

# St George's CofE First School

Inspection report

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<b>Unique Reference Number</b>	116843
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	379312
<b>Inspection dates</b>	21–22 November 2011
<b>Reporting inspector</b>	Kathy Hooper

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>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Potter
<b>Headteacher</b>	Caroline Redfern
<b>Date of previous school inspection</b>	27 November 2008
<b>School address</b>	Stevenson Avenue Redditch B98 8LU
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## Introduction

This inspection was carried out by three additional inspectors. They observed thirteen lessons taken by twelve teachers. They also observed the work of support staff in a range of intervention sessions. They held meetings with groups of pupils, governors, and staff. They observed the school's work, and looked at analyses of data, records of pupils' progress, planning documents, and minutes of meetings. They scrutinised 96 parental questionnaires, 86 from pupils and nine from staff.

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

- Do all groups of pupils, including pupils of Pakistani heritage and those with special educational needs and/or disabilities, make good progress in all subjects?
- Has the school done all it can to improve attendance?
- How well do lessons meet the needs of a wide range of pupils including those who speak English as an additional language and those with special educational needs and/or disabilities?
- How accurate is the school's evaluation, and what has been the impact of its partnerships and links in supporting community cohesion?
- How good is the provision for Early Years Foundation Stage?

## Information about the school

This average-sized first school serves one of the most diverse communities in Worcestershire. A large majority of pupils are from ethnic minority groups, and most of these pupils speak English as an additional language. A very high proportion of pupils have Pakistani backgrounds and an increasing number of pupils are from Eastern Europe. A larger than average number of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average. An above average proportion of pupils have joined the school since Reception. The school has achieved the ICT Mark, the Quality Mark (2), the Leading Aspect award for 'Aiming high: Raising the Achievement of the EAL Learner', the Leading Parent Partnership award, and has Healthy Schools status.

**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**

**1**

## Main findings

This is a good school with much to celebrate. Parents and carers are overwhelmingly positive in their appreciation. This is reflected in comments such as, 'I am very pleased with the education and support my son is receiving. The teachers keep me informed on his progress and topics being covered; they are very approachable and I know I can speak to them about any concerns I may have and I will be met with a friendly and very helpful response.' Children begin from very low starting points when they arrive in the nursery. By the end of Year 4 pupils attain levels comparable with those of others nationally; many pupils, often from minority ethnic backgrounds, exceed them. Pupils with special educational needs and/or disabilities, and those who speak English as an additional language achieve as well as others. Achievement is good because pupils are very well supported to learn.

Pupils feel extremely safe whilst in school because their behaviour is good and there are rigorous safeguarding procedures. Pupils' contributions to the community are outstanding. They host events for other schools, such as the celebration of Eid, visit the mosque and synagogue, and take part in a range of community activities organised by the church. Enormous efforts by the school have improved pupils' attendance and it is average. However, a few pupils miss extended periods of schooling. This limits their achievement, compromising their capacity for future economic well-being. The exceptionally diverse and harmonious culture within the school is testament to pupils' outstanding spiritual, moral, social and cultural development where everyone's culture and religion is valued.

Pupils' good progress is due to effective teaching, an increasingly relevant and exciting curriculum and excellent support and guidance. In the best lessons, activities are well matched to individual needs and abilities. Occasionally, teachers do not simplify their language sufficiently to ensure that all pupils understand what to do, and opportunities are missed to check and reinforce learning before moving on. A comprehensive range of very well-focused interventions support the learning of those pupils with gaps in their knowledge and skills. Recently arrived pupils with little English are given extra help to enable them to take part in lessons. Children in the Early Years Foundation Stage are well looked after and have a broad curriculum and good teaching, but planning occasionally lacks detail about what they should be learning.

Staff at all levels are highly dedicated and pupils show huge enjoyment and good engagement in all activities. Close working relationships with parents and carers in most areas of the school's work are a strong feature. Partnerships with outside

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agencies are exceptionally well used to support the school's wide diversity of needs. The school has excellent capacity to improve: sophisticated monitoring and evaluation of pupils' progress and well-being ensure that the right whole school priorities are identified and rapid action taken to meet challenging targets. Self-evaluation is accurate. The school has successfully analysed its place within the community and promotes community cohesion exceptionally well. Its central role in the community is reflected in the comment from a child, 'I'm Muslim, he's not but we're best friends and we're both English.'

