

St George's Catholic Junior School

URN: 125443

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Arundel & Brighton

30 April 2026 – 01 May 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

Religious education (p.5)

The quality of curriculum religious education RE

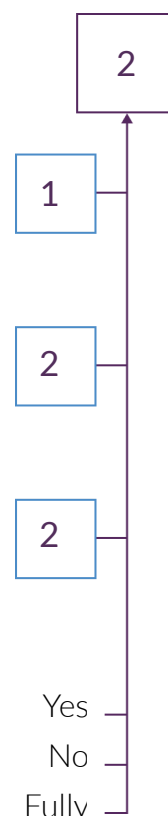
Collective worship (p.7)

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

- The school's relationship and sex education curriculum is not fully compliant with the requirements of the diocesan bishop.

What the school does well

- The Josephite, Catholic identity and mission, permeates all aspects of life at St. George's. The collective commitment to the school's inherent values is outstanding, making it a vibrant and inclusive Catholic community.
- The headteacher, accompanied by the chaplain and religious education leaders, have an extremely positive impact on many aspects of the school's Catholicity and their impact is commendable.
- Religious education teaching is outstanding. A focus on curriculum provision is yielding significant gains in pupil progress and attainment; pupils show a deep enjoyment of religious education and demonstrate a highly conscientious approach to their work.
- Pupils demonstrate exceptional behaviour, positive attitudes and genuine compassion for others, particularly through a wide range of activities designed to support the vulnerable. They participate very enthusiastically in the Catholic life and mission of the school.
- The school benefits from a beautiful environment that is utilised to nurture the spiritual growth of every pupil, whilst reflecting the Catholic nature of the community.

What the school needs to improve

- Leaders should ensure that diocesan requirements for the teaching of relationships and sex education (RSE) are fully implemented through the prescribed programme.
- Leadership should further expand the religious education curriculum to provide pupils with a broader array of engaging and enriching learning opportunities.
- In order to improve the pupils' experiences of prayer and liturgy, leaders and governors should develop staff expertise, as well as their own monitoring of collective worship, so that strengths can be built upon and development areas addressed.

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

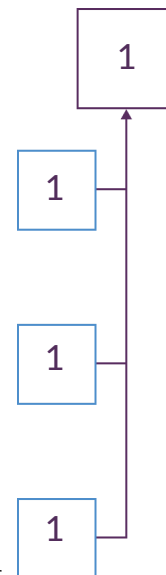
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Across all departments within St George's, pupils consistently understand the Catholic Josephite ethos and are extremely keen to live out the virtues implicit within its character. This is both evident within their behaviour, which is exemplary, and also in the way that they can clearly articulate the mission of the school. Consequently, pupils in all classes are flourishing in their personal growth and possess a secure understanding of Catholic mission. Although their theoretical grasp of Catholic social teaching is still developing, pupils engage in extensive and highly commendable practical work, to support those in need. There are a vast range of opportunities for pupils to support others, both locally and beyond, including food bank collections, fundraising for charities such as Cafod, visiting local care homes and supporting good causes overseas. The pupils' spirited participation in these endeavours demonstrates a deep-seated compassion for the vulnerable and for one another. Pupils are also very keen to involve themselves in chaplaincy provision which they undertake with great fervour.

The school's mission statement, 'learning to live and love like Jesus', is central to life at St George's. The Josephite culture is historically rooted and without exception, all within the community are highly committed to it. It is clear that every member of the team, is dedicated to the mission of the school, contributing to a strong sense of Christian community and a clear spirit of welcome and hospitality. Pupils and staff of other faiths and worldviews are fully respected, with steps taken to ensure that they feel comfortable and valued. Each and every member of staff, acts with integrity in order to exemplify the Christian values of the school. As a result, pupils receive an extremely high standard of pastoral care and thrive in their development. The school's physical environment is fully reflective of its Catholic identity, with

the large chapel being at the heart of the prayer life of the community. Chaplaincy within the school is good and there are a range of well-planned opportunities for all members of the school community to engage in. Although the school delivers an effective relationships and sex education programme, this does not fully meet diocesan requirements.

