



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

November 2019

St. George's Junior School, Weybridge



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School's Details

School	St George's Junior School, Weybridge			
DfE number	936/6566			
Registered charity number	1017853			
Address	St George's Junior School Thames Street Weybridge Surrey KT13 8NL			
Telephone number	01932 839400			
Email address	contact@stgeorgesweybridge.com			
Headmaster	Mr Antony Hudson			
Chair of governors	Mr John Lewin			
Age range	3 to 11			
Number of pupils on roll	590			
	EYFS	121	Juniors	469
Inspection dates	26 to 28 November 2019			

1. Background Information

About the school

- 1.1 St George's Junior School is an independent co-educational day school for pupils aged 3 to 11 and is the junior school of St George's College, Weybridge. St George's College is a registered charity and a limited company by guarantee. Both the junior school and the senior school share the same governing body. Since the last inspection a new chair of governors has been appointed.
- 1.2 St George's College was founded in 1869 by a Belgian order of Catholic priests, the Josephites. The junior school separated in 1950; moving to its present site in 2000, one and a half miles from the senior school. Classes from Nursery to Year 2 are located in a separate building in the school's grounds. Junior pupils in Years 3 to 6 are taught in the main school building.

What the school seeks to do

- 1.3 The school aims to offer personalised attention and a well-rounded curriculum and an extensive range of extra-curricular activities. Pupils are inspired to be the very best version of themselves and find a joy in learning that will motivate them throughout their time at school.

About the pupils

- 1.4 Pupils come from a range of backgrounds, mostly from British families living within the locality of the school. Data provided by the school indicate that the ability of the pupils is above average compared to pupils taking the same tests nationally. The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 68. They require support with a wide variety of needs, including dyslexia. One pupil has an education, health and care plan (EHC). A further 108 pupils have English as an additional language (EAL), of whom 6 require additional support. The school has identified 254 pupils as being most able, the curriculum is modified for them and for 88 pupils talented in sport and performing arts.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Attainment in examinations and their ability to gain entry to the schools of their choice confirm that pupils make excellent progress during their time at the school.
 - Pupils secure excellent achievement in their academic and extra-curricular activities through robust collaborative skills and perseverance.
 - All pupils develop and demonstrate the appropriate key skills and knowledge that enable successful transition to the next stages of their learning.
 - Pupils progress is strongest when the level of challenge is high and when they take independent responsibility for their own learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have excellent relationships with peers and adults and exhibit a strong sense of community through the ethos of 'Kindness Counts'.
 - Pupils clearly demonstrate a profound appreciation of the non-material aspects of school life and spiritual awareness through the school's driving ethos of 'Learning to live and love like Jesus'.
 - Pupils across the whole school show excellent self-confidence, self-discipline, and moral understanding; they appreciate diversity and respect for religious and cultural difference.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Monitor consistency in approach towards offering pupils opportunity to show leadership and independence in their own learning through the embedded use of technology.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 St George's Junior School pupils demonstrate a notably high level of attainment in accordance with the school's aim to inspire pupils to be the very best version of themselves and find a joy in learning. This results from the commitment of the leadership to achieving high standards in all aspects of school life. Pupils acquire excellent levels of understanding and knowledge in the majority of lessons and demonstrate excellent levels of performance and creativity in extra-curricular activities.
- 3.6 In the years 2016 to 2018, the most recent three years for which comparative data is available, performance in English and mathematics show high levels of attainment compared to others who take the same texts nationally. Children in the Early Years Foundation Stage (EYFS) develop excellent skills in literacy and numeracy; preparing them for a smooth transition to the junior school. This successful development is maintained throughout the junior school. Pupils are therefore successful in 11+ and senior school entrance examinations, enabling an overwhelming majority to succeed in gaining admission to their first choice of school. Pupils benefit greatly from a well-established assessment and tracking programme, enabling them to make informed decisions to improve their attainment. Their rapid progress is generally the result of high teacher expectations and the provision of challenge and independent learning in most lessons and could be further extended through the utilisation and application of technology resources. Pupils with SEND or EAL make good progress and are enabled to achieve standards that are in line with those of their peers. They benefit greatly from enriched support from specialist staff through one-to-one and small group support sessions. Reception pupils with special needs made excellent progress in physical education in a choice of activities including table cricket and boccia, helped and encouraged by Year 6 pupil helpers including games captains, with a

