

School inspection report

05 to 07 March

St George's College, Weybridge

Weybridge Road

Addlestone

Surrey

KT15 2QS

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, managers and governors actively promote the Catholic values of the school. Leaders work to ensure that all members of staff promote the values and that they are explained and understood by the pupils.
2. Strategic planning is carefully reviewed. Governors regularly meet with leaders to oversee the work of the school. Governors spend time in school to oversee the pastoral and academic work and talk with pupils and staff.
3. The Chaplaincy team effectively supports the pupils' spiritual, moral, social and cultural development. They reinforce the values of the school to pupils as values for life. They work in conjunction with the religious studies (RS) department to develop pupils' knowledge and understanding of faith.
4. Leaders have appointed new staff to the pastoral team to support the needs of pupils. The personal, social, health and economic (PSHE) education programme has also been further developed. A new team of teachers who have a specific interest in this subject, teach the programme, which has been well received by pupils.
5. Well-planned relationships and sex education (RSE) ensures that pupils cover an age-appropriate range of topics in keeping with statutory guidance. Pupils value these lessons. Teachers use regular feedback from these lessons to gauge the effectiveness of the programme and make adaptations as needed.
6. Pupils achieve well in examinations at GCSE and A level, many above expectations from their starting points. Pupils make good progress over time. Support for pupils who have special educational needs and/or disabilities (SEND) has been further developed by a new team. Regular small group teaching takes place, particularly in English and mathematics so that pupils maintain their levels of progress. Pupils who have SEND achieve well from their individual starting points.
7. New academic leadership has identified a small proportion of teaching is less effective in engaging all pupils. Leaders have increased lesson observations to develop further consistency in the quality of the teaching and learning. Subject leaders have highlighted effective time management and pace of lessons as areas of focus to develop teaching further so that pupils' progress is maintained.
8. Academic subject leads have reviewed curriculum planning to take account of the new equality, diversity and inclusion initiatives (EDI). The curriculum effectively promotes fundamental British values. Pupils learn and are regularly reminded of the values to help prepare them for life in British society. The school meets the requirements of the Equality Act 2010.
9. Overall pupils behave well in lessons and in and around the school. However, some pockets of misbehaviour in non-lesson time have gone unchecked. Leaders are seeking to address this through further staff supervision of pupils in non-lesson time.
10. Health and safety procedures are rigorous. The premises are well-managed and any required maintenance is carried out swiftly.

11. The school provides an extensive sports and co-curricular programme for pupils. Leaders monitor to ensure all pupils take part to enhance their learning and to develop collaborative and interpersonal skills.
12. Safeguarding is effective. Risk is carefully managed and mitigated. Leaders regularly review their work to ensure that safeguarding procedures are rigorous.

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 academic subject leaders actively engage with the teaching and learning initiatives to improve the consistency of pupil engagement and progress at all stages
- ensure greater impact of staff supervision in non-lesson time regarding pupil behaviour.

