



St George's Catholic Primary School

URN: 146176

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

02–03 July 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

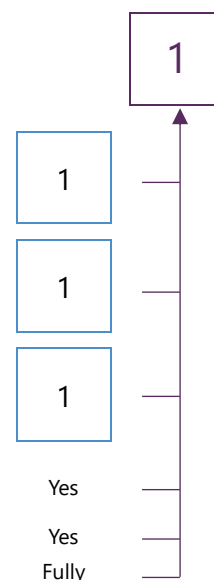
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



Compliance statement

- Please write **one bullet** explaining the school's compliance status in relation to the general norms for religious education laid down by the Bishops' conference.
- Please write **one bullet** explaining the school's compliance status in relation to any additional requirements of the diocesan bishop.
- Please write **one bullet** explaining the school's compliance status in relation to previous areas for improvement.

What the school does well

- The leadership team, led by the passionate and committed HT, ensure that Christ is at the centre of this community.
- Relationships at St George's are based on the highest levels of care and respect; this has led to exemplary pupil behaviour and attitudes.
- The prayer life at St George's is outstanding and leads to staff and pupils actively living out their faith.
- RE lessons are very well planned and resourced; staff have strong subject knowledge and this leads to positive outcomes for pupils.
- Engagement with parents is strong and they feel part of this thriving faith community.

What the school needs to improve

- To provide further opportunities for challenge for pupils within religious education lessons.
- Enable pupils to more confidently articulate the theology that underpins the principles of Catholic Social Teaching.

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

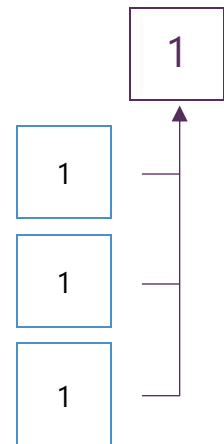
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



All members of the school community authentically embrace and live out the mission of St Georges. One pupil shared 'our mission statement puts respect into our minds and hearts'. Pupils have a strong understanding of how we are made in God's image and not only articulate this clearly, they also display this in how they treat one another. The school responds to the needs of others locally, nationally and globally. Such examples of this include donating to the local foodbank, the Children's Book Trust, British Heart Foundation, Noah's Ark Hospice, the Catholic Children's Society and CAFOD. There is a planned programme for Catholic Social Teaching across the school. Pupils are able to speak confidently about what these principles are how they put them into action. One pupil shared that we should follow the principles of Catholic Social Teaching because 'they show us how the world can be, how God imagined and wanted it to be'. Pupils now need to be encouraged to link their knowledge of scripture to these principles so their understanding of how to action them becomes even deeper. Pupils are confident as they are provided with opportunities to take on leadership roles within the school's chaplaincy projects. One pupil chaplain stated 'I like going into the prayer room to help the younger children grow in their faith.' Parents see the great work achieved by the staff at St George's in developing their child's faith. One parent shared that the 'Catholic life and mission are lived out at the school. It is clear that faith is not just taught but actively practiced through prayer, kindness and service to others'.

There is a lived sense of community at St George's. Staff feel privileged to be a part of the community and this is evident through their relationships and the high levels of care and respect they show for both one another and the pupils. One staff member shared, 'Our faith is so deeply embedded into every part of school life, every adult lives out the Gospel values and teaching in their everyday lives.' There is an embedded culture of care for all, regardless of backgrounds. The 'School Care Fund' is an example of how the school supports those in need within their community. One younger child shared 'our school is kind and caring.' Pastoral care is given the highest priority by staff, all members of the community are nurtured with care and respect, and supported in times of grief. The school environment fully supports the faith development of pupils, displays are vibrant and engaging and reflective the distinctive Catholic nature of the school. The chaplaincy provision has dramatically improved since the last inspection; the chaplaincy team have a high

profile within the school as they support the younger children in their faith development. Pupils are actively engaged in supporting those in need. They recognise that their role is to 'serve and look after others.' The provision of R(S)HE is strong and meets all the statutory and diocesan guidelines.

