

School inspection report

Date 5 to 7 March 2024

St George's Junior School Weybridge

Thames Street

Weybridge

Surrey

KT13 8NL

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders, staff and pupils throughout the school actively contribute to a welcoming, inclusive and collaborative learning environment. The school's Catholic foundation is reflected in its practices and teaching. Leaders and governors work together closely and systematically to review and improve the school's practices and procedures. Pupils develop their own skills and talents within a community where difference is understood and valued.
2. Pupils are keenly aware of the school's values and the importance of demonstrating these in their daily lives. They engage with energy and enjoyment in the wide range of opportunities open to them. The school is highly successful in achieving its aim of enabling pupils to be 'perfectly balanced' in their lives.
3. Pupils of all ages and abilities learn well and make rapid progress from their start points. Staff in the early years use their knowledge of children's aptitudes and interests to help them to acquire the skills and attributes they need to progress to the next stages in their learning. Leaders have established a wide programme of extracurricular activities through which pupils develop their skills and find new talents.
4. Leaders prioritise pupils' safety, wellbeing and health in their monitoring and in the actions they take. The curriculum provides rich opportunities for pupils' personal, social and health development. Pupils develop into self-confident and thoughtful young people in response to the guidance they receive from adults in the school. They understand how to keep themselves safe and healthy. Pupils understand the importance of kindness towards others as a key school value. They respond positively to leaders' expectations of behaviour. Staff promote good behaviour through the implementation of the school's stated procedures so that pupils understand and appreciate the use of rewards and sanctions. However, older pupils are not confident that sanctions for minor infringements are issued consistently.
5. Pupils value being part of the school community. Pupils work alongside others of different ages and establish positive relationships with pupils across the school. Pupils actively seek ways in which they can help others in their own community and in the wider world. Leaders have established a programme of activities both in and outside the classroom that teaches pupils to appreciate the values of their own country. They understand and respect the beliefs of other faiths, genders, and races.
6. Leaders promote a culture of shared responsibility for safeguarding. Adults working in the school are well trained and report concerns in line with the school's procedures. Those with safeguarding responsibilities are closely involved with the monitoring and management of pastoral concerns and liaise closely with teachers of pupils who have special educational needs and/or disabilities (SEND). Pupils feel able to share their concerns, justly confident that these will be managed sensitively and in accordance with their needs.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

- Leaders should ensure that sanctions for minor misdemeanours are implemented consistently so that pupils of all ages are confident that these are issued fairly.

Material change request

7. Inspectors considered the school's request for a change to the details of its registration to extend its age range to include children aged two years.
8. The school currently includes provision for two-year old children. Inspectors included the existing provision for children aged two years within their inspection activities and found that the relevant standards are likely to continue to be met.
9. Leaders have drawn up and implemented suitable plans for the provision of education for two-year olds so that the standards which are the focus of the material change application are likely to continue to be met.
10. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

11. Leaders seek ways to improve provision through ongoing evaluation of current practice, and commission additional external expertise when appropriate. Leaders skilfully and knowledgeably identify priorities for improvement. These are implemented after careful consideration and the involvement of the views of parents, pupils, and staff. Pupils' wellbeing is prioritised in leaders' decision-making and actions.
12. Governors maintain close contact with leaders through focused committees and reports, and regular visits to the school. They monitor policy and practice to confirm that pupil wellbeing is promoted in all aspects of school life and statutory guidance is followed. They routinely check that the requirements of the Standards are being met.
13. Leaders identify potential risks and identify suitable measures to mitigate these. Staff with responsibility for managing risks for the pupils, including in safeguarding and the school site, are well trained in their roles. Teachers undertake informed assessments of the risks associated with their teaching environments and for educational visits and activities. Leaders review provision in relation to individual pupils' needs so that appropriate adjustments to the physical and learning environments are identified and implemented when required. The school meets its duties to fulfil the Equality Act 2010.
14. Leaders have created a learning environment in which pupils make good progress and enjoy their learning. Teachers have a thorough knowledge of their subjects and the pupils they teach. The extensive activities programme results in pupils developing not only their skills and knowledge, but also their confidence and self-awareness. This exemplifies the school's success in achieving its aim to enable pupils to be the best versions of themselves.
15. Subject leaders maintain oversight of pupil progress and achievement through a focus on the identification and meeting of individual pupils' needs. They make effective use of technology to collate planning, guidance and feedback on work scrutiny to support the teachers of their subjects. As a result, teachers plan their lessons well and provide targeted feedback which helps pupils to make progress.
16. Leaders facilitate the delivery of high-quality training and professional development for staff so that they develop effective teaching and learning practices. Pupils throughout the school develop the knowledge and skills they need to successfully move onto the next stage in their education and into their senior schools.
17. Pupils are well prepared to take up their places in the wider world. Leaders foster a community and curriculum in which pupils learn to value their school and other people. They learn to respect others within a school culture where discrimination is widely understood to be unacceptable.
18. Leaders provide information to all relevant stakeholders, in line with the requirements of the Standards. The school's policies and procedures are available on the school website. As per these policies, leaders liaise with external agencies as required and when appropriate, including in relation to safeguarding, attendance and admissions and early years. Leaders provide parents with regular reports about their children's progress and attainment.

