

St George's Hanover Square CofE Primary School

Inspection report

Unique Reference Number	101130
Local Authority	Westminster
Inspection number	376515
Inspection dates	2–3 November 2011
Reporting inspector	David Edwards HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Neil O'Brien
Headteacher	Malcolm Lothian
Date of previous school inspection	11–12 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspector and two additional inspectors. The inspectors observed teaching and learning in 14 lessons, taught by seven teachers, and held meetings with the headteacher, the Chair and another representative of the Governing Body, staff and pupils. They observed the work of the school and looked at the school documentation including evidence of the self-evaluation process and safeguarding procedures. They also analysed questionnaires completed by 61 parents and carers, 105 pupils and seven staff. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective the school has been in securing the necessary improvements in pupils' writing and the monitoring of pupils' progress identified at the time of the last inspection.
- The extent to which teaching now consistently and sufficiently challenges and supports pupils to secure and maintain their progress and overall achievement.
- How well leaders and managers are using challenging targets to further raise standards for pupils and eliminate any low attainment among particular groups and individuals.
- How confidently leaders demonstrate a strengthened and sustainable capacity for further improvement.

Information about the school

The intake of this small school is ethnically diverse. The proportion of pupils for whom English is an additional language is well-above average. A slightly lower-than-average proportion of pupils are identified as having special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils joining and leaving school at times other than the usual times is above average. Children enter the Early Years Foundation Stage in Reception.

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 is demonstrating a good capacity to sustain further improvement. This is because the headteacher, supported by senior leaders and governors, has effectively addressed the areas of weakness identified at the time of the previous inspection. Pupils throughout the school make good progress overall in developing their writing skills and in their learning overall. By the time pupils leave school at the end of Year 6 their attainment in English and mathematics is above average. Underpinning pupils' good achievement is the commitment of all staff to ensure the care, guidance and support they provide is consistent and tailored to meet pupils' individual needs. In addition the school has established effective partnerships locally to support pupils' development and well-being, particularly for those whose circumstances make them vulnerable. The strengthening learning culture and a strong inclusive ethos ensure that pupils who enter the school at various times during the school year are well supported and, as a result, they too usually settle quickly to their learning and make good progress.

Children get off to a secure start in the Early Years Foundation Stage because of the good provision that has been carefully planned to engage children's interests and support them to make good progress in their learning. By the time children enter Year 1 they are well prepared to continue with their learning and most pupils continue to develop good attitudes to learning. Leaders' actions to strengthen teaching and curriculum provision have been successful overall and, as a result, pupils are being provided with regular opportunities to practise and improve their literacy and numeracy skills. The school remains appropriately focused on the need to lift standards further for the more-able pupils and is maintaining a focus on writing throughout the school.

Although a small proportion of teaching observed during the inspection was satisfactory, teaching throughout the school is more often good and sometimes outstanding. Senior leaders rigorously monitor teaching and use challenging targets to help raise standards for pupils, and to eliminate low attainment when it is identified among vulnerable groups and individuals. However, at present teaching does not consistently provide sufficient opportunities for pupils to engage in problem-solving activities that will stimulate their interests, strengthen their ability to work collaboratively and take progressively more responsibility for their learning. The school provides an engaging curriculum as well as a wide range of extra-curricular clubs for which the take-up by pupils is high.

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Assessment information is used effectively by teachers to identify pupils' next steps in learning as well as to measure how much progress they are making towards their challenging targets. Some teachers' marking and verbal feedback to pupils makes a significant contribution to their good progress.

Teaching assistants provide valuable support to individuals and groups. However, opportunities for them to contribute to the planning and assessment of pupils are not securely embedded throughout the school. Overall morale within the school is high. Systems to hold teachers accountable and to track the progress of pupils are securely established throughout the school. Self-evaluation is accurate, regularly carried out and appropriately focused on improving outcomes for pupils.

What does the school need to do to improve further?

- Ensure teaching provides increasing opportunities for pupils to take more responsibility for their learning by:
 - allowing pupils to engage regularly in problem-solving tasks
 - encouraging them to work collaboratively in lessons and become progressively involved in the assessment of their work, so that they might better understand how well they are doing and what they need to do to improve further.

- Ensure support staff are empowered to contribute to the planning and assessment of pupils' learning.

Outcomes for individuals and groups of pupils

2

Pupils' behaviour is good, both in lessons and around the school, and they enjoy positive relationships with all adults within the school. They are proud of their school and regard it as a happy community. Typically, they are motivated and engage enthusiastically in lessons, demonstrating a sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils say they feel safe in school. They play well together, and say that when incidents of inappropriate behaviour occur, they know who to talk to. Pupils' understanding of how to use information and communication technology safely is well developed. Pupils speak confidently about what constitutes a healthy diet and lifestyle. Their attendance is in line with the national average. Strategies to support pupils in attending school have improved and are rigorously monitored.

