

# St George Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	109145
<b>Local authority</b>	City Of Bristol
<b>Inspection number</b>	377881
<b>Inspection dates</b>	16–17 May 2012
<b>Lead inspector</b>	Christine Huard

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	97
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Taylor
<b>Headteacher</b>	Shireen Hayes
<b>Date of previous school inspection</b>	25 September 2008
<b>School address</b>	Queen's Parade Bristol BS1 5XJ
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<b>Age group</b>	3–11
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## Introduction

Inspection team

Christine Huard

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons or parts of lessons taught by four teachers or support staff. She also observed sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent) and listened to pupils reading. Observations totalled five hours. Meetings were held with groups of pupils, teachers and governors. The inspector took account of the responses to the on-line questionnaire (Parent View), as well as documents provided by the school, in planning the inspection. The inspector observed the school's work, and looked at the school's systems to track the progress of pupils, records of monitoring of the quality of teaching, the school's improvement plans, and minutes from meetings. The inspector analysed the 31 questionnaires completed by parents and carers, as well as others returned by staff and pupils.

## Information about the school

St George's is small when compared to other primary schools. The very large majority of pupils are from minority ethnic heritages and the percentage of pupils learning English as an additional language is much higher than in most schools. The proportion of disabled pupils and those who have special educational needs and who are being supported at school action plus or with a statement of special educational needs is high. Their needs mainly relate to specific learning, or behaviour, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils moving into or leaving the school other than at the normal times is much higher than in other schools. The children in the Early Years Foundation Stage are accommodated in a Nursery and Reception class on a separate site about two hundred metres from the main school. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress. The headteacher took up post in September 2011.

There is an after-school club, but this is not managed by the school and is therefore not part of this inspection.

**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>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. After a period of disruption which led to attainment and progress falling, the school is improving rapidly and underachievement has been eradicated. The school is not yet good because the recent improvements in teaching have not yet led to sustained good progress. The governing body, whilst supportive, does not challenge the school’s performance sufficiently rigorously. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils are now making at least the progress they should and achievement is satisfactory. Attainment is broadly in line with national averages by the end of Year 6 in writing and mathematics and above average in reading. Writing is not as strong as mathematics and reading because the curriculum offers too few opportunities for pupils to practise their literacy skills across a range of subjects. The school has acknowledged this and it is a major focus for development.
- Teaching is satisfactory. Good or better teaching was observed in all key stages, including the Early Years Foundation Stage, where children get a good start. Most of the teaching observed during the inspection was good. However, this has not been sustained for long enough to ensure that all pupils make consistently good progress throughout the school.
- The leadership of the headteacher is strong. A robust programme of monitoring and evaluation of the school’s performance at the start of the year enabled her to ascertain quickly how well the school was doing. Key weaknesses in teaching and learning were identified quickly and strategies to tackle these and raise progress and attainment were put in place quickly. A successful programme of support and training has enabled staff to move pupils on more effectively.
- Pupils behave well throughout the school. They enjoy being in school and display positive attitudes to learning. They say they feel very safe in school and understand how to keep themselves safe in, around and outside school.

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

- Raise attainment in writing in Key Stage 2 by ensuring that pupils have more opportunities to write at length across the curriculum.
- Improve the quality of teaching, so that 80% is at least good and 25% outstanding by April 2013, by:
  - ensuring that teacher input is not too long, so that pupils remain focused and have enough time to complete their tasks
  - making greater use of mini-plenaries to confirm pupils' understanding of tasks and the progress pupils are making
  - implementing the school's marking policy consistently, so that pupils are given clear guidance how they can improve their work.
- Improve leadership and management by strengthening the governing body's monitoring role, so that it is confident in evaluating and challenging the performance of the school.