19. Leaders respond quickly to parents who register concerns, resolving these in a timely manner. This is well documented and in line with the school's policy.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders have established a broad curriculum, both in and outside of the classroom. Leaders start this curriculum in the early years, as the bedrock of all future learning for children and pupils. Pupils enjoy and relish the challenge provided to them in the curriculum; for example, in their mathematics lessons, undertaking complex calculations and word problems with confidence or in undertaking experiments and planning their own investigations in science lessons and related clubs. They acquire a thorough knowledge of the Catholic faith in their religious education (RE) lessons alongside an understanding of how its teachings can be translated into action in their daily lives.
22. Teachers and leaders use assessment precisely to monitor pupils' progress and attainment. Teachers use this information to adapt their activities and support individual pupils. Pupils make good progress and develop their skills and knowledge. This is particularly the case in pupils' reading and writing. Pupils learn to speak and read confidently and eloquently. They develop their writing skills swiftly from the earliest age. Older pupils produce imaginative work, characterised by mature vocabulary and complex structures.
23. Staff are provided with specific strategies and make appropriate adjustments for pupils who have SEND, including those with complex needs. These pupils learn and progress alongside their peers, as well as developing confidence and resilience in their learning. Pupils who speak English as an additional language receive individual support so that even the youngest amongst them are confident to interact with their peers and adults. Those higher up the school communicate confidently in both the spoken and written word and make equal progress to their peers.
24. Specialist teaching in subjects such as music and modern foreign languages and teachers' expertise in subjects such as art, music, drama and sport enables pupils to achieve at high levels. Pupils' learning is enhanced by the extensive range of clubs, sports fixture, performances and activities available to them. These well-attended events allow pupils to improve and extend their skills in areas which are of interest to them as well as in those in which they already excel.
25. Children in the early years begin to develop skills of computation so that they can apply well-reasoned problem-solving in different contexts. Older pupils acquire logic and reasoning skills through programming activities in their computing lessons. Activities such as chess and maths investigation provide further opportunities to develop these skills, alongside computer clubs. Pupils understand how computers work and how they can make use of them in their learning and their daily lives.
26. Staff in the early years create stimulating learning environments in which children learn through play and adult-led activities. Staff know the children and their needs and interests well. They deploy a wide selection of resources to support children's learning through a personal learning programme which enables each child to thrive and make good progress from their start points. Children make rapid progress in acquiring literacy skills, attaining at advanced levels for their ages at each stage of their development.
27. Teachers plan their lessons well and in line with British values and those of the school. They use a variety of good resources to provide tasks and challenges which help pupils to think and learn for themselves. They manage behaviour well so that pupils are engaged in their lessons and able to learn.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders and staff promote an ethos centred around compassion and respect. Staff reinforce the importance of tolerance, accountability and healthy relationships in RE and personal, social, health and economic (PSHE) lessons so that pupils see these as the norm in their daily lives. Pupils understand the importance of kindness towards others, referring to the school's ethos and to the pupil committee set up to promote inclusion and diversity.
30. The PSHE curriculum promotes pupils' personal development, cultural awareness, understanding of diversity and healthy lifestyle choices. Delivered alongside physical education (PE) lessons, these enable pupils to understand how to maintain their own wellbeing and to become physically and emotionally healthy individuals.
31. Children in the early years grow in confidence in response to the warm relationships in the setting. Leaders collaborate closely with parents and key people so that each child's individual needs are met as they get older. Adults provide praise and encouragement, showing a deep understanding of the needs of the children in their care. Children learn to understand and manage their own feelings and emotions, exercising self-control in their everyday lives, for example, when waiting for their parents to arrive or for their turn in an activity.
32. Older pupils are self-possessed and confident. They have a clear understanding of their own strengths and the importance of striving to be the best version of themselves. Pupils feel their achievements are valued, whatever they may be. Leaders' open-access policy for the activities programme removes potential barriers to participation, and thus contributes to pupils' self-esteem. This is exemplified by the art scholarship club, which is open to pupils of all abilities who are ready to commit to the demands of the activity.
33. Leaders and staff promote inclusion within the school through assemblies, lessons and discussions about valuing the differences between people. Pupils learn about the achievements of a range of different people including the work of neurodivergent artists. Leaders plan and implement adjustments to learning and the school's accommodation so that pupils with different SEND needs and none can learn alongside each other. Pupils are understanding and accommodating of difference within their community and the wider world, appreciating the importance of treating everyone with equal respect.
34. Pupils meet the high expectations of their conduct with only rare instances of serious misbehaviour or bullying. Leaders adapt their responses appropriately to ensure that they consider all appropriate information, including that relating to individual pupils' needs and understanding. Pupils are confident that when problems arise, they are usually dealt with and resolved swiftly and effectively by staff. However, older pupils do not always feel that staff's responses to minor misdemeanours are fair or in line with school policy. Leaders are undertaking a review of rewards and sanctions. However, this work is in its early stages.
35. Leaders provide many opportunities for pupils to maintain a healthy lifestyle through regular exercise and the healthy options available to them at lunch time. Children in the early years develop physical strength and dexterity through opportunities to develop their skills in the outdoor environment, PE lessons and the use of age-appropriate equipment in the classroom. The extensive

