



St George's Catholic Primary School

URN: 151075

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

09–10 July 2026

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

2

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 general norms for religious education laid down by the Bishops' Conference

Yes

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

Yes

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

Fully

2

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- St George's Catholic Primary School has a strong sense of community built on respectful relationships, where pupils know they are well cared for.
- Pupils enjoy religious education and approach lessons with enthusiasm.
- Staff and pupils have secure subject knowledge, as demonstrated in religious education lessons.
- Scripture is used well as the central focus during worship to enhance the school's prayer life.
- Leaders and staff are positive role models for pupils, placing Christ at the centre of school life and witnessing to the school's mission through their service to others.

What the school needs to improve

- Develop consistent, well-planned opportunities for pupils' spiritual and moral development so they gain a clear understanding of their personal responsibility to enact Christ's teachings within Catholic life and mission, and religious education.
- Ensure religious education provides all pupils with access to work well matched to their individual needs.
- Provide formation which enables pupils to explain how their experiences of prayer and liturgy influence their choices and lead them to action.

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

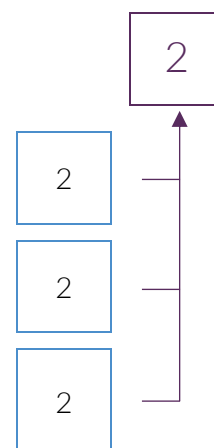
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The school's mission statement, 'Love one another as I have loved you', is evident in the strong relationships throughout the school. Pupils know that St George's Catholic Primary School is a place where they are welcomed and loved. Pupils identify adults they can turn to when they need help, showing that they feel secure and well cared for. Pupils understand that being part of a Catholic school means caring for one another. Pupils can explain how they make a difference in the world; for example, taking part in a bake sale to raise money for the local hospice. However, staff initiate charitable work, which limits pupils' opportunities to choose how they support the community as they live out the Gospel values they learn at St George's. Pupils show respect for one another. Pupils are compassionate and understanding in their interactions, contributing to a culture of friendship throughout the school. Behaviour is good. Pupils learn about other faiths and religions and share their knowledge confidently. Pupils take an active part in a wide range of chaplaincy activities, which give them opportunities to develop leadership skills. The pupils who take on the important roles of 'dragons of faith' and 'guardian angels' are proud of the difference they make in the school.

Staff keep the school's mission statement purposeful by regularly revisiting it and updating it, as required. Staff are strong role models for pupils in the service they show to one another. They participate actively in activities that serve the wider community. The school has a clear culture of welcome throughout. New staff describe feeling welcome from their arrival and quickly becoming part of the St George's family. Consequently, pupils value the school's close sense of community. Teaching about other faiths and religions helps pupils develop a strong understanding of different beliefs. Pupils value opportunities to visit places of worship from other faiths and religions. These enrichment experiences foster a culture of understanding and

respect, recognising that everyone is created by God and equal in dignity. Pupils are individually known and loved, receiving personalised support when needed. The calm school environment reflects its Catholic mission, with Catholic social teaching prominently displayed. Fundraising activities contribute to pupils' spiritual and moral development, including responses to particular events in pupils' lives; however, these opportunities are not embedded within a well-planned programme. Relationship and health education (RHE) is taught in line with diocesan requirements, but pupils do not speak confidently about its impact on their lives.

Leaders clearly articulate the school's mission, resulting in an embedded culture in which Christ is at the centre of decision-making. Links with the parish are strengthened through frequent visits by the parish priest and parishioners, several of whom are foundation governors. Despite these positive links, the school's service to the parish is not fully developed. Parents support the school and particularly value how staff show care for their children. The school's charitable work responds to local need, including raising funds for St Richard's Hospice. Staff value the supportive culture, which enables them to meet the demands of their vocation in Catholic education with confidence. Staff describe St George's as their 'second family'. Links to Catholic social teaching across the wider curriculum are still developing. Governors visit the school regularly and gain an understanding of its Catholic life and mission from pupils against which they corroborate leaders' reports to them. Leaders monitor the school's Catholic life and mission, but this monitoring does not consistently cover all aspects of provision or lead to a sufficiently comprehensive evaluation of its impact. The support provided to staff helps them feel confident in their roles and know where to seek further help when needed.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

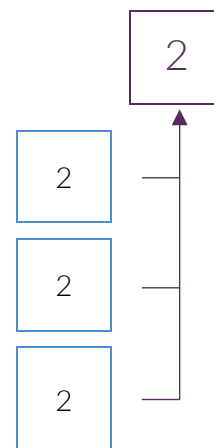
How well pupils achieve and enjoy their learning in religious education

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' subject knowledge is good because they have opportunities in lessons to explore their learning in a variety of ways. Even very young children talk about their learning and link it to prior learning. Pupils make good progress in religious education, as shown in their work and the range of responses they give during lessons. Pupils link their current and prior learning, although not all receive the support they need at the right time. This means some pupils do not make as much progress as their peers. Pupils use subject-specific religious education vocabulary well in their written responses. Pupils are proud of their achievements and produce high-quality work. Pupils work well independently and produce a substantial amount of work in lessons. They enjoy religious education because of the creative activities they experience in their lessons. Outcomes in religious education are similar to those in other core subjects. Most pupils are engaged in learning; however, some finish tasks quickly without a clear next step, which sometimes limits their progress.

