

# St George's Roman Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	121659
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380294
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	Andrew Swallow

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Jerry Twomey
<b>Headteacher</b>	Mrs Veronica Kennedy
<b>Date of previous school inspection</b>	6 November 2008
<b>School address</b>	Overdale Eastfield Scarborough YO11 3RE
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## Introduction

Inspection team

Andrew Swallow

Additional inspector

This inspection was carried out with two days' notice. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector observed six teachers teaching eleven lessons. In addition, the inspector listened to Year 2 and Year 6 pupils read. Meetings were held with one group of pupils, members of the governing body and school staff. The inspector observed the school's work and looked at a number of documents, including the school development plan, the safeguarding and equality policies, and minutes of the governing body meetings. Also, 51 questionnaires from parents and carers were analysed, as well as others completed by pupils and staff.

## Information about the school

This school is much smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is average, while the proportion of pupils with special educational needs is above average. Almost all pupils are from White British backgrounds. A higher proportion than seen nationally leaves or joins the school part way through their primary education. The school meets the government's current floor standard. Among the school's awards are the Dyslexia and Basis Skills Quality Marks.

Since the last inspection there have been significant changes in staffing and a new Chair of the Governing Body has recently taken up post. At the time of the inspection, the headteacher was absent, and two experienced headteachers from nearby schools were sharing the role of acting headteacher.

**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

<b>Overall Effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>4</b>
<b>Leadership and management</b>	<b>4</b>

## Key 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 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.
- This is not a satisfactory school because too many pupils are not making expected progress in English and mathematics, and the quality and consistency of teaching is not good enough. Leaders and managers have been ineffective in securing essential improvements since the last inspection and in ensuring adequate safeguarding arrangements. Parents and carers are supportive of the school's work, although feel that they are not always well informed.
- By the end of Year 6, most pupils' attainment is average in English and mathematics, but their current progress across Years 1 to 6 is uneven, resulting in much underachievement especially in Key Stage 2. This is particularly so for pupils with special educational needs. Assessment of pupils' outcomes is inaccurate and the monitoring of their progress over time is unreliable. Nonetheless, children in the Early Years Foundation Stage get off to a good start and achieve well.
- Teaching is inadequate because too many teachers do not have sufficiently high expectations, many lessons are slow to start and do not excite, enthuse or motivate pupils. Learning activities are not matched precisely enough to pupils' needs, particularly those with special educational needs. In a number of classes pupils' poor concentration and restlessness limit the progress of others.
- Persistent low-level disruption by some pupils in some classes contributes more than occasionally to a disorderly classroom environment. Although most pupils feel well cared for in school, the safety of the most vulnerable pupils is compromised by inadequate safeguarding arrangements. As a result, overall behaviour and safety, and the promotion of pupils' spiritual, moral, social and cultural development are inadequate.

- Leadership and management are inadequate because steps are not in place to ensure effective teaching for all pupils. Essential systems to check on pupils' achievements, and the overall performance of the school, are not embedded. The curriculum is inadequate, with inconsistent experiences for pupils in different classes. Safeguarding arrangements do not meet statutory requirements and give serious cause for concern.

