

# St George's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116923
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	358054
<b>Inspection dates</b>	5–6 July 2011
<b>Reporting inspector</b>	Fiona Arnison

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Colin Beevers
<b>Headteacher</b>	Steve Mills
<b>Date of previous school inspection</b>	22 April 2008
<b>School address</b>	St George's Lane North Worcester WR1 1RD
<b>Telephone number</b>	01905 619454
<b>Fax number</b>	01905 619471
<b>Email address</b>	admin@stgeorgesce.worcs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed eight members of the teaching staff. They held meetings with the headteacher, representatives from the governing body, staff and pupils and spoke to parents and carers. They observed the school's work and looked at various documents, including: a range of self-evaluation documentation; the school's development plan; progress reports; minutes of governing body meetings; pupils' books; and records of pupils' progress. Inspectors analysed questionnaires from 67 parents and carers and also took account of pupil and staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by different groups of pupils, particularly more-able pupils.
- Whether or not the quality of teaching is good enough to secure consistently good progress in mathematics.
- The effectiveness of the measures the school has taken to improve attendance.
- The effectiveness of improvements to the Early Years Foundation Stage provision since the last inspection.

## Information about the school

St George's is an average sized primary school. The majority of pupils are of White British heritage. Approximately one third of the pupils are from minority ethnic groups, the largest group being Asian. About a third of the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than the average. The proportion of pupils with special educational needs and/or disabilities is average, although more pupils than average have a statement of special educational needs.

The Early Years Foundation Stage provision is in a single Reception class. The school has recently achieved a gold Artsmark award and a silver Eco-schools award. It works in partnership with the University of Worcester to provide placements for trainee teachers.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which cares for its pupils well. It is a very cohesive community where pupils of different cultures and backgrounds get on extremely well together. Behaviour is good and pupils are prepared well for the next stage of their education. Parents and carers are very supportive of the school, the staff and the headteacher. They know that their children are happy and kept safe. 'We have found it to be a very friendly school, with approachable staff and one which nurtures children's confidence very well,' was a typical parental comment.

Children usually join the school in Early Years Foundation Stage with skills below the levels expected for their age, especially in language and communication. By the time pupils leave in Year 6, their attainment is broadly in line with national averages. Attainment is higher in English than in mathematics, and this is confirmed by the work in the current Year 6 pupils' books. The main reason why pupils make good progress at St George's is that the quality of teaching is good. In the majority of lessons, the pace of learning is rapid and pupils thoroughly enjoy their learning. Relationships between the adults and pupils are extremely positive and productive. However, not all lessons challenge the most able pupils, because assessment is not always used carefully enough to match the pupils' work to their precise learning needs.

The school's leaders and managers have made a number of improvements since the last inspection. The quality of teaching has improved, particularly in English, as a result of recent training for teachers. Consequently pupils' achievement has improved. The renewed curriculum makes learning exciting and captures pupils' enthusiasm. The popular incentive systems and rewards to improve attendance have been effective in improving some, although not all, of the pupils' attendance. The quality of education in the Early Years Foundation Stage has also improved markedly since the previous inspection.

These positive changes, underpinned by accurate self-evaluation systems that set the right priorities, show that the school has a good capacity for sustained improvement. However, a notable weakness in leadership and management is that leaders at all levels do not routinely make use of the wealth of information they accumulate on teaching quality and pupils' performance, to refine and evaluate school improvement strategies. Despite the many good features of the school, this is preventing it from moving up another level.

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

- Improve the effectiveness with which the school's leaders at all levels make use of data, by:
  - more regularly and carefully checking on how well all groups of pupils are learning in lessons

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- carrying out a more rigorous analysis of groups of pupils' standards and progress, to gain to a better understanding of what strategies are working and where improvements are needed.
- Improve the overall quality of teaching from good to outstanding, particularly in mathematics, by:
  - always using assessment information to match work precisely to pupils' learning needs so that all are challenged at the right level, especially the most able pupils
  - making consistent the marking and feedback strategies used by teachers to help pupils to improve their work
  - providing regular opportunities for pupils to assess their own learning.
- Work with parents and carers to improve attendance to at least 95% by September 2012.

