

St George's Primary School

Inspection report

Unique Reference Number	117815
Local Authority	Kingston upon Hull City of
Inspection number	358201
Inspection dates	19–20 October 2010
Reporting inspector	Nigel Cromey-Hawke

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Lorraine Miller
Headteacher	Mrs Louise Oddy
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited fifteen lessons, observing eight teachers and all classes. They also held meetings with members of the governing body, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development plans, self-evaluation records, policies and performance data. Questionnaires from 50 parents and carers, 103 from pupils and 12 from staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the evidence to support the school's claim that learning and progress are improving securely and rapidly
- how well the curriculum and teaching responds to the needs of different groups of pupils, especially the more-able
- how well informed, cohesive and focused staff are in driving improvement under the new leadership of the school.

Information about the school

Most pupils in this smaller than average sized primary school are of White British heritage. The proportion of pupils who speak English as an additional language is, however, above average. The proportion of pupils with special educational needs and/or disabilities is average, as is the number with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils entering or leaving the school at times other than is usual is above average. The school has Healthy School status and the Activemark award. The school operates its own parent and toddler group two mornings each week and a daily breakfast club. There has been significant change in the leadership of the school since the last inspection, with three headteachers in the last two years. The current headteacher took up post in September.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**4****The school's capacity for sustained improvement****4**

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The progress made by most pupils across the school is inadequate because there is too much satisfactory and inadequate teaching. Lack of challenge, an inappropriate match of activities to pupils' needs, particularly for the most-able pupils, and limited opportunities for independent learning characterise the majority of lessons. Pupils demonstrate poor speaking and listening skills and so do not learn effectively from each other or their teachers.

The school has had significant changes in leadership over the last three years and a high staff turnover, which have affected the continuity of learning in some year groups. The new headteacher has begun to identify the weaknesses within the school but has yet to build on the good practice of the Early Years Foundation Stage. She has accurately identified that attainment within each year group is low, with the exception of Year 2, where it is average; but other staff do not fully share this understanding of pupils' achievement. The local authority has worked well with the headteacher to introduce a programme of support and challenge to improve the quality of teaching and learning, but this has yet to impact on improving pupils' achievement.

The school has a number of strengths. The overall effectiveness of the Early Years Foundation Stage is good, with children making good progress as a result of the good teaching, care, leadership and management. The school's procedures for child protection and safeguarding of children are also good. Pupils' attendance is above average and the school provides good levels of care, guidance and support for its pupils, especially for those who speak English as an additional language. This group make good progress in their learning. Pupils with special educational needs and/or disabilities make satisfactory progress throughout the school because of the extra support they receive.

The curriculum is undergoing revision because it does not contribute effectively to pupils' learning. The school's self-evaluation is also inadequate and, as a result, some leaders and managers do not have a clear picture of the achievement of groups of pupils, nor of the impact of actions for improvement. As a result the schools' capacity for sustained improvement is inadequate. Governance is inadequate. The governing body has not held the school to account well enough since the last inspection.

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What does the school need to do to improve further?

- 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.

Outcomes for individuals and groups of pupils

4

Learning is satisfactory or better in a few lessons, but overall it is inadequate as most pupils make too little progress across both Key Stages 1 and 2. In most lessons, pupils display limited interest and poor concentration. Pupils do not explain their learning sufficiently or listen well enough to each other and at times, low level disruption affects the pace of teaching and learning. As a result, pupils do not always learn effectively from each other or adults. Most pupils enter Year 1 with basic skills below those typical for their age. Over the last two years the attainment of pupils at the end of Year 6 has fallen from above average to well below, especially in science. Current attainment across the large majority of classes remains low, especially in writing. Given their starting points, this represents inadequate progress and the school is not meeting its targets. The progress made by pupils who join the school at times other than is usual is also inadequate. The progress made by pupils with special educational needs and/or disabilities is satisfactory and that made by pupils who speak English as an additional language is good, as a result of well-targeted, good quality guidance and support.

Behaviour is satisfactory overall and often good in the better lessons. The school is a harmonious and happy community in which pupils say they feel safe. They respond well to opportunities to take on many responsibilities, for example, as buddies to support each other and as representatives in the school council and local youth parliament. Their involvement in the local community is also good. Pupils' awareness of what it means to lead a healthy lifestyle is satisfactory. Attendance is good, but the development of skills and personal qualities that will contribute to future economic well-being is inadequate due to underdeveloped provision in information and communication technology and low levels of basic skills. Pupils' spiritual, moral, social and cultural development is satisfactory, with strengths in their cultural awareness.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and learning is inadequate. In the best lessons, good pace, appropriate expectations, varied teaching styles and activities ensure that pupils make good progress. However, in the majority of lessons, most pupils do not concentrate well because teachers talk excessively. Planned learning activities do not match the needs of pupils well and so fail to engage their interest. This is particularly the case for the more-able pupils. Although teachers often use questioning to extend pupils' understanding, they do not give them sufficient opportunity to explain their learning and neither do they ensure that pupils listen well to each other's contributions. This slows progress and pupils lose interest. Inspectors observed instances of low-level disruption, linked to insufficient challenge and work that was too easy for pupils. The school has introduced new assessment practices to identify underachievement more effectively, but it is too early to assess their effectiveness.