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

- Improve attendance by encouraging parents and carers not to take their children out of school for prolonged periods.
- Improve achievement in all lessons by ensuring that teachers
  - adjust their language to match every pupils' needs
  - check learning thoroughly throughout lessons
  - include children's next steps in learning in teachers' planning for the Early Years Foundation Stage.

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

Pupils enjoy school and achieve well. Their reading has significantly improved as a result of the school's strong focus and well-targeted interventions to help pupils learn phonics (the way sounds and letters are linked). Standards overall are rising, particularly for lower ability pupils, and those with special educational needs and/or disabilities. About half of the pupils make better than expected progress in writing and reading, and about a quarter do so in mathematics. Pupils' achievement in mathematics has improved together with their fluency in English. Pupils' enthusiasm for learning is tangible in lessons and they work together well. Year 2 pupils of all abilities enthusiastically improved their phonics and their writing because they understood the purpose of the task and were well supported to achieve. Higher ability Year 4 pupils understood equivalent fractions, and helped others to do so too. Pupils with special educational needs and/or disabilities and those from minority ethnic groups, including those at an early stage of learning English as an additional language and those of Pakistani heritage, achieve well.

Pupils evaluate the curriculum, attend parent consultation evenings in year 4, and plan their own Enterprise Week. The librarians were able to keep the library open in the librarian's absence. They are increasingly aware of their future options regarding the world of work and their literacy and numeracy skills are satisfactory. All pupils' diverse cultures and faiths are valued, and contribute to the harmonious and inclusive nature of the school. Pupils are involved in agreeing rules and routines that keep everyone safe and secure. Excellent relationships permeate the entire school

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because differences are respected.

*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>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is good and promotes pupils' learning well. In the best lessons, the language used by the teacher is accessible and well chosen resources support the understanding of those who are not yet fluent in English, lower attaining pupils, and those with special educational needs and/or disabilities. In a Year 1 mathematics class, the interactive whiteboard was used for pupils to demonstrate their understanding, and sensitive support from other adults promoted the confidence and success of lower ability pupils. Occasionally, the language used by teachers is difficult for those who are not yet fully fluent in English and the less-able pupils. In a few lessons, pupils' understanding is not checked rigorously to ensure that every pupil is learning successfully.

The school has developed a relevant curriculum that is integrated and engages pupils well. A recently introduced Forest School is proving to be highly successful especially for some hard to reach pupils. Care, guidance and support for pupils are exceptional. Interventions support pupils extremely well. One-to-one and group activities address individual gaps in literacy and numeracy. Those with social, emotional and behavioural difficulties are successfully supported through limited spells of time in the nurture group. One parent/carer was prompted to comment 'I have seen a big difference since he has been attending the Busy Bugs'.

<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

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*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	2
<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>1</b>

## How effective are leadership and management?

The school is conspicuously successful in inspiring staff and pupils. Its effective focus on raising achievement is testament to an extremely strong shared vision for the best possible outcomes for its pupils. In-depth analyses of data are sharply focused on making improvements throughout the school and raising the rate of progress for all groups. Equality of opportunity is outstanding and central to the school's work. Every pupil is known, appreciated and supported. There is an extraordinarily strong acceptance and valuing of differences within the school's multi-cultural community. Senior and middle managers are driving improved practice in lessons and are well aware of what still needs to be done. As a result, the achievement of pupils with special educational needs and disabilities has risen significantly. Governance is good. The governing body has a clear understanding of the school's strengths and weaknesses and well-devised strategies for working with the school. Good procedures for safeguarding pupils are regularly improved and extended as a result of monitoring and on-going training. Partnerships with agencies and services beyond the school are highly successful in securing the best possible support for pupils. The Family Support Worker has helped to raise the confidence of parents and carers and their children in the school. However, the school has not been fully successful in convincing some groups of parents and carers of the importance of consistent attendance. Events and initiatives, such as inspiring assemblies, are well attended by parents and carers. Family learning sessions and 'Stay and Play' have been highly successful in helping parents and carers to work with the school for the benefit of their children. The school is seen as a centre of good and excellent practice and shares its insights and practices with other schools locally and further afield, in Bromsgrove, Gloucestershire and Sierra Leone. As a result, there is a raised awareness and increased respect for the diverse nature of the community both within the school and beyond.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities</b>	<b>2</b>