sports programme includes a wide range of different sports and after-school clubs alongside timetabled PE lessons. Pupils of all aptitudes are included in competitive sport, including events specifically designed to enable pupils with physical disabilities to participate alongside their peers.

36. Teachers deliver the relationships education programme with sensitivity. As a result, pupils understand the importance of respect towards others who may be different from themselves and how to maintain healthy relationships.
37. The school premises and grounds are suitable and well maintained. Pupils who are ill or injured are cared for by appropriately trained staff in a dedicated and suitable space. Health and safety procedures are thorough and implemented systematically, including in relation to the prevention of risks from fire. Leaders allocate suitable numbers of adults to supervise pupils throughout the school day and when away from the school site. Pupils' details are obtained and recorded as required when they enter and leave the school. Their attendance is recorded and monitored so that any underlying concerns may be readily identified and pupils provided with individual support.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 38. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

39. Leaders promote a culture in which all members of the school community are encouraged to feel part of a family. Pupils understand that this includes a personal responsibility to make a positive contribution to the wellbeing of others in the school. They talk confidently about the values of caring, sharing, truthfulness and politeness which embody the school's Catholic ethos.
40. Children in the early years cooperate well together in work and play. They understand that teamwork is important in accomplishing a challenge. They show kindness towards each other in their play. Older pupils share a common desire to help others, both in school and the wider community. They take the responsibility of voting for house charities seriously, and can explain the impact of their efforts to support these and other causes.
41. Older pupils value their positive relationships with others, including those outside their own age groups. These relationships are fostered through the many activities when pupils engage with others outside the classroom. Pupils of different ages access joint activities including those centred on sport, creative arts, computing, while many make music together in different ensembles.
42. Pupils identify ways to improve the school and the environment through their positions of responsibility and within pupil committees. They are confident that leaders listen to their ideas. They are equally animated when talking about those on which they do not serve, knowing that their views are communicated by those they have chosen to represent them. Leaders entrust the planning of events such as assemblies and fundraising events to pupils. As a result, pupils are actively involved in promoting the school's values and develop leadership and teamwork skills for the future.
43. Leaders provide a programme of activities both in and outside lessons which nurture pupils' respect for the cultures and faiths of others. Children in the early years begin to develop these values through topic work and exploration of the different cultures of their friends. Older pupils learn about how people live in other countries in their humanities lessons and about different faiths in RE. They extend their understanding through their charitable activities, including support for their 'sister' Josephite school in Cameroon. Within the Catholic context of the school, pupils of other faiths share their experiences with others, including at the annual cultural awareness event.
44. Pupils have an appreciation of the values which characterise their own country. Pupils take the lead alongside their teachers in learning about and informing others of national events such as the King's coronation and Remembrance Day. They learn about those who contribute to society, such as the emergency services and the government, and understand that views may differ on political matters.
45. Pupils recognise the importance of the democratic process and of personal liberty. They understand the impact of both rules and laws in their lives and the importance of taking personal responsibility for their own actions, despite this sometimes being difficult to do.
46. Children in the early years model their inclusive behaviour on the actions of adults in the setting. Older pupils discuss equality, diversity and inclusion in PSHE lessons and can explain why it is important to understand these concepts. Leaders have fostered their understanding through discussion about the inclusion committee, established in response to a recent survey on this theme.