## Main report

### Achievement of pupils

When children join the Nursery class, their skills are generally below the levels expected for children of that age. They get a good start in both the Nursery and Reception classes and make good progress in all the areas of learning. Children achieve well in the Early Years Foundation Stage because teaching is consistently good. They have many good opportunities to develop early language and literacy skills and the good focus on children learning the sounds that letters and combinations of letters make (phonics) means they are well prepared for reading and they gain a genuine enthusiasm for stories and books. The accommodation, both inside and out, is used extremely well to maximise its potential and there is a wide range of activities across all the prescribed areas of learning.

There has been a steady improvement in progress across Key Stage 1 since the last inspection. In Years 1 and 2, the teaching of phonics continues to be of high priority and, consequently, attainment in reading is a little above average by the end of Year 2. The pupils are developing good strategies to tackle unfamiliar words in their reading books and, as a result, are gaining a good level of independence in their reading. By the time pupils leave school in Year 6, reading is above average levels. Many demonstrate a love of reading and can discuss their books with maturity and confidence. Pupils' attainment in writing is broadly average and pupils achieve satisfactorily. The school has introduced new systems for tracking pupils' progress this year and this has enabled teachers to identify more easily exactly what needs to be done to move their pupils on. As a result, it was clear in lessons observed and also in a comprehensive examination of pupils' work that pupils are beginning to learn more effectively. Teachers, particularly in Key Stage 1, are imaginative in their approach, so that pupils are keen to write. They encourage pupils to experiment with

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vocabulary and imagery, so that they develop a feel for words. That was particularly evident in a Year 2 lesson, which began with a walk up Brandon Hill just outside the school. Pupils were encouraged to wear blindfolds and record what they could hear, smell and feel. Immediate recording and videoing of their experiences provoked much discussion back at school and inspired the pupils to write creatively and imaginatively. However, the good improvements seen in Years 1 and 2 are not yet so obvious in Key Stage 2. A good focus on handwriting and presentation means that pupils take a pride in their work. Across the school, achievement in mathematics has improved significantly since the last inspection. Problem solving is now built into the curriculum and pupils are confident to tackle quite-complex problems and investigations from an early age.

The school tracks the progress of all pupils well. As a result, there is very little difference in the progress made by different groups. Staff identified that disabled pupils and those with special educational needs were not making as much progress as their peers. They have reviewed and adapted the curriculum and introduced a range of effective support to ensure the pupils receive the help they need. All disabled pupils and those with special educational needs are now making similar progress to their peers.

**Quality of teaching**

Teaching is typically satisfactory. Teaching in the Reception and Nursery class is consistently good and ensures that children are provided with a range of activities to promote their learning in all areas of the curriculum. Most of the teaching observed during the inspection was good and none was inadequate. There was a consistency of approach which often led to pupils making good or better progress. However, this mostly good teaching has not been in place for long enough to ensure good achievement over pupils' school careers. Typically, pupils make the best progress when they are involved in their learning actively and interaction between teachers and pupils is strong. Pupils in Years 3 and 4 made good progress in their learning in science and achieved well because teaching was creative and exciting. In that lesson, the pupils presented their own brief presentations about specific creatures they had researched. The teacher followed them up with a related, brisk input and further short-burst tasks, which not only helped to keep pupils focused and extend their learning, but also enabled her to keep a close check on how effectively all pupils were learning. Explanations made were very clear and learning built carefully on what had gone before. Teachers' skilful questioning and astute analysis of pupils' responses mean that learning is tailored well to pupils' abilities. However, such good practice is not yet sufficiently consistent. In the small minority of lessons that were no better than satisfactory, the pace was not so brisk. Teachers were sidetracked occasionally by their pupils when delivering the introduction to the lessons and talked for too long. When that occurred, pupils became fidgety and restless and were not so interested in their learning and had too little time to complete their tasks. The teaching and support provided for disabled pupils and those with special educational needs are good and tailored closely to their individual needs. Marking is satisfactory. The school has a clear marking policy. When it is followed, teachers tell pupils clearly

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what they need to do to improve their work. However, the policy is not always followed consistently and, consequently, marking is not always helpful for pupils.