## **What does the school need to do to improve further?**

- Introduce more rigorous safeguarding arrangements to comply with, and fully meet requirements, so that the needs of all pupils whose circumstances make them vulnerable are identified, monitored and met effectively by senior leaders and the governing body.
- Improve the achievement of pupils, especially those with special educational needs, in English and mathematics across Years 1 to 6 by:
  - ensuring that teachers assess accurately and regularly the progress of all pupils
  - introducing rigorous procedures to check pupils' progress throughout the year and tackle underperformance
  - providing consistently high-quality opportunities for pupils to share ideas about their work, apply mathematical skills in real-life contexts, and write with increasing accuracy and meaning for different audiences and purposes.
- Improve the quality of teaching so that none is inadequate and most is good by:
  - ensuring activities are stimulating and enjoyable, and reducing the amount of time that teachers take to introduce and explain the activities
  - matching activities more closely to the needs of all pupils, especially those with special educational needs
  - maximising opportunities in lessons to assess informally how well pupils are learning and providing helpful feedback to enhance their understanding.
- Reduce persistent and low-level disruption in some years by encouraging pupils to participate sooner in 'hands on', interesting experiences.
- Improve the school's leadership and management at all levels by :
  - ensuring that self-evaluation is more systematic and accurate
  - distributing responsibilities evenly across the school and developing the roles of all leaders and managers
  - providing members of the governing body with regular, detailed reports about the school's work so that governors can fulfil their statutory duties to check on the school's overall performance
  - enhancing the curriculum so that pupils' key skills and qualities are developed across all years in a planned and cohesive manner.

## **Main Report**

### **Achievement of pupils**

Most children start in the Early Years Foundation Stage with skills that are typical for their age. They make good progress because of good teaching and work securely within, or

beyond, the early learning goals by the time they begin Year 1. By the end of Year 6, pupils' attainment is no better than average in English and mathematics, representing inadequate rates of progress by many pupils as they move through the school, and especially in Key Stage 2. In particular, pupils with special educational needs do not achieve as well as they might. This is because activities and experiences are not sufficiently planned to meet their needs, and formal targets are not reviewed and updated regularly. In too many lessons pupils are not involved soon enough in activities that challenge their understanding and invite them to apply their knowledge in relevant contexts. Too often they are passive listeners rather than active and enthused learners. In some classes they become restless and disorderly, interrupting the learning of others. By the end of Key Stages 1 and 2, however, many pupils read fluently and attain in line with the national average for their age. This is due to the effective teaching of phonics (the sounds that letters make) in the Early Years Foundation Stage and a love of books that many pupils develop as they move through the school.

Most pupils are happy to come to school and develop good interpersonal qualities. However, few understand how well they are doing in relation to their learning targets. Inspection findings do not support the views of the large majority of parents and carers who believe that their children make good progress, and that the school meets individuals' needs well.

### **Quality of teaching**

Teaching is inadequate because too many lessons fail to motivate pupils and foster their curiosity soon enough. This is because many teachers take too long to explain and introduce activities, and spend too much time reinforcing previous learning that is already secure. As a consequence, experiences and activities are not sufficiently challenging. Many teachers do not listen to and observe groups of pupils and individuals with sufficient care during lessons. They do not provide astute feedback about how well individuals are doing and how they can improve. Opportunities are frequently missed to reshape learning and particularly deepen the understanding of pupils with special educational needs. In general, insufficient opportunities are provided for all pupils to collaborate, think and work things out for themselves.

Specific strategies to encourage all abilities to write using varied vocabulary for more sophisticated effects, and for different audiences and purposes, are not yet fully embedded across all subjects. Similarly, there is inconsistency across all years in the amount of time that pupils spend in applying key mathematical skills in 'real-life' problems. Much of the current underachievement is not picked up soon enough because of the unreliability of teachers' assessments, the insufficiently rigorous whole-school procedures to check rates of progress and the impact over time of the planned curriculum. Consequently, many lessons lack a sense of purpose and urgency, and time drifts.

On some occasions, pupils are engrossed from the onset, and their thinking is stimulated by well-planned, cooperative activities. For example, all Year 2 pupils were enthused by the teacher's lively introduction of the story 'Don't do that!' They shared initial views on key characters eagerly with a partner, and participated keenly in the follow-up role play, beginning to infer 'new' characteristics through their actions. Teaching is also effective in the Early Years Foundation Stage, where children are encouraged to explore, and to investigate the symmetry of familiar toys for example, and use computers imaginatively to produce block graphs of sets of different objects.

Inspection evidence does not support the views of parents and carers that teaching is consistently good. There are too few opportunities that inspire and challenge pupils to work things out for themselves, resulting in an environment in which too few pupils reach their potential, and in which their overall spiritual, moral, social and cultural development is not sufficiently developed.

