

St George and St Teresa Catholic Primary School

URN: 148088

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

04–05 June 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

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 & St Teresa's provides a profound culture of welcome, inclusion, collaboration and a sense of community.
- Staff are very well supported by leaders, as well as support from Our Lady and All Saints Catholic Multi Academy Company (MAC).
- St George & St Teresa's has established and strengthened clear links with the parish; families feel welcomed and believe they are fully included in this faith journey with their children.
- Leaders and governors engage well with the MAC to improve standards. They are working collaboratively at all levels to enhance the provision of teaching and learning in religious education, ensuring the best outcomes for all pupils.
- The experience of prayer and liturgy provided by the staff inspires some pupils to take a leading role in preparing and delivering prayer and liturgy to their peers.

What the school needs to improve

- Routinely provide opportunities for all pupils to enact Catholic social teaching principles, locally, nationally and globally.
- Plan and deliver a broad and challenging religious education curriculum that provides targeted stretch for more able pupils, helping them to achieve the highest possible outcomes.
- Consistently provide frequent and meaningful opportunities for all pupils to prepare and evaluate prayer.

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

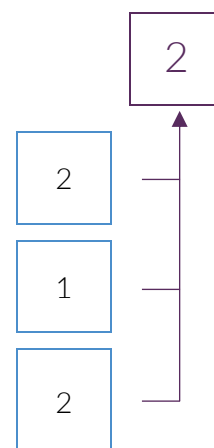
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils value the distinctive Catholic life and mission of St George & St Teresa's. They can clearly express an understanding that they are cared for as unique individuals, made in the image and likeness of God; consequently, pupils feel happy, confident, and secure. Pupils follow the principle of 'Made in the image and likeness of God' and, as a result, relationships throughout school are based on mutual respect. Behaviour across the school and within lessons is good. Pupils demonstrate a deep sense of respect when learning about the cultures and faiths of their peers. Whilst pupils are engaged in responding to the principles of Catholic social teaching on a general level, not all pupils have the opportunity to respond to the needs of others in local, national and global contexts. The Mini Vinnies have good links with the parish and serve it through various fundraising events, such as selling cakes and hosting a skip-a-thon for the whole school. As a result of this strong mission and the experiences provided, pupils value chaplaincy activities greatly and are active disciples of Christ. The overwhelming majority of pupils can articulate how they live out the school's mission and what it means to them, as evidenced by their relationship behaviours. For example, class-based prayer utilises Makaton to ensure inclusivity.

Conscious that Christ is at the heart of St George and St Teresa's, there is a lived sense of community. The mission statement, 'Faith: We live it, Love it and Learn it' is a clear expression of the Church's mission to make Christ known. Leaders and staff ensure that the mission is regularly discussed during celebrations of prayer and liturgy, so that all participants celebrate its distinctiveness, and it is also linked to the half-termly Catholic School Pupil Profile values. The school environment reflects its mission, and the spaces are being further developed. Staff and

leaders have collaborated to create a culture where every member of the school community is deeply valued and their uniqueness is celebrated.

Leaders and governors can articulate the Church's mission, in exercising their duty as guardians of the Catholic life and mission of St George and St Teresa's. Alongside the parish priest, they embrace and actively promote the principle that St George and St Teresa's is at the service of the parish. Leaders and governors are inspirational in the respect they show for the dignity of all the staff, and they ensure that every decision made reflects this. There is an explicit commitment to both the physical and mental well-being of staff, and staff welcome this support. Leaders and governors are highly ambitious for the school's Catholic life and lead by example, both in school and in the broader parish community. Leaders are working hard to ensure that pupils participate in opportunities provided by the school, which further their spiritual development and growth, including visits and school-based retreats. Through the parish priest's involvement in school life, pupils understand the importance of parish life and appreciate the importance faith plays within the school community. Parents are more involved in their child's sacramental journey and speak positively of their spiritual development during this time. Parents are eager to be part of the school's Catholic community and welcome the opportunities to get involved.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

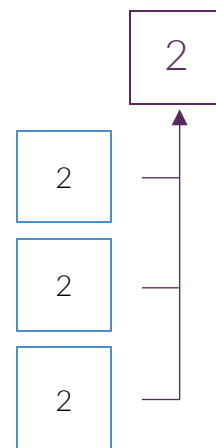
How well pupils achieve and enjoy their learning in religious education

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 are developing a secure knowledge and understanding in religious education. They make good progress when measured against the planned curriculum for each year group. Most pupils are religiously literate and use their knowledge and skills effectively to reflect spirituality and think ethically and theologically. During lessons, pupils can articulate the knowledge they have acquired from religious education lessons, which follow the scheme of work outlined in the *Religious Education Curriculum Directory*. This knowledge is extended to make links to the spiritual development discussed within liturgy and prayer. Pupils can speak confidently about what they have learnt and, because staff and leaders have implemented a live marking policy, pupils' misconceptions are dealt with immediately, which leads to good outcomes. Some pupils are active participants in their learning experiences and demonstrate spiritual reflection of their understanding through their responses to learning activities and next-step thinking questions. These pupils effectively utilise subject-specific vocabulary in their work. As a result, some pupils understand the demand for Catholicity in the wider world due to their religious knowledge and can confidently articulate their views in classroom discussions. Pupils make good progress in acquiring, retaining, and applying knowledge across the curriculum. High expectations for most learners, including disadvantaged pupils and those with special educational needs and disabilities (SEND), ensure that progress is good across all phases of education.