Section 1: Leadership and management, and governance

13. Leaders set clear expectations and high standards for staff and pupils. They seek to ensure that the aims and ethos of the school are understood and implemented effectively so that pupils are enabled to flourish. They fulfil their responsibilities well by regularly reviewing all aspects of the school's work to support the academic progress of pupils.
14. Governors know the school well. They ensure that leaders carry out their responsibilities effectively and evaluate all areas of their work. Reports to governors are scrutinised and discussed with leaders. Governors meet regularly with leaders to oversee planning and decision-making.
15. The school has a positive and harmonious atmosphere. Leaders have appointed additional pastoral staff to work with leaders in managing pupils' needs. Leaders manage behaviour well and pupils are listened to. They have recently identified small pockets of poor behaviour outside lessons that have gone unchecked. They have begun to address this issue to ensure that all pupils use their free time constructively.
16. The chaplaincy team work in conjunction with leaders and teachers to support the work of the school. They liaise closely with the pastoral team to support pupils' wellbeing and to provide a welcoming space for pupils. This ensures that pupils can enjoy a quiet time for reflection and a pause in the day from the busyness of school life.
17. The chaplaincy team work with the chaplaincy presidents and pupils from each year group to oversee the programme for the collective acts of prayer and worship (CAPAWS). They plan for the celebration days and the annual retreat for each year group to support pupils' wellbeing and spiritual development. With the RS and PSHE departments, they support the spiritual, moral, social and cultural development of pupils. This encourages pupils to think about their actions and behaviour and effectively contributes to the harmony that prevails throughout the school.
18. Leaders' recent initiative to develop equality, diversity and inclusion further, ensures that the school continues to meet the requirements of the Equality Act 2010. The school has a clear accessibility plan. This effectively supports pupils, staff and visitor access to the school and pupils' access to the curriculum and co-curricular provision. Leaders provide the required information to the local authority for pupils with an education and health care plan.
19. Pupils achieve well in examinations at GCSE and A level, many above expectations from their individual starting points. Academic leaders and the new teaching and learning committee have reviewed the quality of the teaching and learning. Observation of teaching has identified specific targets for teaching to manage time and the pace of lessons as areas for further development.
20. Health and safety procedures are rigorous. The premises are well maintained and provide a comfortable working environment for staff and pupils. Documentation is thorough for all aspects of the school's health and safety procedures including for fire, first aid and staff training.
21. Safeguarding procedures are carefully managed including for risk which are detailed in risk assessments and reviewed regularly. Detailed risk assessments for all outings and trips are well managed and scrutinised by leaders.

22. The school provides relevant information to parents through termly reporting on pupils' progress. The weekly e-newsletters provide parents with information on pupils' involvement and success in activities and participation in the local community. Leaders manage any complaints within the appropriate timescales and keep suitable records.

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

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

Section 2: Quality of education, training and recreation

24. Leaders provide a high-quality, well-balanced education and co-curricular and sports programme. Subject leaders carefully plan and oversee the curriculum for each year group including for pupils with SEND. They meet regularly with teachers to ensure that the needs of pupils are met and that pupils are enabled to achieve well. Leaders ensure that the curriculum effectively supports fundamental British values and the values of the school. They provide regular opportunities for pupils to discuss the values and rules of their school and to demonstrate the values of respect in practice.
25. Pupils are well supported in choosing subject choices for GCSE and A level. All pupils can choose from the range of aesthetic and creative subjects so that they are enabled to develop their talents in music, art, drama and related areas. Pupils achieve well in these areas of the curriculum and often pursue related co-curricular choices through taking part in musical events or drama performances.
26. All pupils study RS which promotes pupils' spiritual awareness and understanding of their own faith and other faiths. They visit a wide range of places of worship. They develop their understanding of other faiths and cultures and that difference does not prevent acceptance of all. PSHE and relationships and sex education (RSE) are taught to all year groups and valued by the pupils for developing their self-awareness and their skills for life. Pupils have regular opportunities to feedback on their learning, which reinforces their knowledge and understanding.
27. Data from baseline assessments is collated and analysed by leaders. Heads of department track progress in their subjects and share this information with teachers. The progress of pupils is used to evaluate the quality of the teaching and learning and to adjust the curriculum if required so that pupils maintain their levels of progress. Pupils know their progress and the areas to focus on to improve in their learning.
28. The team responsible for pupils who have SEND works closely with teachers, planning individual or small group teaching, particularly to support pupils to develop their knowledge in English and mathematics. This has a positive impact on pupils' progress. As a result, there is very little difference in the achievement of different groups.
29. Pupils with English as an additional language (EAL) are tested when new to the school to verify their level of English. They are well supported by teachers in lessons or in additional support lessons if required.
30. Overall, pupils achieve well at both GCSE and A level, often above expectations from their starting points. Pupils achieve particularly well in GCSE mathematics, music and physical education. Most pupils achieved A*–B at A level across subjects in the most recent examinations.
31. Teaching is almost always of a high quality. Resources are suitable and well managed. Pupils enjoy their learning and focus well in almost all lessons. Pupils develop strong literacy, numeracy and speaking skills across a wide range of subjects. Teachers use secure subject knowledge and effective teaching methods. They challenge pupils to articulate their reasoning when answering questions, particularly in mathematics and science. The English department's focus on reading is effective in developing the pupils' understanding of emotions and empathy. From their reading of Shakespeare for example, pupils develop their understanding of human nature, of the complexities of life and the dilemmas people face through tragedy or in difficult decision-making.