clear goal of them entering a 'Panathlon' organised by an outside agency. More able pupils make excellent progress and successfully respond to challenging work in a large majority of lessons; for example, in mathematics, pupils excitedly discussed their success with solving problems and calculations in 13+ Common Entrance and GCSE questions. Pupils in Year 6 eagerly make use of the pre-school day and lunchtime subject support clinics, recognising that these enhance their understanding, enable them to progress in lessons and support examination success. Pupil enrichment is enjoyed in the wide range of extra-curricular activities such as an eager group of pupils choosing an after-school club, taken by sixth formers from the senior school, to develop basic linguistic skills in Greek and Latin. Informed choices and optional involvement in such activities has enabled several pupils to achieve scholarships on entry to senior schools for academic, art, music and sport.

- 3.7 Pupils use sophisticated language confidently, as observed in Year 2, where they were exceptionally confident and articulate when speaking joyfully about their school and families in afternoon prayers. Older pupils used excellent imaginative language to write newspaper headlines based on puns, rhyme and alliteration. The pupils are attentive and apply knowledge and reason thoughtfully and logically. In interviews, they expressed enthusiasm for being able to discuss and debate ideas freely in and out of class on a wide range of subjects such as how to be eco-friendly and on Brexit. Literacy is very strong; pupils are avid readers, fully utilising the library provision which is well stocked with a wide range of fiction and non-fiction books. This reflects that the commitments shown by the governors to resource the school and provide suitable learning opportunities for the benefit of all pupils. Pupils express appreciation for opportunities for quiet reading and independent research. They additionally enjoy competitive reading challenges as part of inter-house competitions.
- 3.8 Pupils have very good numeracy skills and apply them successfully in a wide range of subjects. For example, in science Year 5 pupils have effectively used formulae and calculation, to explore speed, time and distance. During a mathematics lesson, pupils enthusiastically completed an extension task or successfully tackled an open-ended decimal dice problem solving activity, discussing their findings confidently with the teacher. Pupils effectively utilise tablet computers, when provided with the opportunity, in lessons. They have competent skills in coding and programming, well above those expected for their age. Skills in information and communication technology enable pupils to learn how to actively enhance their education by technology use such as the application of spreadsheets to solve mathematical problems, obtaining data in science experiments, researching and writing about World War II in history, finding suitable illustrations to enhance English creative writing texts and the Respect committee (RESPeCt) members successfully created a video about the forthcoming Advent event, 'Genuinely Georgian', to present to year group assemblies. The opportunities for pupils to use their technology skills and for them to take control of their learning is limited and was not evidenced in all subject areas of the curriculum.
- 3.9 Pupils are enthusiastic and determined learners, willingly prepared to take risks, enjoy the opportunities of different styles of teaching and rise to challenging opportunities when these are offered. They are inquisitive learners, such as observed in woodland activity where a group of children enthusiastically collected and successfully identified mini beasts, whilst others used different techniques to construct dens. Pupils demonstrate a resolute sense of purpose, moving calmly to their lessons. They quickly settle and display an eagerness to learn and be involved in discussion and questioning. Pupils respond willingly to guidance in lessons and are further empowered to make progress and self-reflect on their work through meaningful and engaging marking throughout the school. This is supported by a very large majority of pupil questionnaire responses and interviews, who felt that marking helps them to improve. Pupils express their enjoyment of independent research projects for homework and in class willingly respond to open-ended questioning, such as in a science discussion on light and the relationship of intensity through the hypothesis of two suns in the solar system; pupils demonstrated high order language, analysis and critical thinking regarding situations that might arise from this; for example, linking increased sun burn, sun cream use, palm oil supplies and resulting deforestation.