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<b>met</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in their learning and develop good routines regarding school life. From very low starting points, and with many children speaking little English, standards rise, though they are still below average at the start of Year 1. Children play well together within a bright and stimulating environment that holds their interests well. There are good opportunities for child-initiated learning through indoor and outdoor play and great care is taken to ensure their safety. Excellent relationships encourage children to enjoy school and feel secure.

The best lessons contained a good range of activities that included active learning related to some explicit teaching. In a Reception class, discussion about ‘o’ words led to children enjoying different activities to reinforce their understanding at different levels. In some lessons, learning is planned as activities rather than identifying the skills and knowledge to be gained. As a result, activities do not always address the full range of language, skills and knowledge of all pupils. Opportunities are occasionally missed for adults to assess and build on learning. However, a new system for in-depth observation of children’s learning is leading to valuable insights to support on-going assessments. Leadership and management are effective. Good relationships with parents and carers are exemplified in a comment from a parent. ‘My daughter has just started Nursery and I have had very good help and support from the teachers.’

*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:	
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



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The responses of parents and carers who returned questionnaires were overwhelmingly positive. All responding agreed they were happy with their children's experience at the school. All thought their children were safe and enjoyed school. Although there was hardly any disagreement, the inspection team looked into the few concerns raised and took the school's response into account when coming to judgements.

### 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 First 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	69	30	31	0	0	0	0
The school keeps my child safe	67	70	29	30	0	0	0	0
The school informs me about my child’s progress	67	70	28	29	1	1	0	0
My child is making enough progress at this school	54	56	41	43	1	1	0	0
The teaching is good at this school	70	73	25	26	1	1	0	0
The school helps me to support my child’s learning	58	60	36	38	1	1	0	0
The school helps my child to have a healthy lifestyle	48	50	43	45	3	3	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)	51	53	39	41	2	2	0	0
The school meets my child’s particular needs	51	53	44	46	1	1	0	0
The school deals effectively with unacceptable behaviour	48	50	47	49	0	0	0	0
The school takes account of my suggestions and concerns	47	49	45	47	1	1	0	0
The school is led and managed effectively	52	54	43	45	0	0	0	0
Overall, I am happy with my child’s experience at this school	63	66	33	34	0	0	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](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.**



23 November 2011

Dear Pupils

**Inspection of St George's CofE First School, Redditch, B98 8LU**

Thank you so much for making us so very welcome when we visited your school this week. We thoroughly enjoyed seeing activities, looking at your work and talking to you and your teachers.

We found your school to be good. We were very impressed with the way you help out with things like the library and by telling the teachers your views. You are extremely well looked after. You make good progress in your lessons. Your growing enjoyment of books and mathematics is clearly helping you to achieve well. Your enthusiasm for school was a pleasure to see and we were impressed by your great respect for each other. We very much enjoyed the assemblies, particularly the one taken by Year 2 that really celebrated the range of cultures represented in your school. We were very pleased to see so many of your parents and carers in school on those occasions, too.

In order to make your school even better, we have asked the headteacher and staff to do these things to help you make even better progress in your learning.

- Help you to improve your attendance because a few of you spend long periods away from school.
- Use language that you all understand, and check that all of you have learned in every lesson.
- Make sure teachers plan exactly what each of you should learn next in the Reception and the Nursery classes.

You can help them by coming to school every day unless you are ill, and telling your teacher if you don't understand.

Yours sincerely

Kathy Hooper  
Lead inspector

Serco Public

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