32. In the sixth form, teaching challenges the pupils to develop a deeper understanding of subject matter, to debate and to ask searching questions. Younger pupils engage well in their lessons and are motivated to learn through teaching which engages them well in a range of learning activities and discussions. Middle school pupils focus well on developing their skills across the curriculum to be well prepared for GCSE examinations.
33. Enrichment sessions across the curriculum support pupils' learning effectively and increase pupils' confidence in their knowledge and understanding. In a few instances, teaching is less effective in managing the pace of lessons causing some pupils to focus less and as a result their progress slows. The new initiatives to ensure teachers manage the time and pace of lessons have been implemented to tackle these areas and develop teaching further; they have begun to improve the pupils' engagement, but are not yet fully realised.
34. Leaders provide an extensive co-curricular programme. Pupils choose from a wide offer in sports, the arts, music groups, literary clubs, technology, subject enrichment clubs and societies. This enriches pupils' experience, contributing to their mental and physical development and wellbeing. Pupils learn new skills and develop resilience and interpersonal skills through participating and supporting each other in team games. Many play sport to a high level, winning competitions and representing the school locally, nationally and internationally. Leaders monitor the programme to ensure all pupils participate and benefit from the experience.

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

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

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

36. Pupils receive consistent messages regarding values, moral understanding and spiritual understanding. These are underpinned by the curriculum content and reflected in the mutually supportive and respectful manner with which the pupils are encouraged to conduct themselves. As a result, the school is a harmonious community and pupils are thoughtful and considerate of each other.
37. Tutors know their pupils well. They provide the space in tutor times for informal talk, fostering a sense of connection. In the school houses, family groups provide a sense of belonging across ages and activities. Pupils build strong caring, relationships and friendships, which enhances their emotional wellbeing.
38. The collective acts of prayer and worship take place daily, many of which are led by the chaplaincy presidents and senior pupils. They cover a wide range of topics, often linked to national awareness days and other religious festivals. This provides a focus for reflection at the beginning of each day. The annual 'retreat' days, off timetable, provide pupils with opportunities to be still and reflect, spending time outside and in the chapel. These special days are well received by the pupils, who view the retreats as supporting their spiritual understanding and mental health and wellbeing.
39. Appropriate plans and schemes of work for PSHE ensure pupils develop secure subject knowledge and understanding across a wide range of suitable topics such as online safety, misuse of drugs and alcohol and preparing for next steps and managing finances. Lessons are taught by specific teachers, who follow a broad programme of study and designed to develop pupils' self-knowledge and self-awareness. Pupils value these lessons and see them as relevant and useful. Year 9 pupils have recently learnt more on cyber safety and Year 7 and 8 have increased their understanding of personal hygiene, friendships and antibullying.
40. Relationship and sex education (RSE) statutory guidance is followed. All pupils have RSE lessons with trained staff, who bring specialist knowledge and understanding. Pupils cover an age-appropriate range of topics. Analysis of responses to self-reflection forms at the end of each topic gives teachers a clear perspective on how well lessons meet the needs of pupils. Sixth-form pupils appreciate this strand of their experience because teachers provide opportunities for further discussions in lessons on different aspect of their learning. Year 13 pupils identified these lessons as the key reason for their understanding of the issues of consent.
41. 'Perfectly Balanced,' a whole-school initiative to provide pupils with the opportunity to discuss individually their time management and co-curricular activities, helps pupils to consider all aspects of their life and not only academic performance. Individual programmes are discussed with dedicated staff to ensure that pupils have a work-life balance; this is well received by pupils as helpful in ensuring that they reflect on their choices and use their time well.
42. There is an emphasis in physical education on personal reflection and achievement. This is highly effective in engaging pupils in the broader aspects of health-related fitness and in training to promote physical wellbeing. Baseline fitness is tracked throughout the year. Pupils have opportunities to play major team and individual sports that suit their levels and abilities, contributing well to their fitness and wellbeing.