**Outcomes for individuals and groups of pupils****2**

Learning and progress are good across the school. This is because pupils work hard in lessons and are motivated well to learn. Progress is best where pupils are challenged to apply their learning; for example, in a Year 6 mathematics lesson pupils calculated mentally the quantities needed for recipes for differing numbers of diners. They then created a spreadsheet on a laptop computer, working out the formulae needed to generate the answers. This high level of challenge is not yet a common feature in different subjects. In English, for example, consistently good progress is resulting in improving attainment. In mathematics, however, pupils' books show that more-able pupils sometimes complete work that is too easy for them. Opportunities for pupils to evaluate their learning are not always exploited; for example, lessons often end with a celebration and sharing of pupils' work, with insufficient opportunities to reflect upon the learning that has taken place.

Pupils with special educational needs and/or disabilities are supported well. Consequently, the progress they are making is good, in line with other pupils in the school. This is as a result of the diligent teaching assistants' professional skill and expertise. Pupils who speak English as an additional language make rapid progress, often over and above their classmates, although the school has not analysed the reasons for this.

Other outcomes for pupils are also good. All of the pupils spoken to felt safe and secure at school. They know who to go to if they have problems, and understand that poor behaviour is simply not tolerated. Playtimes are happy occasions, because the pupils have plenty to do, and the playground monitors make sure that everyone is included. The school council is effective in making changes on behalf of pupils, for example in successfully negotiating with the school kitchens to make the lunchtime puddings healthier. Pupils are thoroughly respectful of each other's differences, especially in culture and religion. Inspectors were impressed by the maturity with which pupils openly discussed their own diversity. They take part in many cultural events, and use their talents to enrich the lives of others, for example playing their musical instruments at a festival in a local park.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teaching is typically good. There is a lively buzz in most lessons and a real sense of determination to work hard and please the adults. Teachers have very effective strategies to manage their classrooms, and excellent relationships support good behaviour. This contributes to a good learning environment in which everyone makes good progress. For example, pupils in Year 1 enjoyed reading 'Where the Wild Things Are'. In the subsequent lesson, they were challenged and supported to develop their writing and language skills at just the right level. Some pupils selected their vocabulary purposefully and punctuated their writing accurately; some were focused on using finger spaces and good pencil control to form their letters; others worked together to match sounds to letters, using magnetic shapes and boards. All pupils were justifiably proud of their achievements and keen to share them with the class at the end of the lesson.

Teachers usually mark pupils' work conscientiously, and older pupils especially receive some detailed feedback. However, this good practice is not consistent across the whole school, particularly in mathematics. Although pupils know what their targets are, they do not always receive precise guidance as to how these can be achieved. The opportunities for pupils to assess either their own work or their peers' work are limited. Teachers' planning does not always take account of their assessments of pupils' abilities, and so work is not always precisely matched to the next steps in their learning.

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Recent improvements to the curriculum mean that pupils have many memorable learning experiences. For example, Year 6 pupils spoke with enthusiasm about a recent Tudor Banquet where, along with their parents and carers, they dressed up in costume and enjoyed Tudor food and entertainment. Well-established trips to link schools in France and Spain enable pupils to experience different cultures, languages and places. Many extra-curricular and enrichment activities, including music and sport, take place. These are thoroughly enjoyed by a very large majority of pupils.

Well-targeted care, guidance and support make a difference to pupils' social, emotional and academic progress. Skilled teaching assistants play a key role in making sure that all pupils are safe and well looked after. The support for pupils whose circumstances may make them vulnerable is exemplary, especially where the school makes use of external specialists. Transition arrangements are very effective, both for the youngest and the oldest children.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher is supported well by the other senior leaders; together they have worked successfully to oversee the school's many improvements. They have an accurate picture of the school's strengths and the areas for improvement. For example, clear steps have been taken to make teachers accountable for the progress pupils make, by meeting with class teachers regularly to discuss the attainment and progress of individual pupils. However, leaders at all levels do not yet analyse test results, progress data or the quality of teaching with enough regularity or sufficient rigour. As a result, the school is not always clear about which improvement strategies or interventions are the most effective, or why. The school's lack of precision in knowing how different groups of pupils perform, and which actions are successful in narrowing the gap, means that equality of opportunity is limited to satisfactory. Nevertheless, the school is a very inclusive community; discrimination is addressed and diversity celebrated particularly well. This is also demonstrated in the good quality work to promote community cohesion, both locally and abroad, which has a positive impact on pupils' thinking.

