



Catholic Schools Inspectorate inspection report for **St George's Cathedral School**

URN: 100828

Carried out on behalf of the Archbishop John Wilson, Archbishop of Southwark on:

Date: 18 and 19 October 2023

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

✓

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

✓

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

Fully

Summary of key findings

What the school does well

- The mission and ethos of Catholic education underpins all activities within the school.
- Pastoral care has a significantly positive impact on the lives of the whole community.
- The quality of teaching and learning is good.
- Leaders and governors demonstrate a clear understanding of their role in providing a school where everybody grows academically, morally and spiritually.
- Collective worship is established as part of the daily routine of school life.

What the school needs to improve:

- Create more challenging and independent learning in every Religious Education lesson so that pupils, especially higher ability pupils, are given regular opportunities for greater depth learning.

- Create new opportunities for pupils to prepare acts of worship and liturgical celebrations.

Date Published: 17th November 2023

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

1
1
1
1

Pupils fully embrace the Catholic life and mission of the school. They know they belong to a loving Christian family. Pupils flourish in a school where each person is valued as a unique child of God. They fully understand their responsibilities to support lonely and upset pupils. Pupils willingly play a part in ensuring everybody feels included. They show considerable concern for each other. A pupil said, 'we fall together and we rise together'. Pupils' behaviour is excellent throughout the school. They have a strong sense of social justice and respond enthusiastically to the demands of Catholic Social Teaching. Members of the school council and spiritual life committee talk with pride about the ways they serve others. They know there are people in greater need. Throughout the year, they support many charities including Save the Children, Cafod and the local foodbank. Pupils understand why this is important. As one pupil said, 'it is what God wants us to do'. Parents and carers overwhelmingly value the school's inclusive approach. One parent said, 'The sense of community at St George's is felt from the moment you walk in'.

The mission statement, 'To live and learn together through our faith in Jesus Christ' is at the heart of the school life. It is understood and lived by teachers and pupils. A teacher said, 'The Catholic Life is a door to learn kindness and love with respect.' The Cathedral priest is genuinely positive about the school's strong Catholic ethos and tangible sense of welcome and joy. The way staff care for each other and for pupils reflects their commitment to serve. Pupils appreciate the dedication of teachers who go the extra mile to ensure they are well taught in a spirit of love and care. There is strong pastoral care and a sense of social justice. This is reflected in the school's approach to behaviour which is firmly rooted in Gospel values. Teachers make sure they know and understand their pupils. This helps them guide pupils towards making good decisions. Praise is freely given. Forgiveness is the key. The school offers unstinting support for families, for example with the

provision of laptops for pupils who cannot access technology for their work at home. The Catholic mission and identity of the school is manifest throughout. Vibrant displays, including pupils' work, reflect the commitment of the school to its faith.

Leaders and governors are deeply committed to the Church's mission in education. They understand their responsibilities and ensure the school is a strong Christian family that responds to the needs of the whole community. Governors are skilled and experienced. They actively support the Catholic Life of the school. It is evident from the high level of mutual trust and care that this is a school based on the commandment to love God and neighbour. The headteacher, supported by senior leaders ensure the school is inclusive of pupils with different strengths and challenges. They have developed plans that show they fully understand how to support the school as it continues to grow in faith. They ensure meeting agendas always include Catholic items. The School Improvement Plan explicitly places the Catholic life of the school as a priority. There are many opportunities for staff to develop and flourish. Their well-being is a key priority for her. A teacher said, 'we all look out for each other'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils enjoy Religious Education lessons. They get on well with teachers and try their best because they want to learn. Pupils know teachers want them to do well and will help them achieve. Behaviour is excellent in class. Lessons proceed without interruption because pupils settle quickly to work. They engage quietly either on their own or with a partner. Pupils' written work is mostly of a very high quality. This reflects the pride and pleasure they have in their work. Outcomes in Religious Education are improving because of good subject leadership and developing classroom practice. Pupils make good progress in relation to their starting points and capabilities. Most pupils with special educational needs and/or disabilities achieve and make good progress. Pupils are becoming more religiously literate. There are key words in each lesson which they are beginning to use in their work. Pupils articulate an understanding of other faiths and why it is important to respect them. To help pupils learn about other faiths, the curriculum is timed to make them relevant by matching the lessons with major celebrations. For example, pupils learn about Hinduism during the festival of Divali.

