



Our Lady and St George's Catholic Primary School

URN: 135193

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

09–10 May 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Collective worship (p.7)

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

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

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

Yes

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

Fully

What the school does well

- Engagement with families is strong and parents have a great appreciation for the way the school nurtures the faith, education and spiritual life within this thriving Catholic community.
- The relationship with the parish and parish community is cherished and nurtured so that each is strengthened by the other.
- Standards in religious education are high; pupils are religiously literate and have exemplary attitudes to learning.
- Collective worship is a rich, varied and joyful experience for pupils, staff and parents, made possible by the commitment of all staff and especially leaders who are authentic witnesses and role models.

- The school acknowledges and celebrates pupils' achievements and effort through displays and rewards and in so doing encourages personal growth and aspiration.

What the school needs to improve

- Continue to support pupils in developing leadership roles in collective worship to further develop the use of the space for prayer and self-evaluation of class worship.
- Strengthen the pupil leadership roles in the school so that the actions have a direct impact on the mission of the school.
- Ensure governors continue to be fully involved in the scrutiny and evaluation of the school's effectiveness as a Catholic school in order to inform strategic planning for the continued flourishing of the school.

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

Our Lady and St George's Primary School is a vibrant and inclusive community, where all are cherished and nurtured, and where all cultures and religions are celebrated. Parents and staff recognise the school as a family. This was a common sentiment in the many responses to the parent survey. One commented: 'OLSG has such a sense of family – from recognising each child individually to feeling inclusive of us all with weekly family rosary sessions. There are also opportunities to join the children when they worship at the church.' Pupils with additional needs are well supported by skilled and committed adults to ensure they can engage in all aspects of school life. Pupils understand that they are valued and unique and made in the image of God. This was explained by pupils speaking to inspectors and recorded in their prayer journals. One wrote: 'I am grateful that God made us all to be different and unique.' Pupils respect one another and relationships throughout the school are excellent. Staff report that the school is a place that cares for everyone's well-being. The mission statement is rooted in the teachings of the Gospel and is understood and embraced by all members of the school. It is regularly revisited and drives all school policies and actions. Pupils understand that the school community is committed to following the example of Jesus as expressed in the Gospels.

Pupils are offered a wide range of opportunities to demonstrate their commitment to a lived faith. They proudly take up roles as Mini-Vinnies, pupil chaplains, RE Ambassadors, Eco councillors and other leadership positions. Displays around the school celebrate the school's Catholic character and highlight the commitment to Catholic social teaching. The shared areas and classrooms are stimulating, encouraging everyone to reflect on their place in God's world. Pupils show a deep understanding of *Laudato Si'* and can talk about how this challenges us to look after the world and its precious resources. The buddy system where older and younger

pupils attend Mass together at the parish church empowers pupils to support each other and it is in this way and others that the relationship between pupils on the two school sites is cemented. The monthly family Mass at the parish is highly valued, well attended and reinforces the unity of the community. Visits from leaders from other faith traditions and the involvement in the Faith and Belief Forum reinforces the inclusive nature of the school. Pastoral care of pupils is exceptional and pupils report feeling safe and looked after. Support for pupils with special educational needs and/or disabilities is given high priority. The school has a comprehensive relationships, sex and health education programme in line with statutory requirements and diocesan guidelines. Older pupils are well prepared for the challenges they may face as they move on to secondary education. The carefully-planned retreat for Year 6 pupils early in the school year helps pupils to develop confidence and build self-esteem.

Leaders and governors rightly see the school as a source of inspiration to the wider community and are ambitious about its contribution to the lives of the people it serves. Governors visit regularly and recognise the school as the 'beating heart' of the Catholic community. Governors understand the importance of upholding the school's unique Catholic character and ensure that all policies reflect the Catholic mission. Leaders and governors work closely with the diocese, attending training and responding enthusiastically to diocesan policies and initiatives. Staff are well supported in their work and feel valued. The leadership team provides a well-planned professional development programme. Staff retreats led by the parish priest enable staff to reflect on their unique roles, their contribution to the mission of the school, and nurture their spirituality. Leaders and governors recognise the parish as being central to the Catholic life of the school and the parish-school partnership is cherished.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

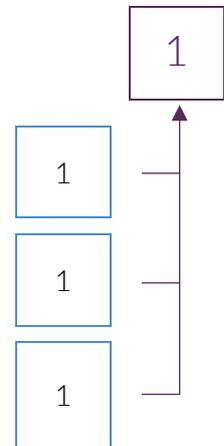
How well pupils achieve and enjoy their learning in religious education

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



Standards in religious education (RE) are high and pupils demonstrate understanding of the Catholic faith and theology. Pupils use specific and advanced religious vocabulary confidently in both their written work and oral responses. Creative teaching enhances pupils' engagement and allows them to use a variety of media, including art, music, poetry, drama, IT and dance. Pupils are proud of their RE books, which are beautifully presented. They recall their learning over time, building on their acquisition of religious knowledge and relating it to their own lives. Books show clear progression across the school and rapid individual pupil progress. Pupils are immersed in RE, actively participating and enjoying the subject. RE permeates the whole of the curriculum and one pupil remarked: 'We bring RE wherever we go.' All pupils achieve well in RE and make rapid and sustained progress as they move through the school, leading to strong outcomes. Pupils' attitudes to learning in RE are consistently positive and they understand how well they are doing and how they can improve further. Older pupils often self-and-peer assess their work. Where teacher questioning is effective, pupils are curious about their learning and challenge themselves to deepen their understanding of faith formation.