3.10 Pupils become very confident public performers through their participation in performing arts. They avidly engage and effectively demonstrate their musical talents through active involvement in the orchestra, choirs, and other musical ensembles, most recently at the 150th Anniversary celebration at Westminster Cathedral. Pupils achieve national examination awards in music and drama. They enthusiastically discuss their participation in recent productions such as *Henry IV* or *A Christmas Carol*. Pupils also gain positive experiences and achieve success backstage, in stage and costume design and making props for productions. Many pupils find pleasure and achieve personal and academic success in creative work and are encouraged to develop their interest and talent in drawing, painting and textiles. Pupils enjoy the challenge of competitive sport and show support for each other in team and individual events. Active and skilful participation in team sports, includes rugby, netball, hockey, football, tennis and cricket in the summer. Success is also achieved by individuals in athletics, swimming and gymnastics. Pupils enthusiastically explained some of their class and extra-curricular achievement displayed on poster boards throughout the school; these demonstrate work that includes scratch coding, eco concerns, religious biographies, creative writing in English and French. A very large majority of parents and pupils agreed in the questionnaires that these opportunities greatly enhance pupils' achievement.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 All pupils demonstrate extremely high levels of self-confidence and an excellent understanding of how to progress. Pupils of all ages show personal pride in the quality of their work, and their ability to enjoy and experience tasks inside and outside the classroom. Throughout the school pupils are not afraid of being wrong and consider a failure as a learning opportunity. They positively react to challenges and occasional setbacks, and thus develop strong resilience and self-confidence which enables them to respond successfully to the choices appropriate to their age and stage of development. Pupils who recently joined the school report that the welcoming and supportive community atmosphere enabled them to make a very confident start to their school life. Pupils in the questionnaire, and an overwhelming majority of parents, agree that the school helps to develop confidence and independence. The strength of service and togetherness which is clearly apparent in the pupils and in the school reflects the commitment of the leadership to creating an aspirational and supportive ethos, to which the pupils readily respond.
- 3.13 Pupils are well prepared to face the challenges of living in modern Britain due to the strong provision of personal, social and health education (PSHE) and mindfulness training. Pupils demonstrate genuine understanding of the consequences of making their own decisions for individual success and well-being and to further benefit others. They feel fully confident that they are encouraged to make decisions. Across the school pupils employ sensible and productive use of their free time, with the support of their form teachers and the pastoral system, making informed decisions regarding their extra-curricular activities. Pupils in Year 6 confidently stated that they greatly value the help to make informed choices regarding their senior school and are responsive to guidance from teachers and senior staff. They appreciate and respond positively to the examination support they receive, understanding that participating in additional study empowers them to progress and achieve success.
- 3.14 Pupils have a strong appreciation of the non-material aspects of life and they actively participate in art, music, sport and theatre throughout the school. They show excellent and genuine appreciation of how kindness makes for a better family-based community through the ethos of 'Kindness Counts' and 'Learning to live and love like Jesus'. Pupils utilise and appreciate quiet rooms and the memorial garden for reflection. Pupils express great appreciation in the celebration of their successes in the weekly year group assembly that celebrates community family spirit through awards for individual achievement, for example mathematical perseverance or thoughtfully questioning during a visit to a Sikh temple to acts of kindness and support for peers in the community, such as 'buddying' in breaktimes or helping peers in class.