On entering St George's, it is immediately apparent that this is a Catholic school. The governors, head teacher and senior leaders, including the RE lead, share a vision for ensuring that the Catholic life is central to this community. The parish priest supports the school very well by being an active presence. Leaders ensure staff have all the skills and resources needed to promote the catholic life. Staff show love and care for each other and all pupils, bearing witness to the school's commitment to enable all to flourish. One staff member commented that 'this school is a wonderful place to be. We foster a loving, inclusive and respectful community where every child is seen as unique and valued'. The school and the parish work together to ensure the children are able to attend Mass regularly; their reciprocal relationship ensures pupil's faith journeys are strengthened. Pupil leadership has been very well developed at St George's; the chaplaincy team were involved in a peace project and presented this confidently at a recent event with other schools. Parents are recognised as the first educators of their child and feel a valued part of this school community. One shared 'it is wonderful to see the link with the parish and the Catholic Social Teaching'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

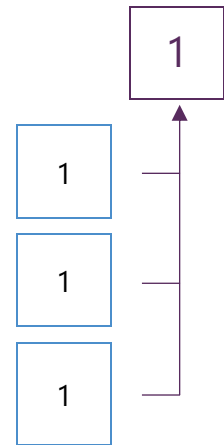
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils have a secure understanding of their faith and are confident in sharing what they have learned in religious education lessons. Pupil behaviour is excellent at St George's and this, alongside their positive attitudes to learning and an enthusiasm for this subject, leads to pupils making strong progress in this subject. Pupils' religious literacy is strong; they are able to explain key terminology, using this in learning tasks. Pupils display a strong understanding of the key concepts learned in religious education lessons, and are able to make links to scripture. These links alongside the pupil's knowledge of scripture passages, is a strength of the religious education teaching at St George's. Staff provide a rich and varied range of creative opportunities to engage pupils in RE lessons, including art and drama, and pupils speak of how enjoyable these lessons are. Pupils have a strong understanding of diversity including other faiths. One pupil shared 'everyone is unique, we have explored different cultures and religions and learned about ourselves and others, inspired by God'.

Staff are enthusiastic about teaching RE and ensure it is given the highest priority. They are well supported through the RE lead and utilise Diocesan resources and courses to improve their subject knowledge. Planning is collaborative and supportive across year groups. A strength of the RE teaching at St George's is the strong subject knowledge that teachers are developing as they implement the RED; this has led to an increased understanding for pupils. In a lesson where pupils were learning about the virtues of faith, hope and love, one pupil shared that 'if I live using these virtues, I can be the best version of myself'. Alongside this strong subject knowledge, teachers are also skilful at asking questions to check for understanding in RE lessons, hence maximising progress. Pupils at this school are provided with various planned opportunities to reflect on their learning during lesson times. This focus has led to not only higher levels of understanding and religious literacy, but it has enabled pupils to more effectively live out this knowledge through their faith. This is faith in action. Marking and feedback is consistent across the school and provides pupils with opportunities to think more deeply and extend their learning; it is often differentiated. Teachers now need to ensure this same challenge is further developed and included within the RE lesson itself.

The leadership team, including governors, have a strong commitment to promoting a high-quality religious education for all. They ensure that religious education is at the core of the St George's community. The head

teacher and RE lead display servant leadership and show a real passion for this subject, ensuring resources are prioritised and staff are developed. Teachers are well supported through planning sessions in year groups, where less experienced teachers work alongside those who are more experienced. They are also supported through Diocesan training and the close link they have with their RE Diocesan Advisor. ECT's and teachers new to the school speak enthusiastically about the support they are given by both the RE lead and experienced staff members. Induction systems are highly valued by staff and lead to teachers feeling confident in the teaching of RE. There is a strong sense of common purpose at St George's. School leaders celebrate the diversity within their community and they have worked to ensure the RE curriculum is representative of this. Governors and the Trust, including the parish priest, are committed to the school and know it well. A generous budget is allocated to this subject area.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