Teaching in RE is consistently good and sometimes outstanding. In lessons that were outstanding, teachers used targeted and well-planned questioning. Creative teaching ensures that pupils are engaged and challenged, and opportunities for pupils to present their work in a variety of ways ensure that all can access the learning and make very good progress. Marking and feedback indicate clearly what pupils need to do next in their learning. All RE books are marked in line with the school's marking policy and there is a consistent approach across the year groups. Lessons on the Ascension showed total engagement from pupils leading to deeper thinking and responses. Monitoring indicates that teachers have a high level of confidence in subject knowledge, largely due to ongoing training and support from the passionate and

determined subject leader. Teachers have high expectations and are skilful in checking understanding and quickly addressing any misconceptions. This is because they know their pupils and adapt their teaching accordingly.

The leadership team at Our Lady and St George's has a strong commitment to promoting high quality RE. Teaching is observed, books are scrutinised regularly, and planning is collaborative. There is a tangible sense of common purpose. Teachers are supported through the exemplary standards of the head teacher, RE lead and parish priest, and through school-based and diocesan training. Expectations are explicit to achieve a consistent approach across the school. Robust monitoring processes are in place. Leaders and governors ensure that the RE curriculum fully meets the requirements of the *Religious Education Curriculum Directory*. The content of RE is mapped so that learning is effectively sequenced. There is a detailed plan in place to implement the new *Religious Education Directory*. The resourcing of RE is comparable with other core subjects in terms of budget, staffing and timetabling. The recently appointed subject leader, who is also the deputy head teacher has inspirational leadership skills, readily sharing her knowledge with colleagues. Staff new to the school undergo an induction programme, including training from the diocese. Alongside the very supportive headteacher, the subject leader has a clear understanding of the purpose of monitoring and its impact. Staff moderate with colleagues in school and with other schools in the deanery, ensuring teacher assessments are accurate and consistent. Governors should further increase their involvement in the school self-evaluation process to allow them to be more strategic and to challenge leaders to achieve outstanding outcomes for all.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Liturgy and prayer are central to life at Our Lady and St George's School and from a young age, pupils behave reverently and respectfully. They understand the elements of prayer and liturgy and experience a range of worship experiences including Rosary prayer groups, May processions, Exposition of the Blessed Sacrament and the popular and well-used virtual prayer room. Scripture is used effectively throughout the school and is linked to the liturgical year, which enables pupils to choose appropriate Bible passages in their class and shared worship. Music and singing are integral to worship and pupils sing with joy and enthusiasm. Whole school worship is authentic and vibrant and there is a seamless link between worship in school and in the parish. Pupils are developing the skills of how to plan, prepare and deliver their own liturgies and there is a tangible sense of excitement as pupils look for creative ways to make their liturgies unique and meaningful. Pupils are reflective and prayerful. They know the prayers of the Church and some are confident in offering spontaneous prayer intentions. Pupils are comfortable with silent reflection and prayer. During the inspection, a liturgy planned and led by young pupils, involved every member of the class fully. Pupils sat patiently in a circle as a beautiful cross and holy water were passed around for a silent act of contrition and a personal blessing. A class of very young children began their lesson with a prayer and a reflection on 'I wonder'. Every child and staff member was actively engaged in prayer, and staff were excellent role models. In another class liturgy celebrated by a large class of older pupils, the use of carefully-chosen music, images and Scripture was powerful in enabling pupils to reflect on how the Holy Spirit works in us. The inclusion of prayer spoken in a wide range of pupils' first languages reinforced the rich and diverse nature of the school community.

Prayer and liturgy are the bedrock of this school and are joyous and uplifting experiences for pupils and all members of the school community. This was powerfully demonstrated at the

beautiful Mass to celebrate the Feast of the Ascension attended by pupils, with hymns and prayers using actions and signing, and the deeply reflective pupil-led prayers and readings. Pupils responded wholeheartedly to the inspirational and much-loved parish priest who signed many prayers and hymns. Class prayer and liturgies are exceptionally well-planned by pupils; their books show that they are given regular opportunities to lead liturgies and that they understand how to reflect meaningfully on their experiences. Pupils are beginning to evaluate their class liturgies to look for further ways to improve. This is a striking feature of the way that pupils are supported to become confidently independent in planning and leading class-based liturgy. The establishment of pupil chaplains adds further support and the commitment of all staff in ensuring quality class-based liturgical experiences ensures that this remains central to the life of the school.

Leaders and governors ensure that pupils in the school are offered a wide range of high quality, creative, and meaningful experiences of prayer and worship. Leaders support staff to lead appropriate prayer and worship through clear guidance in the collective worship policy and by the allocation of appropriate resources. Resources using the four elements (gather, word, response, mission) are used by staff and pupils to plan and prepare liturgies, encouraging pupils to 'go forth' in action as followers of Christ. The school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist on holy days and feast days and to receive the Sacrament of Reconciliation during Lent and Advent.

Information about the school

Full name of school	Our Lady and St George's Catholic Primary School
School unique reference number (URN)	135193
School DfE Number (LAESTAB)	3203311
Full postal address of the school	Our Lady and St George's Catholic Primary School, Shernhall Street, Walthamstow, London, E17 3EA
School phone number	02085208500
Headteacher	Rosie McGlynn
Chair of Governors	Greg Joseph
School Website	Olsq.waltham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-Selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	January 2018
Previous denominational inspection grade	1

The inspection team

Mrs Angela O'Hara

Miss Isabel Quinn

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