- 3.15 Pupils exhibit respect for school rules and the class rules that they have written and agreed, and they also understand that individuals carry the responsibility for their own actions. They actively support each other and help monitor behaviour. Pupils are highly confident in articulating their acceptance of responsibility for their own behaviour, stating views such as “treat people how you want to be treated”. Pupils display great kindness, empathy and show thoughtful consideration for one another and an eagerness to help and support their peers, for example by instinctively going back to collect a classmate’s pencil or in Year 6 being a mentor buddy to transitioning Year 3 pupils and establishing long term friendships.
- 3.16 Pupils demonstrate an excellent understanding that individual success is not the only factor in their development and that co-operation can result in better outcomes. They adopt strong skills in working together as members of the school community. An overwhelming majority of pupils, parents and staff in the questionnaire indicated that the school helps to develop strong teamwork and social skills. Throughout the school, pupils eagerly and successfully participate in carefully planned group tasks and ‘talk partner’ in their lessons. In the majority of lessons and in their sports pupils engage actively and work together to successfully develop their understanding and skills. They learn effectively about, and understand, the democratic process and experience the use of their vote; for example, they vote for school council representatives in their classes and decide the sponsorship of charities in their houses. Pupils value that the school council and other councils provide a forum to have a voice and make a valued contribution to the school. They have the opportunity to express their opinions and can air their views and those of their class peers. The councils have had an effective impact on creating codes of conduct, menu choices for lunch, increasing the provision of activities and the choice of charities and manner of fund raising.
- 3.17 Pupils throughout the school relish the opportunities afforded for leadership as monitors and take lead roles such as librarians, tech and sports leaders, form monitors and representatives on committees. Year 2 and Year 6 have elected members of the school council. Roles as head of house, house sports captains and school councillors are available and the EYFS children too can be form leaders, and helpers as ‘busy bees’. Pupils enjoy acting as peer-to-peer mentors and buddies for younger pupils in the school. Pupils enthusiastically participate in and raise money for many local, national and international groups through service and charity sponsorship. Some pupils visit a local elderly care centre, playing their musical instruments and singing to the residents. They care for the environment by their active and enthusiastic interest in re-cycling through the Green Committee which encourages re-cycling by collecting materials ranging from plastic bottles to computer ink cartridges and sending them to recycling centres.
- 3.18 The pupils demonstrate excellent levels of empathy and tolerance towards others, respecting and valuing diversity. Pupils have an excellent appreciation of the wide range of cultures within the school. They celebrate other cultures and faiths such as Chinese New Year and Diwali, and experience enrichment through the visits by parents who share their culture and traditions. Pupils also noted that the opportunities to visit places of worship such as a Sikh temple further enrich their experiences and understanding of other faiths. The pupils further demonstrate a good understanding of the key values that characterise modern Britain. Throughout the school pupils exhibit spirit and unity through ‘Kindness Counts’, rather than difference, and believe this is the key to tolerance. They successfully acquire greater understanding of these characteristics in academic lessons, PSHE, Mass and active participation in assemblies and educational visits.
- 3.19 Pupils articulate a strong understanding regarding their physical and mental well-being. They appreciate a balanced approach to life, demonstrated in their willing participation in physical education and sports. In discussion pupils stated that their wellbeing is supported by form teachers, the chaplain and pastoral staff, enabling them to stay safe and healthy. They further confirmed that they understand how to keep safe on-line and in cyber-space. Pupils fully realise the benefit of a good diet and suitable levels of exercise and pursue these. In discussion pupils agreed that they are able to make informed choices from the school lunch menu, enjoying the selection of hot main meals or salad

options that are freshly prepared and served to their great satisfaction. Recognising and understanding that they need physical exercise, pupils actively and enthusiastically participate in the wide range of individual and team sports and physical extra-curricular activities. An overwhelmingly number of parents and pupils in the questionnaire agreed that the school encourages a healthy lifestyle.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Alistair Telfer	Reporting inspector
Miss Michelle Cole	Compliance team inspector (Head teacher, IAPS school)
Mr Jonathan Egan	Team inspector (Deputy head, IAPS school)
Mr Brian Melia	Team inspector (Former head, IAPS school)
Ms Gillian Smith	Team inspector (Deputy head, IAPS school)
Mrs Karen Stroud	Team inspector (Compliance officer, ISA school)