



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST GEORGE'S CATHOLIC PRIMARY SCHOOL

#### MAGHULL

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Inspection Date                      15 January 2018

Inspectors                              Rev D Melly      Mrs J Ryan

Unique Reference Number      104652

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School                      Catholic Primary

Age range of pupils                3 - 11

Number on roll                      220

Chair of Governors                Mrs P Davies

Headteacher                        Mr P Chapman

School address                      Dennett Close  
Maghull,  
Liverpool  
L31 5PD

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Date of last inspection            19 November 2013

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St George's school is an average sized Catholic Primary School situated in Liverpool, and mainly serving the parish of St George.
- There are 220 children on roll of whom 198 are baptised Catholic and 6 come from other Christian denominations. One pupil is from another faith/religious traditions and 15 have no religious affiliation.
- There are nine teachers in the school. Six are baptised Catholic. Eight teach Religious Education. Five teachers have a suitable qualification in Religious Education. A further four are currently studying for the Catholic Certificate in Religious Studies (CCRS)
- Since the last inspection a new head, deputy and Religious Education Coordinator has been appointed. Four class teachers have also been appointed since the last inspection.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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# OVERALL EFFECTIVENESS

St George's School is outstanding in providing Catholic Education.

## CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school.
- They contribute in a planned and systematic way to the school's evaluation of its Catholic Life and mission and take a lead in planning improvements to it. Recently the children came up with ideas for a prayer garden outside.
- All pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is exemplary at all times. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others.
- All pupils enthusiastically embrace the demands that membership of the school community entails. As a result, they take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community. They are alert to the needs of others and seek justice for all within and beyond the school community. They support CAFOD, St Joseph's Hospice, the Shoe Box Appeal, SWAC, McMillan and donate food to the local food bank.
- All pupils highly value the school's chaplaincy provision, taking leadership roles in Collective Worship and actively participating in opportunities provided by the school on visits and residential in Robin Wood.
- All pupils take full advantage of the opportunities the school provides for their personal support and development. They are playground buddies and mentors, members of the eco garden club. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. There is yoga on offer throughout the week.
- Pupils, appropriate to their age and capability, have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love. Relationships and Sex Education (RSE) has been developed in the school recently.
- All pupils enthusiastically embrace a holistic approach to education, have a profound understanding of what it means to have a vocation and they joyfully offer their gifts in the service of others.
- All pupils deeply value and respect the Catholic tradition of the school and its links with the parish community and the diocese. As a result, they are enthusiastically and regularly involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. All pupils are confident in expressing pride in their own religious and cultural identity and beliefs.

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church.
- All staff are fully committed to its implementation across the curriculum and the whole of school life. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school and avail of relevant Continuing Professional Development on Catholic Life.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The pastoral needs of all staff are understood and catered for. Staff well-being is key in ensuring that people are happy and enjoy going to work. The school is a supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school is a calm and caring environment which reflects the Mission Statement. High quality display boards and prayer boards and visible for all and all religious artefacts are very tasteful.
- All staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. The eco club is very supportive here.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff.
- The input of the parish priest is greatly appreciated in supporting and promoting the Catholic Life of the school.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to all pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and ensures that almost every member's needs are understood and catered for.
- Pastoral programmes, Personnel, Social, and Health Education and Relationship and Sex Education are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles.

## **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.
- The school's leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school.

- CPD focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has highly successful strategies for engaging with almost all parents/carers to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have a thorough understanding of the school's mission and are highly supportive of it.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a highly significant contribution to the Catholic Life of the school. They are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the Archbishop's vision for the Archdiocese throughout the school.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- Almost all pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.
- Almost all groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Almost all pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- Almost all pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Almost all pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and of what they need to do to improve, and can fully articulate how they have made progress.
- Almost all pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because almost all pupils enjoy Religious Education and they are rarely off task even in extended periods without direction from an adult.
- Pupils' attainment, as indicated by teacher assessment and/or public examination results, is outstanding. Almost all pupils achieve above average attainment using Archdiocesan and/or national data where available. This has been sustained for the last three years for almost all pupils.
- The quality of pupils' current work, both in class and in written work, is outstanding.

### **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers are highly effective in consistently planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending

pupils' knowledge and understanding, so that they learn extremely well. As a result of this, a majority of teaching is outstanding, and teaching is never less than consistently good.

- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. As a consequence, almost all pupils are inspired to learn and make rapid and sustained progress.
- Teachers employ a wide range of appropriate teaching strategies, including individual and collaborative work. Consequently, almost all pupils are highly motivated and sustain high levels of concentration.
- Teachers ensure almost all pupils are consistently involved in evaluating how well they are achieving. This contributes to their outstanding progress and provides them with a high level of confidence in making further improvements.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, thus maximising learning for every pupil.
- High quality resources, including other adults, are used very effectively to optimise learning for each pupil.
- Teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm.
- High quality feedback is frequent, leading to high levels of engagement, interest, achievement and progress. Pupils are given the opportunity to respond in a systematic and planned way, which ensures pupils understand what they need to do to improve.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archbishop regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education.
- The curriculum leader for Religious Education has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. These are used effectively to improve teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding and at least consistently good.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.

# **COLLECTIVE WORSHIP**

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

- How well pupils respond to and participate in the school's Collective Worship is outstanding.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. There is a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music. The vast majority of pupils value and regularly participate voluntarily in liturgy and prayer.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths and this is reflected in the manner in which pupils prepare and participate in prayer and liturgy.

## **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of such a high quality that they are universally cherished by every member of the community.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.
- Staff are highly skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is outstanding.

## **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and Governors know how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts.
- They are always able to make these accessible to pupils in a contemporary context.

- They are visible in leading Collective Worship within the school. They are models of outstanding practice for staff and pupils.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.
- Leaders and governors place the highest priority on the school's self evaluation of Collective Worship with regular reviews of school performance.

## **What the school needs to do to improve further**

- Implement the areas for development identified in the Self Evaluation Document especially:
  - the review of the Mission Statement;
  - the development the tracking system;
  - the embedding of the Relationship and Sex Education (RSE)

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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### CATHOLIC LIFE

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 governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***