43. The behaviour policy sets out clear sanctions and rewards. It provides suitable guidance for staff on managing classroom behaviour. Pupils and staff are nominated and celebrated in assemblies for acts of kindness and effort. Almost all pupils behave well in lessons. If they receive a sanction, pupils accept responsibility for their behaviour and engage with a positive reflection on a related topic of behaviour and consideration for others.
44. Supervision of the pupils is generally effective. Some poor behaviour out of lessons has gone unchecked by staff on duty. A more consistent approach to sanctions has been introduced. School leaders are committed to ensuring that this remains a focus for development to ensure that the school maintains high standards of behaviour within its family ethos.
45. The school has a clear anti-bullying strategy. Staff have regular training to support this work. Pupils report that bullying is rare, and that any unkindness or bullying is dealt with swiftly. However, in their survey responses, some middle school pupils reported that some behaviour in lessons goes unchecked. Leaders manage incidents effectively, when known and follow the appropriate policies. Reasonable adjustments are considered for pupils who have SEND. Poor behaviour is rare.
46. Admission and attendance registers are kept appropriately. Registration procedures are handled by student services, who follow up any unknown absence and contact parents so that they know the whereabouts of all pupils. Registration is carried out in all lessons. The school is vigilant in reporting pupils to the local authority who join or leave the school at non-standard times.
47. The premises and accommodation are well maintained to support pupils' education and wellbeing. Procedures for all health and safety checks are thorough and documentation is kept up to date. The school complies with the fire regulations with regular fire drills and checks. Suitable arrangements are in place for first aid and pupils' medical care with well-trained medical staff.

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

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

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

49. Leaders prepare pupils well for the next stage of their education and training. One-to-one, personalised careers advice from qualified advisors helps pupils to make informed decisions on subject choices for GCSE and A level. Pupils take part in interactive careers workshops from Year 7 and build up to work experience, networking events, practice interviews, apprenticeship information and university open days.
50. Each department has a careers ambassador and access to resources to help showcase career pathways facilitated by their subject. Sixth-form pupils appreciate the advice and support they receive and confirm that the school supports them well in preparation for their future steps. Most achieve their first or second choice destination or training.
51. Through voting for school captains and chaplaincy presidents and termly form captains, pupils have experience of democracy and the voting system. Pupils acknowledge the importance of individual liberty and the need for rules so that they can live in harmony with one another. They understand right from wrong as they think about their own behaviour and attitudes to others. They learn from characters in history and through texts in English that there are dilemmas and decisions to be made that are not always straightforward.
52. Pupils understanding of mutual respect is strong. Leaders recently proposed a whole-school audit for EDI initiatives and have acted as a result. Subject leaders have reviewed their curriculum planning to ensure consistency with EDI aims. Pupils are eager to be inclusive and accepting. They support zero tolerance for discriminatory language. EDI groups, led by pupils, take meaningful steps towards increasing cultural awareness through regular discussions and inviting outside speakers to support them in their vision of acceptance of all. Sixth-form pupils take a leading role in the 'Hope Society' to promote acceptance of all so that equality, diversity and inclusion are understood throughout the school.
53. All pupils raise funds for charity and contribute to foodbanks. A number of pupils visit care homes every week to speak to residents. Year 9 pupils take part in conservation in the local community and sixth form pupils visit their own and other primary schools to help with reading and RS. The Duke of Edinburgh Award (DofE) provides further opportunities for service to others. Through the various action groups and societies such as Pride, Hope and the Feminist societies, pupils develop a clear indication of societal expectations. The importance placed on school values, specifically honesty and mercy this year, encourages pupils of all faiths or no faith to value and give to others.
54. Sixth-form pupils have high levels of engagement in the Kennedy Club, where pupils host refugees in school for a social evening each week, supervised by staff. Pupils take part in weekly online English tuition for families, with over a third of all sixth formers involved. Sixth formers recognise that they have learnt to understand the experiences of others from different backgrounds and the transformational effects this can have.
55. The sixth-form lecture series is highly valued by the pupils, citing lectures on law and Arctic expeditions to look at climate change. They described a recent talk regarding society and the opportunities they have as young people to bring about positive change.