Leaders and governors prioritise the school's Catholic identity and are committed to ensuring that policies and procedures are clearly aligned to it. An active relationship with the diocese is maintained and leaders are eager to ensure that the school benefits from external expertise. Links with the local parish are strong and the school's relationship with the Josephite Order is extremely secure, supported by the two Josephite priests who are actively involved in the leadership and life of the school. The school's partnership with its parents is thriving and they are extremely supportive; one summed up the general view by stating 'my daughter is being taught to live and love like Jesus; what more can I ask for?' Leaders and governors are extremely committed to ensuring that pupils understand their responsibility to support the poor and needy. Their promotion of an extensive range of activities, guided by the Church's doctrine on Catholic social teaching, is particularly impressive. Staff within the school are well supported and leaders and governors have developed a range of policies and procedures to maintain the well-being of all employees. Governors use a variety of evaluative exercises to inform themselves about the practical outcomes associated with school's ethos and are passionate to ensure that the Josephite values are upheld. Professional development is used effectively to support staff in understanding the distinctive mission and character of the school.

Religious education

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 key judgement grade

Pupil outcomes

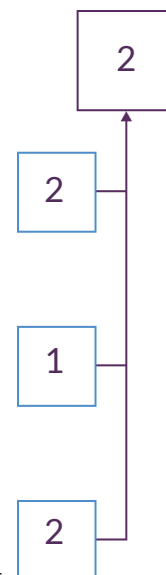
How well pupils achieve and enjoy their learning in religious education

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 at St George's are making good progress in developing their understanding of the knowledge required within the *Religious Education Directory*. This includes pupils with special educational needs and/or disabilities and those who require additional support. Younger pupils' ability to articulate the knowledge they have gained within religious education is very good; however, this is a little less consistent for a minority of older pupils, because some prior learning, is less secure. Within religious education lessons, pupils apply themselves diligently to the expectations placed upon them and can work with high levels of independence and concentration. They are keen to demonstrate their growing religious knowledge, understanding and vocabulary and can articulate themselves extremely well when questioned. Pupils produce good work in their exercise books, with some achieving particularly well. Pupils are actively engaged and enthusiastic within lessons and clearly enjoy the tasks and activities that are being provided for them by teachers. Their behaviour at such times is outstanding and they remain focussed and attentive throughout lessons. Pupils have a growing awareness of how to self-evaluate their progress in religious education. Their overall attainment in religious education is good, with many younger children achieving particularly strong outcomes.

The quality of teaching in religious education is consistently rigorous, with staff displaying expert subject knowledge and highly effective pedagogy. All teachers are committed to ensuring that religious education is taught to the highest standards and work hard to plan very engaging lessons. These are meticulously planned to meet and very often, go beyond,

the needs of pupils, ensuring that their learning is consolidated and subsequently built upon over time. Older pupils, who may have some weaker prior knowledge in religious education, are carefully supported to address gaps in their learning. In religious education lessons, teachers use skilful questioning to identify pupils' understanding and shape their learning. Pupils' work is valued and celebrated, and as a result they are highly motivated to continue to improve. Links are sometimes made to pupils' spiritual development, so that the theoretical aspects of religious education are aligned to opportunities for prayer. Teachers use the extensive array of resources available in religious education to their full extent, meaning that pupils are often given varied and stimulating opportunities to demonstrate their understanding.

School leaders and governors ensure that religious education is taught with fidelity to Diocesan requirements, through the *'Day By Day'* programme. It is well resourced, timetabled within the expected time allocations and taught to the same high standard as other core subjects. Focussed leadership, alongside rigorous monitoring of provision and the implementation of the *Religious Education Directory*, is leading to very good outcomes. Professional development opportunities are used effectively by leaders to ensure that teachers' practice is strong. Religious education leaders work hard in promoting the subject and have a clear vision and high expectations, which they use to effectively promote the subject. The religious education curriculum is planned carefully and sequentially so that pupils' knowledge and understanding progresses over time. The curriculum is adapted to meet the needs of a variety of different learners, including those with special educational needs and/or disabilities. Whilst classroom provision in religious education within lessons is strong, opportunities for enrichment are less secure, meaning that some pupils have fewer opportunities to engage in more creative learning. Leaders undertake monitoring activities such as learning walks and work scrutiny, to inform themselves of the quality of provision within religious education, providing them with a clear understanding of teaching and learning across the school. This informs planned improvements to further develop religious education.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

