

Inspection of St George's Catholic Primary School

Gordon Road, Enfield EN2 0QA

Inspection dates: 1–2 October 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Pupils are happy at school and feel safe. They come to school regularly and enjoy taking part in the wide range of activities provided. Pupils know that they are expected to be good and follow the school's set of values. They are polite, honest and behave well. Staff successfully encourage pupils to see everyone as being special in their own way.

Leaders and other members of staff are enthusiastic and carry out their responsibilities well. They expect pupils, including those with special educational needs and/or disabilities (SEND), to succeed. Most pupils do well. They are good at remembering what they have been taught in previous years. As a result, they can learn new things by building on what they already know and can do.

Instances of bullying are rare. But some parents report that they are not always happy with the way bullying is dealt with. Leaders keep comprehensive records of any concerns. They have plans to work more closely with parents to ensure they are satisfied with the process. Almost all parents agreed that their children enjoy school. They are happy to recommend the school to other parents.

What does the school do well and what does it need to do better?

Senior leaders are ambitious for all pupils. They want every pupil to do well, including those with SEND. There are clear plans showing what pupils should learn in each subject. There is a logical order for teaching knowledge and skills so that pupils can gain more each year. Teachers understand what they are teaching and make learning interesting. They make sure that important new vocabulary is taught in each lesson. Pupils achieve well during their time at the school. Pupils can explain what they have learned in the past, including in subjects such as mathematics, science and geography.

Older pupils read fluently and widely. Some less able, younger pupils do not remember what they have been taught about the sounds letters make. Sometimes teachers give them books to read that do not match the sounds they have learned. When this happens, pupils lose concentration because the reading task is too difficult for them.

Pupils have good manners and behave very well in lessons. They take care with their work and produce work of good quality. There are strong relationships between pupils and members of staff. There are opportunities for pupils to take responsibility. For example, they enjoy becoming members of the school council or ecowarriors. Staff encourage pupils to keep healthy. All classes run the 'daily mile'. Pupils learn to support each other. They share their feelings with each other and learn how to become resilient.

Provision for children in the early years is strong. Teachers understand the needs of young children. They provide a wide range of activities that children enjoy. Healthy

and safe living are promoted well. For example, children took great care when chopping vegetables so they were ready to eat. Speaking and listening are promoted especially well. Phonics (letters and the sounds they represent) is taught in a logical order. However, occasionally, the purpose of an activity is not clear. Sometimes, children do not move on to new learning quickly enough. Children behave well and have a clear understanding of right and wrong. Children are prepared well for joining Year 1.

Senior leaders are clear about what works well. They have identified the few areas needing further development. Subject leaders, several of whom are new to the role, are keen to develop. Currently, some of these leaders do not know how well their subject is being taught across the school.

Governors know the school well. They carry out their responsibilities earnestly. They have a realistic understanding of how well the school is doing and are ambitious for the future. They hold leaders to account for their actions.

New teachers feel well supported by leaders and other teachers. Staff say that leaders provide good training and help to lighten their workload.

Most parents are pleased with the information they get about their children's learning. A few parents of pupils with SEND would appreciate clearer and more timely guidance to support their children. Leaders have identified this as an area for further development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have systems to carefully check that the school is a safe place. Staff receive up-to-date training on safety matters. They take good care of the pupils. Pupils at risk are identified and supported well. Pupils understand about dangers in the world. They know how to keep themselves safe. For example, they learn about online safety and to be wary about the use of cameras. Pupils, parents and members of staff all agree that children are kept safe at school. Parents are pleased with the arrangements made for children when they first start school. They are pleased with the support for pupils as they move through each stage of their education.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders do not all have a clear picture of how well the curriculum is being put into practice across the school. Leaders in subjects other than English, mathematics and science have not had the opportunity to check how well teachers are delivering the planned curriculum. As a result, they do not have a clear understanding of how well pupils are learning in these subjects. Subject leaders need to make sure that they check that the planned curriculum is being

delivered. They need to ensure that pupils are remembering what they have been taught and build on this learning each year.

- Teachers do not consistently ensure that reading books for less able pupils reflect the phonic sounds they know. Less able pupils in Years 1 to 3 are not consistently given reading books to match the sounds they have learned. They struggle with reading unfamiliar words and guess rather than using their phonic knowledge. Teachers need to make sure that books match the pupils' knowledge of phonics more accurately, so that pupils are confident and can practise what they have been taught.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102038
Local authority	Enfield
Inspection number	10110495
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	613
Appropriate authority	The governing body
Chair of governing body	M Blundell
Headteacher	P O'Rourke
Website	www.st-georges.enfield.sch.uk
Date of previous inspection	27 September 2007

Information about this school

- St. George's Catholic School is a much larger than average sized primary school.
- Most pupils are White British. Few pupils are at the early stages of learning to speak English.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils with SEND is also below average.
- No pupils attend alternative provision.
- The headteacher was appointed after the previous inspection. Several leaders are new to their responsibilities.
- The school manages a breakfast and after school club for pupils at the school.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors spoke with the headteacher, acting deputy headteacher, acting assistant headteacher, leader of special educational needs, leaders of the subjects considered, and a representative from the local authority.
- The inspection focused deeply on reading, mathematics, science, physical education and geography. When looking at these subjects, inspectors spoke with leaders, teachers and pupils. They visited lessons, looked at planning and at examples of pupils' work.
- When looking at safeguarding, inspectors checked the school's documentation, the school website and the school's recent survey of the views of parents. They spoke with governors, leaders, pupils, parents, teachers and other staff.
- In addition, visits were made to the playground and a letter from a parent was considered as part of the overall evidence.

Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Sahreen Siddiqui	Ofsted Inspector
Sarah Lack	Ofsted Inspector
Sean Flood	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019