Children enter the Reception class displaying levels of skills and abilities that are generally above those typically expected for their age. They continue to make good progress in all areas of learning because the school provides well for their individual learning needs. By the end of Key Stage 2, pupils have made good progress in all aspects of learning but particularly in reading, writing and mathematics. National tests results for 2011 improved further on the previous year to ensure attainment is securely above average for English and high for mathematics. As a result, pupils'

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achievement overall is good.

Lesson observations and a scrutiny of pupils’ work confirm that most pupils in all other year groups are similarly making good progress. This is because pupils’ core skills of literacy and numeracy are regularly practised within the curriculum. Pupils concentrate and apply themselves well in lessons. Pupils’ spiritual, moral, social and cultural development is good and is reflected in the harmonious and inclusive relationships that prevail. Pupils who are most able, those with particular gifts and talents, those who have special educational needs and/or disabilities, and those known to be eligible for free school meals make good progress because support is effectively organised and matched to their individual learning needs. Pupils make a positive contribution to the school, the local community and wider community through their charity work.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan stimulating lessons that provide effectively for the needs of individuals and groups. Additional training has enhanced teachers’ good subject knowledge, particularly to support improvements in the attainment of writing throughout the school. Time is used well throughout the school day. Although support staff work closely with teachers to ensure that pupils engage positively with their work at all times, opportunities are sometimes missed for them to play a more influential role in the planning and assessment of pupils’ work. Pupils experience a wide range of good-quality learning opportunities. However, teaching does not always provide

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

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sufficient opportunity for pupils to reflect on their work or work together in small groups or pairs. As a result, teaching provides limited opportunities for pupils to engage in problem-solving activities or to take increasing responsibility for their learning so that they gain a clearer understanding of how to improve further.

In good and outstanding lessons teachers' excellent subject knowledge is applied effectively to challenge and inspire pupils. For example, in a Key Stage 2 lesson pupils' engagement and enthusiasm in mathematics was clearly evident as they rose to the challenge of working collaboratively in small groups to create and solve mathematical problems taken from real-life train timetables. Furthermore, resources, including new technologies, are used most effectively to support teaching and enhance learning. Where teaching was no better than satisfactory, insufficient opportunity was given to pupils to think for themselves or solve problems either individually or in pairs. As a result, pupils remained passive learners throughout, which limited their progress in these lessons.

The curriculum is adjusted effectively to meet the various needs of pupils with a wealth of good-quality learning experiences, both indoors and out. The school has forged effective partnerships to further strengthen teachers' skills to raise the standards of writing throughout the school. Careful attention is given to all aspects of care, guidance and support so that pupils with special educational needs and/or disabilities are well provided for.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership of the school is held in high regard by staff, parents and carers. The inclusive vision of the school and the headteacher's belief in the school's success runs through all aspects of its work. He holds high expectations of all staff and yet is successfully driving forward and securing improved outcomes for pupils in a supportive and encouraging manner. Consequently, the headteacher has successfully drawn together a cohesive team of enthusiastic and highly aspirational professionals who are taking effective steps to improve the quality of teaching and learning still further.

Rigorous monitoring provides leaders with accurate information about pupils' learning and progress. Searching analysis and self-challenge then enables the school to devise well-focused plans for improvement. As a result, actions taken by the school

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are implemented with care and managed well. The school is active in ensuring it makes a strong contribution to promoting community cohesion through the creative use of the curriculum, visits to places of interest, including residential visits, and its partnership with another local primary school. There is a strong shared sense of responsibility among all adults within the school to ensure that pupils acquire good basic skills, a love of learning and an understanding of the importance of making a positive contribution to society.

The school ensures all adults are appropriately trained and regularly updated in the procedures for safeguarding pupils, and the school is vigilant in keeping records and so cares and provides well for the safety of pupils. Similarly, equality of opportunity for all pupils and any identified barriers to achievement are being systematically addressed. Discrimination in any form is not tolerated. Consequently, pupils and their families are all made to feel welcome and encouraged to play an active part in the life of the school.

The governing body plays a full part in determining the strategic direction of the school and deploys its skills and time wisely. Governors are kept well informed by the headteacher and senior leaders about the work of the school. As a result, they are able to hold the school to account in a rigorous yet respectful and supportive way.

These are the grades for leadership and management

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

Early Years Foundation Stage

Most children start school with levels of skills and abilities that are above those expected for their age and often particularly so in their personal, social and

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emotional development. Children settle quickly and make good progress in all areas of learning so that they are well prepared to continue their learning at the start of Key Stage 1. This is because trusting and supportive relationships are quickly established between the school, children and their parents and carers. Good communication ensures high levels of satisfaction and there are regular opportunities for parents and carers to be involved in their children’s learning; for example, through attending curriculum workshops, children’s assemblies and contributing to the recording of their children’s achievements in their learning journals.