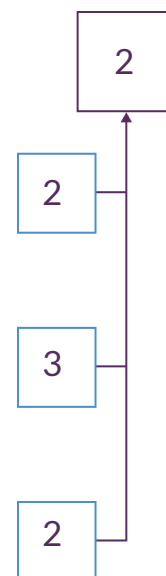
How well pupils participate in and respond to the school's collective worship

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



Pupils of St George's readily engage in the opportunities that the school provides for prayer and liturgy. At such times, they act with reverence and respect, regardless of their own religious background. During prayer, they engage in silence and reflection, and at other times such as in communal celebration, through joyful singing. They have a growing awareness of prayer within the Catholic tradition, through opportunities for meditation, adoration of the Blessed Sacrament and the celebration of Mass. Pupils also have an age-appropriate awareness of the Church's liturgical year and can talk about how Catholics engage in various types of prayer during the liturgical seasons. With guidance from adults, some pupils, for example those in the 'RESPeCt' group, are beginning to enthusiastically undertake a variety of opportunities to lead celebration of the word. Pupils understand how issues discussed within the curriculum can naturally lead on to prayer, for example when they learn about those who are vulnerable, who need the active support of Christians. They have a general understanding of how to evaluate opportunities for prayer and liturgy; for example, they are keen to congratulate each other on the efforts that they have made to plan such occasions, recognising the talents of their peers. However, their understanding of what constitutes deeper spiritual or prayerful experiences is not fully developed.

Prayer and liturgy are part of school life and timetables and schedules ensure they are celebrated consistently. Prayer takes place daily and is linked to the liturgical life of the Church. Although scripture is thoughtfully linked to the liturgical cycle, its interpretation is not always fully explored, or explained in depth to the pupils. As a result, some pupils have a limited understanding of the richness of scripture. All staff are highly committed to promoting

prayer and liturgy across the school. However, some staff require further support to develop their expertise in planning and delivering effective prayer and liturgical experiences. Similarly, while music is frequently incorporated, the use of creative resources and approaches to enrich prayer and liturgy is not yet consistently in place. There are designated areas devoted to prayer and liturgy across the school that are used well, including the beautiful chapel. Resources such as statues and artwork, within them, help raise pupils' hearts and minds to God. However, within classrooms, focal points for prayer, such as prayers tables, are not consistently used effectively during class-based prayer. Parents value the opportunity to engage in the prayer life of the school, particularly through class-led celebration of the word.

St George's policy on prayer and liturgy has been carefully designed to ensure that it accessible to all. The policy recognises the need to develop staff expertise through a carefully planned strategy, although the outcomes of this are not always secure. The chaplain has developed an annual plan of provision which is clear and detailed, ensuring that key points within the Church's liturgical cycle are celebrated within the school. These carefully link to the seasons within the Church and include holy days of obligation and appropriate opportunities such as reconciliation services during Lent. Mass is celebrated at several key points in the year and the school benefits from the support of the local Josephite priests who not only celebrate Mass but actively support within leadership. The experienced chaplain demonstrates strong skills in leading prayer and liturgy and works hard to ensure that pupils are enabled to participate in many varied spiritual opportunities. Leaders of the school understand what constitutes effective prayer and liturgy and have the capacity to develop it. However, prayer and liturgy monitoring, needs to be further embedded, in order to ensure improved outcomes in provision.

Information about the school

Full name of school	St George's Catholic Junior School
School unique reference number (URN)	125443
School DfE Number (LAESTAB)	9366566
Full postal address of the school	Thames Street, Weybridge, KT13 8NL
School phone number	01932 839400
Headteacher or Head of School	Dan Jameson
Chair of Governors	Denis Nowlan
School Website	www.stgeorgesweybridge.com
Trusteeship	Religious Order St George's College Junior School
Phase	Primary
Type of school	Catholic Independent School
Admissions policy	Selective
Age-range of pupils	2 - 11
Gender of pupils	Mixed
Date of last denominational inspection	16 May 2018
Previous denominational inspection grade	Outstanding

The Inspection Team

James Carroll Lead

Johanna Collyer

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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