The governing body discharges its statutory duties well. Robust steps are taken to safeguard pupils, and health and safety checks are undertaken regularly. Policies are reviewed appropriately and improvements made as a result of evaluations. The governing body has an accurate picture of the school's strengths and areas for development, through detailed reports from the School Improvement Partner and the headteacher, and is

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supportive of the school. However, its role in monitoring and evaluating the school development plan is currently underdeveloped.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Pupils get off to a good start in the Early Years Foundation Stage. They make good progress from low starting points. This is because teaching is good, the curriculum meets the children's needs well and the learning environment is stimulating. The Early Years Foundation Stage leader has observed that girls make more rapid progress than boys, and has taken steps to accelerate boys' progress, for example devising a pretend 'shipbuilding yard'. Children make their own choices of activities at appropriate times; they are able to use the outdoors freely and have become more independent, because this has rightly been a focus for improvement since the last inspection. Adults are well qualified and skilled to develop children's language skills, particularly for those children who speak English as an additional language. This was evident during the inspection, when all of the children spoke confidently in front of their classmates, presenting their research about life on a canal barge.

During the inspection, the new September 2011 intake of children visited the setting to familiarise themselves with the school, the adults and each other. New and existing parents and carers spoken to were united in their praise of the school's induction arrangements, and spoke very positively about the approachability of staff and the care that their children receive.

The Early Years Foundation Stage leader evaluates the setting carefully, and has correctly identified that the time is right to review the outdoor provision. Plans to make use of land to develop the 'Forest School' have the potential to enhance children's learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

Parents and carers who responded to the survey were extremely positive. Many written comments praised the nurture, care and support for individuals, and the approachability of the staff and the headteacher. A few parents and carers would like more opportunities to support and be informed about their children's learning and progress. Inspectors looked into this, and judged the partnership with parents and carers, including communication both ways, to be good. Other individual written comments were discussed with the headteacher in general terms without breaking confidentiality. All those parents and carers spoken to were very happy with their children's experience at school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St George's CofE 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	75	17	25	0	0	0	0
The school keeps my child safe	58	87	9	13	0	0	0	0
My school informs me about my child's progress	33	49	30	45	2	3	0	0
My child is making enough progress at this school	36	54	30	45	0	0	0	0
The teaching is good at this school	44	66	23	34	0	0	0	0
The school helps me to support my child's learning	35	52	28	42	3	4	0	0
The school helps my child to have a healthy lifestyle	40	60	23	34	0	0	1	1
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)	38	57	27	40	0	0	0	0
The school meets my child's particular needs	35	52	29	43	1	1	0	0
The school deals effectively with unacceptable behaviour	44	66	20	30	2	3	0	0
The school takes account of my suggestions and concerns	37	55	23	34	2	3	2	3
The school is led and managed effectively	42	63	22	33	3	4	0	0
Overall, I am happy with my child's experience at this school	50	75	16	24	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 July 2011

Dear Pupils

**Inspection of St George's CofE Primary School, Worcester WR1 1RD**

Thank you for welcoming us to your school recently. We enjoyed meeting you all and talking to you about your learning. We particularly enjoyed listening to your singing in assembly, and hearing about your visits to France and Spain.

You go to a good school. We think that you behave well. You told us that all the adults in your school work together to make sure that you are safe and well looked after. You also told us how your school helps you to live healthy lifestyles, by encouraging you to take part in plenty of sports and to eat healthy snacks. We agree. We were very interested to hear about how much you enjoy your after-school clubs and musical activities.

There are a few things we have asked your teachers to do to make your school even better. We have asked your school's leaders to check up on your learning more often, and to improve the way they use information about your progress. We have asked your teachers to make sure they always give you challenging activities, especially for those of you who can learn quickly. We have also asked your teachers to make some changes to the way they mark your work. You can all help, by thinking about what you are learning as well as what you are doing, and asking your teachers if you are not sure about how to improve your work.

We would also like your parents and carers to make sure that you all come to school at every opportunity, unless you are really too ill. This is because those of you who attend the most often make the most progress.

With very best wishes to all of you at St George's.

Yours sincerely

Fiona Arnison  
Lead inspector

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