Teaching is good and appropriately centred on the needs of the individual child. Staff ensure that the learning environment both inside and outside is well planned to provide for children’s interests and learning needs. Although the school building presents unique challenges in accessing the outdoor learning environment, all activities are carefully thought through to engage and support children’s learning and development, both indoors and outside. For example, outside, children have access to good quality equipment and are free to select activities that interest them and which have been carefully planned to focus children on an area of learning. Adult supervision is constant and ensures play maintains a learning focus. This detailed monitoring of children’s development and progress results in adults developing a comprehensive understanding of children’s strengths and next steps in learning.

In the relatively short time she has been in post the leader of the Early Years Foundation Stage has shown commitment and skill in addressing the areas for development identified at the time of the previous inspection. She possesses a secure knowledge of how children learn best and is highly reflective and aware of the need to strengthen transition arrangements so that children’s good progress does not falter on transfer from Reception into Year 1. All adults are good role models and work confidently together as a team and this is having a very positive impact on the rates of children’s learning and progress. The children’s welfare is a high priority and robust safeguarding arrangements ensure all policies and risk assessments are in place.

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 overwhelming majority of the 61 parents and carers who responded to the questionnaire were very supportive in their comments about the school. In particular,

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parents have confidence in the school's leadership and appreciate the work leaders and managers have done since the previous inspection to improve the quality of provision for all pupils. They also appreciate how much their children enjoy school. One parent summed up the views of the majority by writing, 'My child loves coming to school and the headmaster and his staff ensure that they learn to the best of their ability.' In essence, the findings of the inspectors reflected these positive views. Inspectors also observed behaviour in lessons and around the school, held discussions with staff and pupils and scrutinised behavioural records. The findings are in the report.

There were three areas of concern raised through the questionnaires. A few parents and carers would like more regular information about the progress their children make in school. A very small minority of parents feel the school could improve the way it generally communicates with them. A few others would like the creation of a forum for parents so that their views and ideas about the work of the school can be regularly heard and taken into consideration. The inspectors discussed all these issues with the 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 C of E 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	72	14	25	2	4	0	0
The school keeps my child safe	28	49	27	47	1	2	0	0
The school informs me about my child's progress	19	33	25	44	9	16	3	5
My child is making enough progress at this school	20	35	28	49	2	4	4	7
The teaching is good at this school	26	46	25	44	4	7	0	0
The school helps me to support my child's learning	23	40	24	42	5	9	3	5
The school helps my child to have a healthy lifestyle	27	47	25	44	4	7	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)	23	40	17	30	6	11	0	0
The school meets my child's particular needs	24	42	23	40	6	11	3	5
The school deals effectively with unacceptable behaviour	25	44	27	47	2	4	0	0
The school takes account of my suggestions and concerns	21	37	20	35	7	12	3	5
The school is led and managed effectively	26	46	20	35	8	14	0	0
Overall, I am happy with my child's experience at this school	32	56	19	33	5	9	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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">■ 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.

4 November 2011

Dear Pupils



Inspection of St George's Hanover Square C of E Primary School, London W1K 2XH

Thank you for making us so welcome when we visited your school recently. We were particularly impressed with how well you get on with each other as well as your good behaviour in lessons and around the school. We have decided that yours is a good school. This means your headmaster and all those who work in your school have worked hard to make improvements so that not only do you clearly enjoy your learning, but many more of you are now making good progress in lessons, especially in mathematics. This means by the time you leave school at the end of Year 6 your skills in English and in mathematics are above average. Well done! This is also because the support and guidance you enjoy is effective in supporting your individual learning needs and providing you with exciting learning experiences.

We were sorry to have missed the Year 6 pupils who were away on their residential visit but we managed to look at their books and records of their progress and achievement held in the school. Those of you who sometimes find learning challenging are given good support and, as a result, you too make good progress. Those of you we spoke with told us you appreciate the many activities and clubs that are on offer to you. You also say the school is a safe place and that you understand about staying healthy through regular exercise and eating healthy foods. Overall, your attendance at school is average. Many of you have very good attendance records but there are a few families for whom attendance is currently not a priority.

To help make your school even better we have asked your headteacher to ensure all adults work together closely to plan and assess your work. We have suggested that more lessons provide opportunities for you to engage regularly in problem-solving tasks, work together and become increasingly involved in the marking of your work as you move through the school. In this way you will be better able to understand how well you are doing and what you need to do to improve further.

You, your teachers and all adults have all worked hard to make St George's a good school. I wish you every success for the future.

Yours sincerely

David Edwards
Her Majesty's Inspector

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