The curriculum has a positive impact on pupils' progress as it is exciting and relates closely to pupils' own interests. Curriculum themes are used well to promote pupils' spiritual, moral, social, and cultural development. The great majority of parents and carers who responded to the inspection questionnaire think that the teaching is good in the school.

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

The behaviour of pupils in the lessons observed was good. Pupils have positive attitudes towards school and their learning. There are strong relationships between the pupils and adults in the school and a mutual respect clearly exists between them. Attendance is broadly average and has improved well during this school year. Punctuality is also shown to have improved greatly during this school year. Pupils say bullying is extremely rare, although they are aware that it has been an issue in the past. They discussed the different types of bullying knowledgably, such as cyber bullying, name calling, and that related to colour and race. They were confident that any bullying would not be tolerated in the school and that, should it occur, it would be dealt with effectively. There are very positive relationships throughout the school and pupils said that they feel safe. They are taught well how to keep themselves safe, particularly in relation to the use of the internet and mobile phones.

A few parents and carers expressed concerns that their children's lessons were disrupted by poor behaviour, although the great majority felt that, overall, the behaviour in the school was good. The school's own records show that there had previously been some disruption, particularly amongst pupils in Years 5 and 6. The introduction of a new behaviour policy with clearly identified sanctions and rewards and its consistent application have led to a significant improvement during the year. The procedures that the school has in place to deal with any incidents that might occur are comprehensive and records show these to be effective in preventing any disruption to other pupils' learning.

### **Leadership and management**

The leadership of the headteacher is strong. She has successfully pursued opportunities to improve provision and raise achievement since joining the school in September 2011. She has worked hard with the staff to motivate and enthuse them and provided them with training in order to help them become more confident and proficient. There is now a shared vision for the school and all are striving for greater improvement. The school's self-evaluation is very accurate. Significant improvement in teaching and learning throughout the school and in the progress made, particularly by disabled pupils and those with special educational needs, demonstrate the school's capacity to improve.

Leadership by middle leaders is satisfactory and improving well. Their skills are being

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developed effectively and they are taking a much greater part in monitoring and evaluating the effectiveness of their areas than previously. The governing body is very supportive. However, although some governors visit the school regularly, the governing body does not yet monitor the performance of the school sufficiently rigorously at first hand and relies too much on the information supplied to it by the headteacher. The school is rigorous in ensuring that children are safe and secure and all statutory requirements regarding safeguarding and child protection are fully met.

The curriculum is broad and balanced and appeals to the pupils, meeting their needs and motivating them to learn. Pupils' spiritual, moral, social, and cultural development is promoted well. Pupils are taught to be thoughtful and reflective and consider the needs of others. The diversity of cultures in the school is valued and celebrated. The school ensures that there is no evidence of discrimination and tracks the progress of all groups of pupils carefully, so that there are no gaps and all make at least satisfactory progress. Parents and carers feel that they are well informed and some commented on the positive improvement in the school during this school year, particularly in terms of the leadership and management.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.**



18 May 2012

Dear Pupils

**Inspection of St George Church of England Primary School, Bristol BS1 5XJ**

Thank you for making me so welcome when I visited your school. You were very polite and friendly and helped me to learn a lot about what you do and what you enjoy. Your school gives you a satisfactory education and is rapidly improving.

**What I found about your school.**

- You achieve well in reading and make satisfactory progress in writing and mathematics.
- You enjoy coming to school and behave well.
- Your teachers, usually, plan interesting lessons so that you enjoy your learning.
- Your headteacher and teachers are working very hard to help you do better.

**What I have asked your school to do now.**

- I have asked that you should have more opportunities to write in all subjects. so that you get even more opportunities to improve your writing.
- I have challenged your teachers to make even more lessons very good and exciting.
- I would like the governing body to visit the school more often to find out even more about the school by coming and visiting you in your classrooms.

I am sure that you will do all you can to help all adults who work with you to make your school even better.

Yours sincerely

Christine Huard  
Lead inspector

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