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16 June 2011

Ms L Oddy  
Headteacher  
St George's Primary School  
St George's Road  
Hull  
HU3 6ED

Dear Ms Oddy,

### **Special measures: monitoring inspection of St George's Primary School**

Following my visit to your school on 14 and 15 June 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in October 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Kingston upon Hull City of.

Yours sincerely

Mr Tony Painter  
**Additional Inspector**

January 2011



## **Annex**

### **The areas for improvement identified during the inspection which took place on 20 October 2010**

- Ensure that all groups of pupils achieve as well as similar groups nationally in reading, writing, mathematics and science by eradicating inadequate teaching and significantly increasing the proportion that is good by:
  - consistent matching of activities to the needs of pupils, especially the more-able
  - developing pupils' speaking and listening skills
  - providing more opportunities for independent learning.
- Develop self-evaluation across the school so that leaders and managers at all levels have a clear picture of the achievement of different groups of pupils and a better understanding of the impact of actions taken to bring about improvement by:
  - leaders and managers at all levels taking responsibility for their work and using assessment data analytically
  - the governing body holding the school fully to account.

## **Special measures: monitoring of St George's Primary School**

### **Report from the second monitoring inspection from 14 to 15 June 2011**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the headteacher and other staff, pupils, members of the governing body and a representative from the local authority.

#### **Context**

Since the last monitoring inspection, one teacher has taken maternity leave. A new teacher has joined the school in the nursery and the deputy headteacher is now teaching full-time in the Year 1 class.

#### **Pupils' achievement and the extent to which they enjoy their learning**

The school's 2011 statutory Year 2 assessments show that many of these pupils made better than the nationally expected rates of progress overall. However, progress was not consistent in all assessed subjects and attainment remains well below average. The school's targets were not all met, particularly in writing, where progress was weakest. The best progress was in mathematics but from a low level.

Actions to raise rates of pupils' progress by improving teaching continue to show impact throughout the school. Better rates of learning in lessons continue because teachers now generally match work more accurately to pupils' needs. Pupils note that they are now more aware of how well they are doing and what they need to do to improve. They report that they enjoy their lessons, finding many tasks increasingly exciting because 'the teachers get us thinking'.

The school has arranged and undertaken external validations of its improved assessment systems, which have confirmed their accuracy. Teachers have a more-accurate picture of how well pupils are doing. The data continue to show that many pupils throughout the school are making the expected progress and no groups of pupils are performing significantly less well than others. However, some inconsistencies remain and the school continues to tackle areas where progress is below the nationally expected rate. The impact of intervention programmes for pupils identified as needing additional support has been largely positive and the school is undertaking analysis to ensure greater effectiveness in future programmes. The best progress remains in mathematics, where the school has placed greatest emphasis in terms of improving provision. Pupils' progress in writing remains weaker than that in reading or in mathematics. Although the school has widened the range of pupils' writing, their work shows continuing weaknesses in basic writing skills and the school has rightly identified this as its primary focus for the coming year.

## **Other relevant pupil outcomes**

The school continues to maintain its relative strengths in the ways that it promotes pupils' development. Pupils' behaviour is generally good and they show a keen awareness of how to keep safe and healthy. Throughout the school, pupils of differing backgrounds get on very well together. Older pupils note that they feel safe in school and have full confidence that any concerns would be resolved quickly and fairly.

## **The effectiveness of provision**

Teachers are continuing to consolidate their use of the agreed components of effective teaching and this is leading to steady improvements in the quality of lessons. Planning is increasingly consistent in its identification of activities to meet the needs of groups of pupils performing at different levels. Teaching assistants have enough guidance to make useful contributions to pupils' learning, particularly of those with special educational needs and/or disabilities or English as an additional language. Many lessons use learning objectives and success criteria well to ensure that pupils understand what they need to learn and how they can show their success. Teachers often effectively link this to their improving systems to encourage self-assessment so pupils are clear how well they are doing. Marking in pupils' books is also more consistent and generally helps them to improve their work.

Teachers make good use of school strategies for classroom organisation and behaviour management to promote more effective pace in lessons. The promotion of speaking and listening skills is beginning to show clear dividends as pupils throughout the school show confidence and enthusiasm for answering questions. These clear strategies also contribute to better pace in a number of lessons as pupils respond quickly and keenly to demands.

However, some inconsistencies in teaching remain that reduce the overall impact of improvements. Teachers' design of tasks for pupils of different abilities is not consistently sharp enough to ensure good progress for all groups. Teachers do not always focus sufficiently closely on what they actually want pupils to learn and how the teacher can ensure they get there. For example, in some lessons pupils undertake activities that, despite being broadly worthwhile, do not take them closer to the lessons' identified objectives. Few lessons now have extended periods of teacher talk but in some lessons the mix of instruction and activity would benefit from sharper pace to keep pupils fully engrossed and promote better learning.

The school continues to broaden the curriculum and create greater enjoyment of learning through positive activities such as the recent Victorian Day for Year 5 pupils.

Progress since the last monitoring inspection on the areas for improvement:

- ensure that all groups of pupils achieve as well as similar groups nationally in reading, writing, mathematics and science by eradicating inadequate teaching and significantly increasing the proportion that is good – satisfactory

## **The effectiveness of leadership and management**

The headteacher has successfully established a positive atmosphere and a shared vision of how the school needs to improve. All staff recognise this and take increasingly effective actions to share their expertise and improve their practice. Throughout the staff and governors there is greater understanding and appreciation of the message given by the school's assessment and other data and a commitment to taking action to tackle weaknesses. The headteacher's monitoring continues to be accurate and to identify the right priorities for action to promote improvements. Well-targeted and purposeful training is showing positive impact in provision and outcomes.

Subject coordinators are playing an increasing role in supporting the drive to improve. They have begun to monitor lessons and to analyse data. Effective local authority and partnership school support has given them the necessary skills to begin to take a more independent approach and to lead their own work.

Members of the governing body have taken a more active approach to involvement with the school, questioning and evaluating actions. Increased information gives governors a clearer understanding of how well the school is doing. New opportunities, such as joint training with staff, are helping them to get a sharper picture. Although new members of the governing body have spearheaded this approach, they have given other members greater confidence to engage the school in dialogue. There are increasing examples of informal questioning that show the governing body's clear desire to hold the school to account.

Progress since the last monitoring inspection on the areas for improvement:

- develop self-evaluation across the school so that leaders and managers at all levels have a clear picture of the achievement of different groups of pupils and a better understanding of the impact of actions taken to bring about improvement– satisfactory

## **External support**

The local authority has continued to provide satisfactory support from a range of appropriate consultants. In particular, this has aided core subject coordinators in their work to gain a detailed and accurate picture of how well their subjects are doing. The school's collaborative partnership with another school has provided strong and effective personal support in improving teaching as well as support in verifying the school's assessments.