The curriculum has significant shortcomings in meeting the needs of pupils and makes an insufficient contribution to their learning. Planning does not build systematically upon pupils' prior experience and work is not sufficiently adapted to pupils' abilities. Pupils have limited access to information and communication technology. Although too recent to demonstrate significant impact on attainment, the introduction of 'Big Write' is helping to develop writing skills. A major review of the curriculum is underway through a creative partnership arrangement, introduced to make learning more relevant and interesting.

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Development work on the curriculum is well focused on using the arts and sport to address weaknesses. There is a satisfactory range of visits and extra-curricular clubs and activities, but current building work prevents pupils making the most of specialist provision.

Provision for care, guidance and support is good. Support for attendance is a strength as is the on-site parent and toddler facility that offers family care and learning opportunities for parents and carers. The breakfast club provides a good start to the day for many pupils. Pastoral care and support, especially for pupils whose circumstances have made them vulnerable, is good. The school works well to develop pupils' confidence and helps them overcome potential barriers to learning. Transition arrangements into the school are good and are being developed further with the local secondary school.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher is well supported by the recently appointed deputy headteacher. The drive to improve the quality of teaching and learning, initiated in the current term, has yet to have a significant impact on pupils' achievement. Target-setting to help pupils move on to the next stage in their learning is also being developed. The governing body recognises that it has not been rigorous in holding the school to account in the past. Procedures for safeguarding and child protection are good, reflecting the good levels of care in the school. The school does not promote equality of opportunity effectively because different groups of pupils achieve at different rates, with too many pupils underachieving. Incidents of racist behaviour are rare and if exhibited are dealt with well.

The school does not have a clear picture of the quality of its provision or the impact of its actions because self-evaluation lacks rigour. The new headteacher is beginning to develop this area as a matter of urgency, especially the role of subject leaders in monitoring their areas of responsibility. Partnership work with external agencies and services is satisfactory. However, while the school has a positive relationship with parents and carers, it recognises that it does not seek their views on important matters and channels of regular communication are being developed. Community cohesion is good at the local level but satisfactory overall as the school revives its recently lapsed global links with Sierra Leone and Rwanda.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge, understanding and skills that are well below those typical for their age, especially in communication, language and literacy. They settle well in the friendly, welcoming atmosphere created by staff. Children enjoy their learning and receive good quality care. Individual needs and interests are quickly identified and a strong emphasis is placed on developing their early writing and language skills. Learning is methodically recorded by adults and good assessment practices ensure that children's development is tracked carefully. Teachers communicate children's progress regularly to parents and carers, who are very supportive of what the school provides. Children make good progress because of the good teaching in an environment that caters well for their needs.

Children leave the Early Years Foundation Stage with skills that are below average, especially in knowledge and understanding of the world. Those children with special educational needs and/or disabilities, and those learning English as an additional language, also make good progress because of the extra support they receive. Teachers plan a wide range of activities with a good balance between those that they direct and those that children choose for themselves. As a result, behaviour is good. The outdoor area has been upgraded since the last inspection and is now fully integrated into children's learning and play. The use of information and communication technology is limited. Leaders and managers provide clear direction to work within the Early Years Foundation Stage. Communication between the Nursery and Reception areas is satisfactory.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who returned the questionnaires are highly supportive of the school. They consider it provides a safe and caring environment for their children and that it is well led and managed. Inspection evidence supports the view that the school provides good pastoral care for its pupils. However, the inspection evidence does not support the views that the quality of teaching and learning are good, that children make sufficient progress, or that the school prepares them well for the next stage in their education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St George's Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	62	16	32	2	4	0	0
The school keeps my child safe	33	66	16	32	1	2	0	0
My school informs me about my child's progress	27	54	22	44	0	0	0	0
My child is making enough progress at this school	32	64	16	32	2	4	0	0
The teaching is good at this school	35	70	13	26	1	2	0	0
The school helps me to support my child's learning	29	58	18	36	1	2	0	0
The school helps my child to have a healthy lifestyle	26	52	22	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	62	18	36	1	2	0	0
The school meets my child's particular needs	28	56	20	40	2	4	0	0
The school deals effectively with unacceptable behaviour	22	44	24	48	2	4	0	0
The school takes account of my suggestions and concerns	22	44	26	52	2	4	0	0
The school is led and managed effectively	31	62	17	34	1	2	0	0
Overall, I am happy with my child's experience at this school	36	72	12	24	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2010

Dear Pupils

Inspection of St George's Primary School, Hull HU3 6ED

Thank you for the warm welcome you gave the inspection team when we inspected your school. You were very friendly and polite and told us a lot of interesting things about your school. At the moment, there are some good things happening in your school. However, there are a number of important areas where it is not doing as well as it should. The quality of teaching that you receive is not helping you to make the progress you should. Because of this, your school is being placed in 'special measures'. This means that the school will get extra help to put things right and other inspectors will visit regularly to check how it is improving. Your school is successful in:

- keeping you safe and looking after your welfare
- helping those of you who find learning difficult or who are learning English as an additional language to make good progress
- helping you in the Nursery and Reception classes to get a good start to your learning.

The most important things that the school has to do to improve are:

- make sure that all of you in Key Stages 1 and 2 make good progress and that by the time you leave in Year 6 you reach the nationally expected levels in English and mathematics.
- make sure that teachers plan work that matches your needs and interests, especially for those of you who find learning easier
- ensure that you listen properly in lessons and have opportunities to explain your own learning well when asked to, so that you can learn better from each other and your teachers
- make sure that those who lead and manage your school regularly check up on how well you are all doing in your learning.

You can help by telling your teachers what helps you to learn well. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

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