Staff are committed to the value of religious education and communicate this to all pupils during their learning. Staff use questioning during lessons to identify where pupils are in their understanding, thereby improving learning outcomes for most pupils. However, pupils with higher prior attainment are not challenged robustly or soon enough, stifling their progress. Most pupils produce work of good quality with good presentation. Monitoring against other curriculum area books shows that it is held in high regard due to the pupils' reverence and deep

reflective nature. As a result, most pupils are proud of the work they produce in their lessons and can confidently articulate their learning and understand the importance that religion plays in their lives. Lessons follow a consistent structure across year groups, beginning with the sharing of the learning objective, followed by the sharing of a spiritual question which acts as an engaging 'hook' for the lesson. Pupils' outcomes are celebrated, and the feedback policy is beginning to be embedded within that so that pupils are more aware of their next steps.

Leaders and governors ensure that the curriculum is a faithful expression of the diocesan scheme of work. Leaders and governors ensure that all timetables adhere to 10% of timetabled teaching. Leaders and governors ensure that training is available for teachers to develop their subject knowledge and teaching skills further. Leaders ensure that they are utilising opportunities across the MAC to further develop teaching and learning in religious education at St George and St Teresa's. The subject leader has a clear vision for teaching and learning, and staff feel very well supported by him. Due to the clear vision that he, along with other leaders in the school, shares, and how this is disseminated to all staff, they ensure that standards are consistently high and remain in line, if not better than, core subjects. Leaders work collaboratively to monitor teaching and learning, using a range of strategies; however, leaders now need to ensure that this monitoring is rigorous, to effectively and rapidly maximise teaching and learning outcomes for all. Leaders, staff, and governors are committed to ongoing evaluation and improvement, utilising the support from the MAC to moderate learning outcomes for their pupils. Monitoring activities inform staff development and curriculum refinement, ensuring targeted provision continues to meet the needs of most pupils.

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

Prayer and liturgy engage pupils and lead them to full, active, and conscious participation with Christ. Pupils can articulate a variety of Catholic ways of praying and understand how the liturgical year influences these practices. For example, pupils show a deep understanding of prayer around the theme of Pentecost and can articulate how the prayer to the Holy Spirit will impact their lives both in school and the wider world. Most pupils work collaboratively with others to prepare creative, spiritual, and well-constructed experiences of prayer and liturgy, and to evaluate them. However, this is not always consistent across the school. Pupils confidently articulate ways in which prayer and liturgy influence the curriculum, making connections with ease, and can articulate how these experiences shape their thoughts about themselves and the world around them, inspiring them to act. Pupils are given regular opportunities to reflect upon the power of prayer. As a result, pupils know to use prayer as a response to happenings in the wider world or their circumstances. Prayer and liturgy allow children dedicated time to develop their relationship with God.

Appropriately planned prayer and liturgy are central to the school. There is a daily pattern of prayer that reflects the rhythm of the prayer life of the Church. The liturgical year is reflected in acts of prayer and liturgy, with special events held in Advent, Christmas, Lent, Easter, and the month of May, which are special times of the year. Staff, including leaders, serve as models of good practice for other staff and the wider community by engaging with and leading prayer and liturgy within the school and the parish. Pupils across all classes are invited to participate in prayer throughout the day. Each key stage within the school has four age-appropriate prayers that are naturally embedded to faithfully reflect the pattern and rhythm of the Church's prayer life, and these prayers are displayed as a focal point in the classroom, supporting the prayer display and prayer station. Staff are confident in celebrating innovative practices within the

school to create a balance of routine and creativity. As a result, pupils are supported with developing their spirituality and faith in a safe, creative and interactive way throughout the school day. Staff make good use of the prayer spaces available around the school, though the school has accurately identified that these could be developed further.

The policy for prayer and liturgy is well-formulated, accessible, and valuable to all staff. Leaders, alongside the parish priest, strive to offer the Sacrament of Reconciliation at key times throughout the year. School leaders work closely with the Parish Priest to formulate the chaplaincy programme. The school chaplaincy programme offers regular opportunities to celebrate the Eucharist, including holy days of obligation and other key events. Leaders ensure that the school observes events in the liturgical calendar as a community and take every opportunity for prayer and liturgy, including the Stations of the Cross and May Procession. The sacraments are given the highest priority, involving a fully collaborative approach between the school and parish communities. Leaders and staff are supported in ensuring that these significant moments are well-planned through the support of the parish priest. Leaders and governors offer regular opportunities for the professional development of all staff in liturgical formation, not only at St George and St Teresa's but also across the MAC. Leaders regularly and accurately review the quality and impact of prayer and liturgy as part of their self-evaluation and planned improvements.

Information about the school

Full name of school	St George and St Teresa Catholic Primary School
School unique reference number (URN)	148088
School DfE Number (LAESTAB)	334 3503
Full postal address of the school	Mill Lane, Bentley Heath, Solihull, B93 8PA
School phone number	01564 774906
Headteacher	Louise Flanagan (executive headteacher)
Chair of governing board	Paul Bentley
School Website	www.stgandt.solihull.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady And All Saints Catholic Multi Academy Company
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	June 2018
Previous denominational inspection grade	2

The inspection team

Christine Finnegan
Maureen Collier

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