### **Behaviour and safety of pupils**

Pupils say that they feel safe in school and that adults are always there for them. They are aware of different forms of bullying and, through their work on the school council and other responsibilities around the school, try to prevent it from occurring. Consequently, incidences of bullying are rare and a very large proportion of parents, carers and pupils express confidence in the school's systems for dealing with bullying and poor behaviour if it arises. Nonetheless, pupils acknowledge that in some lessons the behaviour of a small, but conspicuous, proportion of pupils does not always contribute to an orderly environment. In addition, the safety of pupils whose circumstances make them vulnerable is compromised by inadequate safeguarding arrangements. School leaders and the governing body do not monitor, review, record and respond to potential risks to pupils in a systematic manner. Overall attendance is average, with most pupils generally arriving punctually to school and to lessons.

### **Leadership and management**

The headteacher and governing body have not tackled vigorously enough areas for improvement from the last inspection. Although improvements have been made in the Early Years Foundation Stage to ensure equally effective indoor and outdoor learning, the roles of leaders and managers across the rest of the school have not been promoted and developed sufficiently. Currently, there is no senior leadership team in place. Procedures for checking the quality of the school's work have lapsed, and there is no up-to-date monitoring of the quality of teaching and pupils' learning. Arrangements to assess pupils' progress and achievement across all years have not improved and are unreliable. Staff do not work effectively as a team so that everyone understands what needs to be improved. Parents and carers believe that they are not fully informed about what is happening in the school.

The impact of the curriculum on pupils' outcomes is inadequate. There is no coordinated approach across all subjects to the teaching of key communication and mathematical skills. Visits and visitors to the school are not organised in a way that enhance purposefully daily teaching, and further inspire all pupils with enlivening experiences. As a result, the school's overall promotion of pupils' spiritual, moral, social and cultural development, and arrangements to ensure equality of opportunity and the tackling of discrimination are inadequate. The governing body recognises that it has not fulfilled its safeguarding duties, nor asked sufficiently critical questions about the school's work. It accepts its share of responsibility for the school's lack of capacity to improve, and in keeping parents and carers up to date with the quality and impact of the school's work.

The acting headteachers are giving the school new impetus. Intensive support from the local authority has helped the school identify what it needs to do to become more effective. However, while these measures point the way forward for the school, it is much too early for any positive impact on the quality of teaching and pupils' achievement. Overall processes for checking and improving the quality of the school's work remain inadequate.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



24 February 2012

Dear Pupils

**Inspection of St George's Roman Catholic Primary School, Scarborough, YO11 3RE**

Thank you for your very warm welcome when I inspected your school. I really appreciated your help and enjoyed talking with you and listening to your views. This letter is to let you know what I found out.

Children make a strong start in the Early Years Foundation Stage, they achieve well and have developed good skills by the time they start Year 1. Although the vast majority of you attain average standards in English and mathematics when you leave school, many of you are not doing as well as you could through Years 1 to 6. This is because teaching is not consistently good enough to help you make the progress you should. My judgement is that your school requires special measures. This means that inspectors will continue to visit your school regularly and there will be extra help to enable it to improve. I have therefore asked the governing body and acting headteachers to do the following to help you to get the best out of your time at school.

- Make sure that all adults and the governing body have an accurate picture of how well the school is doing, meet your specific needs successfully, and keep you all safe.
- Improve your rates of progress across Years 1 to 6 in English and mathematics, especially those of you who find learning difficult.
- Concentrate on improving teaching by making all lessons interesting, ensuring that activities are neither too easy nor too difficult, and regularly informing you about how well you are doing and what you need to do next.
- Reduce the incidents of disturbing or unacceptable behaviour in some lessons.

I am sure that you will work hard and do your best to help your teachers bring about the improvements that I think are necessary, including some of you improving your behaviour in class.

Yours sincerely

Andrew Swallow  
Lead inspector

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