Teachers have good subject knowledge, which they use confidently in their teaching. This contributes positively to pupils' outcomes. Teachers value religious education and communicate this effectively, so that pupils recognise the importance of the subject. Teachers enable most pupils to complete work to a good standard; however, planning does not consistently take account of all pupils' needs, which limits the extent to which some pupils achieve the curriculum's intention. Some pupils do not receive sufficient support to access the curriculum, while others finish tasks quickly without an appropriate next step available to complete. Teachers use questioning well, including directing questions to pupils who do not readily volunteer an answer, ensuring all pupils are actively included during teaching inputs. This creates a culture in which pupils understand they are expected to contribute. Good work is celebrated, and pupils can explain how they recognise successful work and what they need to do to improve. In some

classes, teachers provide pupils with opportunities to reflect on their learning. These opportunities include 'respond and reflect' activities and quiet moments within lessons, which contribute to pupils' moral and spiritual development. However, this practice is not consistent across all classes. A wider variety of tasks in religious education increasingly meets pupils' differing learning needs.

Leaders and governors ensure that the religious education curriculum is taught faithfully in all year groups, aligned to diocesan requirements. Standards in religious education align with those in other core subjects. Leaders provide high-quality professional development from the diocese, the multi-academy company (MAC) and within the school to support implementation of the new curriculum.' General subject-specific staff training improves teaching quality; however, a strategic approach is not in place for less confident teachers to develop their skills by observing strong practice within the school or across the MAC, for example. The religious education subject leader has a clear vision for religious education which is informing future strategic subject-improvement plans. The needs of some groups of pupils are not fully met because self-evaluation does not sufficiently prioritise planning for their provision.

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

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

2

Pupils engage well in prayer and liturgy, showing reverence when singing and praying. Staff expectations are inconsistent, resulting in variation in pupils' participation; for example, when making the Sign of the Cross at the end of class prayers. The liturgical year informs the school's prayer life and, as a result, pupils speak confidently about the different seasons of the Church's year. Pupils regularly prepare and minister celebrations of the word. They do this with confidence; however, staff do not consistently follow the progression of skills set out in the prayer and liturgy policy, resulting in variation in pupils' outcomes. Pupils evaluate prayer and identify some improvements, but their evaluations do not consistently lead to evident improvements in subsequent prayer and liturgy. Prayer focuses on specific themes, but pupils struggle to explain how their experiences of prayer and liturgy influence their choices and actions.

Prayer is an important part of the school day, with staff providing a good variety of opportunities for prayer throughout the week and across the year. Mass is celebrated fortnightly, with parishioners and parents joining the school community. Scripture is used well in prayer, contributing positively to pupils' secure knowledge of many Bible passages. Pupils recall various biblical extracts and select Scripture when preparing their own prayer. Staff participate well in prayer and, alongside pupils, use their talents to enhance celebrations, for example, by playing the piano. Staff are skilled in ministering prayer and share good practices with one another. Pupils experience different forms of prayer, including meditation and silent reflection. The use of space for prayer is currently limited to the hall, classrooms, and the school chapel, which all facilitate collective times of prayer; there are no outdoor spaces used regularly for voluntary, private prayer, or spontaneous prayer stations around the school, for example. Families join

their children in times of prayer and value these opportunities, though support for families to develop pupils' prayer life at home is less well developed.

A clear policy is in place for prayer and liturgy, though not all staff consistently follow the planned progression of skills for pupils. As a result, pupils' skills in prayer and liturgy vary between classes. Leaders do not fully use their expertise to develop other staff's skills. The Eucharist is central to the school's prayer life, reflecting the importance leaders place on pupils having access to the sacraments. Staff receive some training on prayer and liturgy; however, not all have regular opportunities for liturgical formation. Leaders are skilled in preparing prayer, which staff value for the personal support it provides. The impact of prayer on pupils is less well developed, as they struggle to explain how prayer influences their lives. Leaders and governors prioritise resources for prayer, for example, by providing each Early Years child with a prayer bag at the start of the academic year. Leaders and governors evaluate aspects of prayer and liturgy, leading to some planned improvements. Pupils contribute their views to evaluation, which leads to changes in subsequent prayer experiences. One example is when children in Reception class adapt their prayer by holding hands in response to feedback following an earlier celebration of the word.

Information about the school

Full name of school	St George's Catholic Primary School
School unique reference number (URN)	151075
School DfE Number (LAESTAB)	885 3390
Full postal address of the school	Thorneloe Walk, Barbourne, Worcester, WR1 3JY
School phone number	01905 25841
Headteacher	Kathryn Cairns
Chair of governing board	Joanna Griffin
School Website	www.st-georgescatholic.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Emmaus Catholic MAC
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	5 to 11
Gender of pupils	Mixed
Date of last denominational inspection	May 2019
Previous denominational inspection grade	2

The inspection team

Karyn Oakley
Vivien McDonald

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