47. Pupils are well prepared for the next stages in their educational journeys, both within the school and when moving to their senior schools. Older pupils support younger ones in this, such as through Year 3 transition assembly for Year 2 pupils. Older pupils understand their impact as role models for those who are younger than themselves. This is evident in the buddy system, where staff pair pupils in Years 3 and 6 with those who have similar personalities and interests.
48. Pupils prepare for their future economic responsibilities through the application of their numeracy skills in maths activities and computing lessons. Older pupils manage a substantial budget when identifying the components needed to construct a computer and undertake enterprise projects in their final term and in the project-based learning club.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 49. All the relevant Standards are met.**

Safeguarding

50. Leaders implement suitable systems and procedures to promote and secure the safeguarding of the pupils. They are alert to the risks posed to pupils within the wider world and to the need to ensure they are well informed when such concerns arise. Staff understand the risks to the pupils in their care and their roles in identifying and protecting pupils. Governors maintain effective oversight of safeguarding through a range of activities, including regular visits, discussions and routine reviews of policy and procedures.
51. A secure system for the monitoring and filtering of internet use is in place so that pupils are safe when working online. Pupils learn how to stay safe in school and the wider world, and can identify the means by which they should protect themselves when using the internet.
52. Pupils are confident that they have adults to talk to in school and that their concerns are acted upon. Staff report concerns about the pupils in their care promptly. Staff and leaders work closely to mitigate any specific additional needs and vulnerabilities of individual pupils, including those with SEND. Staff and leaders consider pupils' safeguarding needs alongside records of bullying and behaviour. This includes for the youngest children in the early years. Appropriate support is provided to secure pupils' safeguarding and wellbeing needs.
53. Leaders seek advice and collaborate closely with relevant external agencies when concerns arise about pupils. This ensures that pupils get timely and effective support. Information is shared appropriately with pupils' destination schools and with the local authority when pupils enter or leave the school so that pupils' ongoing safeguarding needs are met.
54. Staff, including those with leadership responsibilities and governors, receive regular and suitable training updates and understand their responsibilities well. Leaders make expectations of staff behaviour clear in the staff code of conduct. Staff understand these, alongside their responsibility to share concerns about the behaviour of adults in school. Leaders handle allegations against adults appropriately, liaising with the local authority designated officer when required.
55. Leaders confirm that adults who work in the school, volunteers and governors are suitable to do so. The required checks on adults are carried out in a timely manner and recorded in a suitable format. Those with safeguarding responsibilities are closely involved in the process so that all adults are aware of leaders' expectations of their conduct before taking up their roles in the school.

The extent to which the school meets Standards relating to safeguarding

- 56. All the relevant Standards are met.**

School details

School	St George's Junior School Weybridge
Department for Education number	936/6566
Registered charity number	1017853
Address	St George's Junior School Weybridge Thames Street Weybridge Surrey KT13 8NL
Phone number	01932 839400
Email address	ahudson@stgeorgesweybridge.com
Website	www.stgeorgesweybridge.com
Proprietor	St George's Weybridge
Chair	Mr Denis Nowlan
Headteacher	Mr Antony Hudson
Age range	2 to 11
Number of pupils	625
Number of children in the early years registered setting	156
Date of previous inspection	26 to 28 November 2019

Information about the school

57. St George's Junior School Weybridge is a co-educational independent day school for pupils aged between 2 and 11 years. It is the junior school of St George's College Weybridge, which is a registered charity and limited company. A single governing body oversees both schools. St George's College was founded in 1869 by the Josephite order of Catholic priests. The Junior School moved to its present site in 2000. The school consists of the lower school for pupils aged 2 to 7 years and the upper school for those aged 7 to 11.
58. There are 156 children in the early years in four Nursery classes and four Reception classes.
59. The school has identified 97 pupils as having special educational needs and/or disabilities (SEND). Two pupils in the school have an education, health and care (EHC) plan.
60. English is an additional language for 155 pupils.
61. The school states its aim is to inspire every member of the school community to be the best version of themselves. It seeks to foster the ten aspects of its Spirit of Family so that pupils develop compassion and kindness alongside an enthusiasm for life and learning and the capacity to be happy within themselves.

Inspection details

Inspection dates

5 to 7 March 2024

62. A team of five inspectors visited the school for two and a half days.

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

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