakfast and after-school clubs, opening from 7.30am to 6.00pm. These clubs offer free places to all pupil premium children
- The school is supported through regular visits from the parish priest and a number of parents and carers volunteer time to assist with other activities in school. There are many opportunities for families to share in the Catholic life of the school.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Secure accuracy in assessments by:
 - Supporting teachers through appropriate CPD and by developing a range of moderation strategies; including external moderation.
- Ensure that all teachers are consistent in making pupils more aware of age-related expectations by:
 - Modelling the standard required from pupils in lessons and providing them with opportunities to evaluate their learning against expectations during lessons or a sequence of lessons.
- Ensure that the pace and structure of all RE lessons provide sufficient opportunities for pupils to develop a deeper understanding by:
 - Maximising learning opportunities in lessons and adapting tasks to challenge pupils' understanding.
 - Utilising the skills of outstanding practitioners within the RE department.

CATHOLIC LIFE

THE QUALITY OF 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.
- 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 outstanding.

- The Catholic Life of St George's is outstanding. Pupils are proficient at leading on charitable works locally, nationally and globally with the support of staff and the wider community.
- The Faith in Action group is a strength of the school. Pupils spoke enthusiastically about initiatives such as 'Flutterby Friends', 'Lanterns for Advent' and the 'Reading Buddies' programme. Various fundraisers, such as 'Mary's Meals' and 'Candles for Ukraine', are well supported through the outstanding work of the Leadership Team and the Chaplaincy Co-ordinator. Pupils live out the principles of Catholic Social Teaching, both in and out of the classroom.
- Despite the pandemic, the school has continued to strengthen links with the local community; organising food parcels for families in need and organising fundraisers such as the marathon walk, completed by parents to fundraise for equipment in school.
- The school's strong community supports the liturgical calendar well. Parents and carers spoke of the confidence that this fostered in pupils, who are clearly growing in their faith. There are also many opportunities in the curriculum for the pupils to celebrate faith diversity. This is a community where equality and diversity are celebrated, with pupils feeling happy and safe.

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

- The school's mission is clear and well supported by all. This is due to the commitment of staff, who model Catholic values and virtues.
- The Leadership Team's recent work in developing a Mental Health Provision Map is outstanding. Its timely development offers much-valued support to an increased number of pupils and their families, affected by the pandemic.
- The Chaplaincy Coordinator is creative in her approach to provision for Catholic life. Seizing opportunities in all areas of school life, she responds well to the needs of the whole community; offering a bespoke experience for pupils and staff. Pupils appreciate this and comment that they are 'proud of their school' and feel 'part of a family'.

- The induction process for staff new to the school is strong with staff feeling well equipped to deliver the school's mission, regardless of faith background. This process is monitored well by the Leadership Team.
- The parish priest, a regular visitor to the school, referred to the support he has received from the Headteacher with his work in the parish. He feels that 'the school is a strong advocate of the Catholic faith', a comment echoed by a number of parents.

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

- The hard work and deep commitment of the Leadership Team energises practice at St George's and drives the school ethos. Staff say that they feel valued, with many commenting on the nurturing style of leadership within school.
- The Chaplaincy Coordinator is hardworking and reflective in her approach, and this ensures thoughtful and timely evaluation. Her approach to developing the provision for Catholic Life is creative and sensitive, responding to the needs of individual pupils and staff. This work affords opportunities for staff and pupils to grow spiritually.
- Staff, pupils, parents and carers refer to the servant leadership style modelled by the Headteacher and her team. They are consistently cited as being inspirational, with her leadership ensuring that pupils benefit socially and spiritually from all that St George's has to offer.
- Governors have a good understanding of the nature of the school and contribute well to the continuing development of Catholic Life provision. Monitoring is strong and governors play a key role in the evaluation process, offering skilled support and challenge to school leaders. Their relationship with leaders, and their open approach to securing improvement, is a real strength of the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- 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 outstanding.