Teachers want the best for their pupils. In nearly all lessons, there was a prompt, orderly start because pupils responded to well-established routines and teachers' expectations. Teachers use a variety of activities, including questioning, paired work and independent learning. Pupils benefit from a consistent structure to lessons that ensures each lesson begins by revisiting previous learning. For example, in one lesson, pupils revised an ordination they had seen to help them develop an understanding of vocation. Prior learning is a strength, but teachers must be aware of how they pace this opening to ensure time for new learning in the main activity. Pupils quickly settle and engage in learning from the start. Tasks are matched to individuals' abilities to ensure all pupils access learning. One lesson demonstrated that pupils are always engaged but some written tasks are not always designed to give pupils opportunities for independent and deep thinking. There

must be further tasks to stretch all pupils, especially higher ability pupils. The school has a good range of resources that are used appropriately to motivate and support pupils in their lessons. Additional adult support is effective and ensures all pupils are learning. Pupils' attainment and progress are monitored following assessments. This identifies pupils' strengths and areas that need further support. Moderation across the school ensures there is an accurate picture of each pupil's progress. The world faith books show that world religions are covered in both key stages.

Leaders and governors understand their strategic role as a new governing body. They are ambitious for sustaining high standards of teaching and learning. They are knowledgeable and have experience in identifying where and how to raise standards. Governors are involved in the school's self-evaluation process. They have a mutually supportive partnership with the school that ensures Religious Education is central to the school curriculum. Governors understand their role and are challenging and supporting the headteacher. Plans for more rigorous monitoring, including a new link governor, are in place. The school improvement plan clearly signposts the steps to be taken. Governors are using their experience to support school leaders, including the subject lead, to prepare for the *Religious Education Directory*. The head teacher demonstrates strong and insightful leadership. She supports the work of the recently appointed Religious Education Lead who is successfully embedding rigorous monitoring and intervention processes to meet the needs of all pupils. There are opportunities for staff professional development and an effective induction programme for new staff.

Collective worship

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

Collective worship key judgement grade:.....

2

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

Acts of worship engage pupils' interest and inspire them to respond with reverence and enjoyment. Pupils across the school pray with sincerity and integrity in class and assemblies. They confidently participate by praying, answering questions and singing. Pupils know why prayer is important. In two assemblies, pupils helped create a quiet, spiritual environment. They were attentive and most pupils were keen to answer questions. Singing is an integral part of prayer. In one example, beautiful singing ended a prayerful experience for pupils and staff. The impact of praying together was affirmed by pupils who spoke confidently about the value of prayer. Pupils play an increasing part in the leadership of worship by reading, but the school must consider further opportunities for pupils to take more of a lead in preparing and leading acts of worship. The priest visits weekly. He confirmed that pupils participate joyfully. Pupils also show a good understanding of the many ways to pray, for example during mass. A parent commented, 'As a parent of past and present pupils, prayer helps shape my kids for the future and brings them closer to God'.

It is evident that collective worship is an important part of school life. There are formal occasions of collective worship, including mass and assemblies, but pupils affirm that prayer is also a way of life. They pray, for example, at the start of the day and each lesson. Collective worship has a clear message for pupils. Across all key stages, pupils are comfortable praying together and on their own because teachers deliver collective worship in a way that pupils can easily understand. The use of key words, such as love and justice, are supported by reference to role models for pupils. Provision for collective worship is enhanced by strong links with the Cathedral. A timetable gives all pupils the opportunity to participate in the parish Wednesday mass throughout the year. School worship follows the liturgical year and aims to link themes to the reality of pupils' lives. For example, pupils learn about the importance of praying to Our Lady with the rosary in October.

Leaders and governors, including senior leaders, bring their personal faith and experience to leading a genuinely prayerful community. They provide opportunities for collective worship that enable pupils to develop their own relationship with God. Governors and leaders have a sincere commitment to developing a genuinely spiritual and worshipping community. Governors know the school well and understand the ways to provide pupils with opportunities to build their own personal relationship with God. They ensure they are fully informed through discussions with the headteacher and appropriate staff. The head teacher and staff model good practice when leading and supporting pupils in collective worship. They understand the Church's liturgical seasons. They deliver good, spiritual experiences for the whole community. Teachers overwhelmingly say that training and further development opportunities enhance their understanding of their role in providing acts of worship. There is a program of support to help all teachers play a part in leading pupils in prayer.

Information about the school

Full name of school	St George's Cathedral Primary School
School unique reference number (URN)	100828
Full postal address of the school	33 Westminster Bridge Road London SE1 7JB
School phone number	020 7525 9250
Name of head teacher or principal	Louise Grabowski
Chair of governing board	Andrew Hurley
School Website	www.stgcs@southwark.sch.uk
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Click or tap here to enter text.
Gender of pupils	Mixed
Date of last denominational inspection	January 2019
Previous denominational inspection grade	Good

The inspection team

Damian G Fox	Lead inspector
Vera Jajechnyk	Team inspector
Name of inspector	Lead/team
Name of inspector	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