56. Pupils respond well to celebration days when they learn about other cultures and religions. The recent celebration of World Book Day provided the opportunity to share comments on the books they are reading. Pupils acquire a greater sense of their own place in the world from consideration of the impact of lifestyles through geography and RS lessons.
57. Pupils' understanding of British Institutions is encouraged through visits and outings to places of significance. In history lessons, Year 8 pupils learn about the structure of the courts of law. Visiting speakers further promote pupils' understanding of key British institutions.

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

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

Safeguarding

59. Appropriate arrangements to safeguard and promote the wellbeing of pupils are in place and are implemented effectively. The safeguarding policy underpins all safeguarding arrangements. The policy is reviewed annually to include the latest statutory guidance. Staff understand the safeguarding and related policies such as whistleblowing and the staff code of conduct because they are well trained by leaders to understand that safeguarding is the responsibility of all members of staff. They follow guidelines appropriately and record any concerns for pupils' welfare through the online system.
60. Leaders have increased the safeguarding team to support the work of the school in managing the needs of pupils. The pastoral and safeguarding team are vigilant in following up any concerns identified by staff or pupils themselves. The team meet regularly to assess pupils' welfare needs. Leaders carry out their work with care and refer to children's services, the designated local authority officer and the police, if appropriate. Pupils know how to report a concern and are regularly reminded in tutor time or in assemblies that a number of staff are available for them to talk to, should the need arise.
61. All staff receive detailed safeguarding training when they join the school. Training is updated at regular intervals. Staff understand the importance of online safety and the risks posed by radicalisation and extremism. The DSL and deputies are suitably qualified and experienced. They receive appropriate advanced level training to carry out their work. Leaders and governors are appropriately trained so that they can support the safeguarding team. They provide suitable support and challenge to the safeguarding team in school.
62. Safeguarding records are detailed and kept confidentially. Any identified safeguarding concerns are handled with immediate action when brought to the attention of the safeguarding team who consult and work with the appropriate external agencies when required.
63. Pupils have regular lessons on online safety so that they know how to stay safe online and understand the dangers of the internet. They are well supported by teachers who understand the importance of online safety for pupils. The school has invested further in new systems for online safety. Suitable monitoring and filtering processes are in place.
64. Recruitment checks are completed rigorously for staff. An accurate record of appointments is kept. The record is regularly checked by leaders and governors to ensure that all required checks are carried out appropriately.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	St George's College Weybridge
Department for Education number	936/6092
Registered charity number	1017853
Address	St George's College Weybridge Road Addlestone Surrey KT15 2QS
Phone number	01932 839300
Email address	contact@stgeorgesweybridge.com
Website	www.stgeorgesweybridge.com
Chair	Mr Denis Nowlan
Headteacher	Mrs Rachel Owens
Age range	11 to 18
Number of pupils	1033
Date of previous inspection	26 to 28 November 2019

Information about the school

66. St George's College Weybridge is an independent, co-educational Roman Catholic day school for pupils aged between 11 and 18 years. It was founded in Croydon in 1869 by the Congregation of Josephites, and moved to its present location in 1884. Formerly a boys' boarding school, it became a day school in 1992 and fully co-educational in 1998.
67. The school is a registered charity and a company limited by guarantee. Both the junior and senior schools share the same governing body.
68. The school has identified 242 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school has an education, health and care (EHC) plan.
69. English is an additional language for 99 pupils.
70. The school seeks to encourage a strong sense of family through the Josephite traditions. All pupils are valued and encouraged to fulfil their potential in an atmosphere of mutual respect and compassion within the wider world. The school seeks to develop perfectly balanced and confident individuals through educating minds, expanding hearts and empowering lives. They aim to provide teaching that inspires a love of learning to fulfil aspirations and potential.

Inspection details

Inspection dates

5 to 7 March 2024

71. A team of eight inspectors visited the school for two and a half days.

72. 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 head, 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.

73. 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**.

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