- Liturgies are a routine part of the school's daily life. It is clear pupils enjoy Worship. All pupils act with reverence and are keen to participate in Acts of Collective Worship. 'Sing and Pray' assemblies demonstrate how much pupils and staff enjoy worship, with pupils talking enthusiastically about prayer and their beliefs.
- Pupil planning and preparation for Collective Worship is outstanding with all pupils being assigned to a rota, ensuring that everybody has an opportunity to contribute. Contributions range from simple prayers being written and read by the youngest, to the planning of full sessions by those further up the school. Pupils are aware of the importance of this with one commenting that they 'get a better understanding of scripture' when they are planning and preparing the liturgy. These opportunities develop skills and confidence in pupils.
- St George's provides a calm and prayerful environment that encourages reverence and respect, giving the whole school community regular opportunities to reflect. The inclusive nature of the school ensures that all pupils, regardless of need, benefit from this.

The quality of provision for Collective Worship is outstanding.

- Pupils respond well to the range of Collective Worship opportunities within school. During liturgies there is a prayerful, reflective atmosphere. The 'family' feel in liturgies is tangible.
- The year group patron saints and the sacred space in each classroom provide an effective focus for liturgies. Religious items are also well used; an outstanding example was the use of a 'holding cross' passed around by the pupils, who each gave a thought or prayer on their liturgy. The liturgy ended with a clear mission.
- Daily worship follows the liturgical calendar and the resources used are thoughtful and appropriate for pupils of all ages and faiths; with the teaching of other faiths being delivered with sensitivity. Pupils of other faiths comment that they learn on liturgies that give an understanding of their own religions and spiritual experiences.

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

- The leadership team's strength is ensuring that Collective Worship is an integral part of school life by involving all staff in its promotion, monitoring and evaluation.
- Evaluation is also encouraged by the pupils, and they are thoughtful in their comments. One pupil stated that the Collective Worship in school 'makes them realise that we are all unique' and 'we learn to respect people for who they are'. Pupil voice feedback is shared with staff, who act accordingly when reviewing the Collective Worship programme. The Headteacher welcomes new ideas from all members of the school community.
- Governors regularly attend Collective Worship sessions and have a clear idea of its importance in the school's life. They often meet with the Chaplaincy Coordinator to give feedback on what is happening in the school and play their strategic role well.

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 their learning; mainly because the RE scheme of work has been thoughtfully designed and made relevant to their circumstances. They comment positively on their experiences in RE lessons, with older pupils realising that these experiences strengthen their learning.
- All staff ensure that pupils are fully involved in their lessons with pupils showing pride in their work, wanting to meet the expectations of their teachers. Pupils are keen to praise each other and are regularly rewarded by teachers with praise.
- Pupils achieve well, with good progress being made. When learning and achievement is outstanding it is because teachers clearly model what is expected of pupils to achieve a greater depth in their understanding.

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

- All staff demonstrate a passion for the teaching of RE and this is evident in lessons. Led by the Head of RE, the team brings together a well-planned and dynamic curriculum; with a variety of teaching styles and lesson content that relates directly to the personal experiences of pupils.
- The majority of teaching observed was at least good with some being outstanding.
- Teachers have good subject knowledge and, where teaching is outstanding, the pace of lessons is challenging with questioning being used to great effect; maximising the learning for all pupils in the class.
- Where teaching is outstanding teachers' model what is required of pupils in lessons, with all pupils being challenged appropriately. Suitable training opportunities would ensure that this becomes the norm in all lessons.
- Formative and summative assessment is well used to ensure that pupils know and remember more.
- Pupils' work is regularly and thoughtfully marked. Teachers are perceptive with their feedback and pupils respond to this in a way that strengthens their understanding.

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

- Governors have an excellent understanding of the school's strengths and play a strong strategic role in moving forward. They know their community well and offer effective direction to the Leadership Team, whilst ensuring that the RE Curriculum meets the requirements of the Bishops' Conference.
- The Headteacher and Deputy Headteacher are an outstanding team. They are good at communicating their intentions and are rigorous in their approach to monitoring the impact of the curriculum.
- The Head of RE is inspirational in her work, with all staff commenting on the support that she offers and her nurturing approach.
- Evaluation of the curriculum in RE is good but there are some inaccuracies in assessments, which would improve with standardisation training.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****1**

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

1

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

1

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

1

COLLECTIVE WORSHIP:**1**

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

1

The quality of provision for Collective Worship.

1

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

1

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.

1

School details

School name	St George's RC Primary School
Unique reference number	121647
Local authority	York
This Inspection Report is produced for the Rt Reverend Terence Drainey the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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