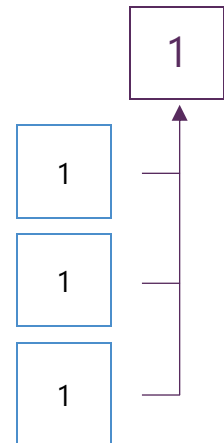
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Prayer and liturgy are at the heart of the St George's community and are valued by all. Singing is an integral part of worship at St George's and pupils sing with joy, reverence and enthusiasm. The school choir is exceptional. Pupils use, understand, plan and lead a variety of prayer forms; such as the rosary, lectio divina, meditation and reflection time, as well as the standard prayers that are part of the Catholic tradition. Pupils articulate how they benefit from the opportunities they are given to pray and reflect. One pupil stated, 'it's relaxing and it helps my brain to focus on Jesus'. Pupils are confident, reverent and respectful in prayer sessions as they are carefully lead age-appropriate reflective experiences, guided by effectively trained staff. Parents appreciate the work the school undertakes to support their role as the first educators of their child. One parent shared that 'the school provide children with reflection space form personal prayers and encourages the older children to help younger ones while they pray'. There is a well implemented, planned progression of prayers at St George's from the Early Years to Year 6.

A wide range of prayer and liturgy experiences are available to pupils, staff and parents within the St George's community. These are based on scripture and informed by the liturgical season and this ensures pupils have a strong foundation of faith on which to further develop. There is a daily pattern of prayer across all year groups and this is progressive. The school, parish and parents work closely together to support and enhance the prayer life of pupils. Pupils are involved in planning liturgy; they are confident and creatively lead and guide their peers. Pupils at St George's are given opportunities to think and reflect within prayer experiences and this enables them to then put prayer into action; it also leads to high levels of engagement by pupils as prayer time is more meaningful and purposeful. Prayer spaces are prioritised within the school and these are accessible and child-friendly and lead to high levels of spiritual development. Examples of these include the prayer garden and the lunchtime prayer room. Parents are invited into the school for Masses, assemblies and liturgies and they speak positively of how these celebrations support pupils in their spiritual development.

Leaders carefully plan out the prayer and liturgy timetable at St George's, ensuring it links closely with the liturgical year alongside significant moments in the life of the school. This has helped lead to outstanding provision and outcomes in prayer and liturgy. Pupils have been well trained to plan and lead prayer; more

importantly they are able to put prayer into action. One younger pupil shared that 'God created the world and made it beautiful and so we have to care for it.' Professional development is a focus and senior leaders ensure staff are effectively supported to plan and lead prayer and liturgy. One staff member commented that 'pupils plan and participate beautifully in prayer'. The head teacher is a role model in the community, leading with an understated passion whilst showing her commitment to ensuring that Christ is at the centre of St George's. As a result of outstanding leadership in collective worship, pupils clearly articulate the importance of prayer in their lives and how this helps them to grow in their faith. The school provides a framework for Masses, liturgies and assemblies with leaders ensuring the provision for prayer and liturgy is prioritised when setting budgets and allocating resources.

Information about the school

Full name of school	St George's Catholic Primary School
School unique reference number (URN)	146176
School DfE Number (LAESTAB)	3103508
Full postal address of the school	St George's Catholic Primary School, Sudbury Hill, Harrow, HA1 3SB
School phone number	002084221272
Headteacher	Deirdre Monaghan
Chair of governors	Stefan Scicinski
School Website	www.stgeorgesprimary.org
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Blessed Holy Family Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	19 th September 2018
Previous denominational inspection grade	Good

The inspection team

Robina Baird	Lead
Christine Curtis	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