

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566939
Direct F 01695 729320
Direct email: glaw@cfbt.com



23 November 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 21 and 22 November 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 third 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 - good

Progress since previous monitoring inspection – good

Newly-qualified teachers may not be appointed.

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 Corporate Director of Children and Young People's Services for City of Kingston upon Hull.

Yours sincerely,

Tony Painter
Additional Inspector

September 2011



Annex

The areas for improvement identified during the inspection which took place in 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 third monitoring inspection on 21 and 22 November 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, the deputy headteacher has left the school. The governing body has appointed a new deputy headteacher to take up the post in January 2012. The interim Year 1 teaching vacancy is being filled internally.

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

The school's results in the 2011 Year 6 national tests showed significant improvements on those of the previous year. Pupils' attainment in both English and mathematics were broadly average, although results were stronger in English because of pupils' particularly good reading. Detailed analysis shows that almost all pupils made at least the expected rates of progress, with many making good overall gains from their attainment in Year 2. Except in writing, the school exceeded its targets for performance at the nationally-expected Level 4. Achievement at the higher Level 5 was less secure and fell short of targets in writing and mathematics.

The school's detailed analysis of its own accurate assessments through the rest of the school supports the overall picture of improving progress. In particular, most pupils are making at least the nationally-expected rates of progress and there are no significant weaknesses in the progress of identified groups of pupils otherwise in danger of falling behind. However, the legacy of past underachievement remains and the pattern of progress is not uniform. For example, variations remain in pupils' progress in writing and mathematics, which falls short of that in reading, and this remains a priority for the school.

The school's actions to accelerate pupils' progress and raise achievement by improving teaching continue to bear fruit. As a result, there is better learning in most lessons as teachers match work with greater precision to pupils' needs. This is having a very positive effect in lessons, where pupils show increasing enthusiasm and involvement in their learning. Most are keen to take a full part in lessons and there is frequently a tangible buzz of excitement. Strategies to enhance speaking and listening skills are now more firmly established and pupils show greater confidence in expressing their ideas and answering questions. Higher-attaining Year 6 pupils are well aware of ways that their lessons stretch them and they recognise that they are becoming increasingly independent in their learning.

Throughout the school, pupils have greater understanding of how well they are doing and what they need to do to improve further

Other relevant pupil outcomes

The school's relative strengths in promoting pupils' personal development continue. Procedures to ensure pupils' safety and care are being maintained well and pupils report that they feel secure in the school and they know that any needs will be sympathetically supported. Behaviour is improving and pupils show enthusiasm for maintaining a healthy lifestyle. Friendship and personal relationships between pupils of differing backgrounds continue to be harmonious and contribute positively to learning.

The effectiveness of provision

Increasingly, teachers confidently apply the school's strategies for effective teaching and this is leading to marked improvements in the overall quality of lessons. In particular, planning is now generally more effective in identifying activities that accurately meet the needs of groups of pupils performing at different levels. Teachers usually reference tasks accurately to National Curriculum levels of attainment and frequently use assessment opportunities productively to amend and tailor their teaching to maintain the quality of learning. Teachers increasingly design tasks well to encourage greater independence, particularly of higher-attaining pupils, and place a greater emphasis on giving pupils problem-solving opportunities. Teaching assistants frequently provide effective support to accelerate pupils' learning, particularly for those with special educational needs and/or disabilities or who speak English as an additional language. There is greater consistency in teaching, for example, in the use of clear learning objectives and success criteria to ensure pupils understand what they need to learn and how they can show their success. Teachers continue to use school strategies for classroom organisation and behaviour management well. As a result, pupils are increasingly motivated and more fully engaged, which effectively enhances the pace of learning.

New strategies to promote pupils' writing have been introduced but teachers have not established them firmly enough to see clear outcomes. However, teachers are taking more opportunities to target writing improvements clearly within learning in other subjects. For example, pupils drew on their knowledge of persuasive writing when composing letters about far-off places in a topic lesson primarily focused on geography.

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 – good.

The effectiveness of leadership and management

The headteacher continues to project an ambitious vision for the school that creates the necessary foundation for improvement. Self-evaluation systems have improved markedly and are giving senior leaders a clearer view of how well pupils are doing throughout the school. Assessment systems have continued to strengthen through systematic collection and moderation of data. More-detailed analysis, with particular emphasis on identifying the relative performances of different groups of pupils, has given a sharper picture of progress. This information has enabled the school to prioritise actions and training, giving a more secure steer to further developments. For example, the school has made use of effective local authority support to plan and undertake action to strengthen the teaching of phonics in Key Stage 1.

The English and mathematics co-ordinators have continued to gain skills and understanding in their roles and now play a greater part in monitoring the school. Both are now playing a more active part in identifying where provision can be improved, in planning and delivering training and in supporting other staff. This is strengthening the senior leadership team, which is now gaining further from recent contributions from the deputy headteacher designate. This wider teamwork continues to strengthen the picture from the school's monitoring and provides an increasingly secure foundation for further improvements. Other staff, at all levels, have responded well and show commitment to working together towards improvements and taking on wider responsibilities.

The governing body has continued to expand its active role in holding the school to account and helping to determine future development. It has created an extended range of ways for individual members to involve themselves directly with day-to-day school life. Members have also played an important role in identifying actions through a joint school improvement day with all staff.

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 – good.

External support

The local authority has continued to reduce its support appropriately, reflecting the school's growing independence. Increasingly, the school is drawing upon its own resources to lead developments; recent support has been limited and in areas directly identified by the school.