

St Giles' and St George's CofE (C) Primary School

Inspection report

Unique reference number	124266
Local authority	Staffordshire
Inspection number	380847
Inspection dates	28–29 June 2012
Lead inspector	Paul Delbridge-Smith

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Steven Lee
Headteacher	Lynne Evans
Date of previous school inspection	26 November 2008
School address	St Paul's Road: Off Orme Road Newcastle ST5 2NB
Telephone number	01782 297040
Fax number	01782 297044
Email address	office@st-giles-st-georges.staffs.sch.uk

Age group	3–11
Inspection date(s)	28–29 June 2012
Inspection number	380847



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Paul Delbridge-Smith

Additional Inspector

Susan Barkway

Additional Inspector

Richard Boswell

Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 19 lessons, spending approximately 10 hours in classrooms, and observed 10 teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors observed the school's work and looked at the school's monitoring records, self-evaluation and improvements plans, as well as assessment data that teachers use to monitor pupils' progress. They also scrutinised the arrangements and records kept by the school to safeguard pupils. Questionnaire responses from 170 parents and carers were analysed, together with 97 responses from pupils and 20 from staff.

Information about the school

The school is an average-sized primary school serving an area of mixed housing. It provides a before- and after-school Care Club which is managed by the governing body. The majority of pupils are of White British heritage and a small number of pupils are at the early stages of learning English as an additional language. The proportion of pupils who are known to be eligible for free school meals is above the national average. The proportion of pupils supported by school action plus or a statement of special educational needs is below average.

The school has gained the Eco School silver award, Dyslexia Friendly status, Healthy Schools status, and the Inclusion Quality mark.

The school meets the current floor standards, which are the minimum standards expected by the government for pupils' attainment and progress.

The school has had some changes in its teaching staff since the previous inspection.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is a good school where pupils learn and play together harmoniously. It is not yet outstanding because occasionally opportunities are missed to promote outstanding learning or questioning does not draw out high-level thinking from pupils.
- Pupils make good progress in reading, writing and mathematics from their individual starting points and their attainment meets national expectations by the time they leave Year 6. This represents good achievement.
- Teaching is usually good and there are examples of outstanding teaching throughout the school. Pupils are exceptionally well motivated and usually demonstrate high levels of independence. Occasionally, teachers miss opportunities to develop pupils' achievement through the use of highly imaginative learning activities. Pupils have a thorough understanding of how well they are doing and what they need to do to improve the quality of their work. Assessment and pupil tracking information is comprehensive and used effectively by teaching staff to plan learning which is matched to meet the needs of individual pupils.
- Pupils' behaviour is exemplary both in lessons and around school. Incidents of poor behaviour, including bullying, are very rare. There is a clear culture for achievement as exemplified by the school motto 'Through learning, playing, sharing and believing, we succeed together'. There are well established procedures for ensuring all pupils are safe and know how to manage risks.
- The aspirational vision of the headteacher, senior leaders and governing body, is clearly embedded so that pupils can thrive in their learning and development. Leaders set very high expectations of what every pupil and member of staff can achieve, and they take concerted action to eradicate any weaknesses in teaching. Exceptional promotion of pupils' spiritual, moral, social and cultural development means that all pupils flourish in a highly cohesive learning community.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - encouraging more imaginative, creative and innovative approaches in teaching
 - further developing pupils' higher order thinking skills, through using more effective questioning, so that they are always challenged to think for themselves.

Main report

Achievement of pupils

Parents and carers are correct to say that their children are making good progress at the school. Standards are rising rapidly but rapid progress has yet to be sustained for long enough for achievement to be judged outstanding. When they start school, many children have social skills, and skills in language, communication and literacy that are below those that are expected for their age. Children make outstanding progress in the Early Years Foundation Stage because the teaching and curriculum is stimulating and promotes independence, enjoyment and success.

Attainment in reading, writing and mathematics was just above average at the end of Key Stage 1 in 2011 and has improved over recent years, particularly in reading. Progress in Key Stage 1 has improved because teaching is better and pupils are now making good progress in all lessons. Some make exceptional progress.

In 2011, attainment and value added measures at the end of Key Stage 2 were broadly in line with national averages. However, the school has successfully eradicated previous weaknesses in teaching. As a result, lesson observations together with scrutiny of school tracking data and pupil work carried out during the inspection show that pupils currently in Key Stage 2 are making good progress with a large number of them making outstanding progress. They are reaching above average standards in reading.

The progress of disabled pupils and those who have special educational needs is often good in lessons, and sometimes outstanding. Teaching staff have an accurate understanding of pupils' individual needs and requirements, and appropriate interventions stop pupils' needs from escalating. Pupils who are at the early stages of learning English as an additional language make good progress. Pupils who are known to be eligible for free school meals achieve better than their peers nationally, particularly in mathematics, because they are very well supported. Those from minority ethnic groups make at least the same good progress as other pupils. A sharp focus by teachers on pupils' underachievement ensures that any pupil whose progress is slowing is given appropriate and timely interventions to bring them back on track.

Pupils are independently able to assess the quality of their own work in relation to their targets, and at times reflect on their work with each other. This information is used well to help them to structure what they need to do next to further improve. Pupils routinely present their work beautifully and often with creative flair, showing care and diligence in the technical accuracy and presentation of their writing.

Quality of teaching

As a result of good teaching and a proportion of outstanding teaching, most pupils achieve well over time. Parents and carers have exceptionally high confidence in the school leaders and teachers, as do pupils. They are right to think that teaching is good and that their child's needs are well looked after.

Teaching is outstanding in the Early Years Foundation Stage. It is very carefully planned and pupils are accurately assessed against ambitious targets for their learning and development. The best teaching in the school is characterised by excellent relationships, learning activities that are finely matched to individual pupils' needs, and highly accurate and ongoing assessment of pupils' progress. Pupils excel when they are working on real-life projects or activities and when they are able to independently lead their own learning.

Most lessons are exceptionally well planned as a result of very high expectations set by the school for high-quality 'standards driven' learning. The planning is comprehensive and detailed, and it is supported by accurate data and information about pupils. This ensures that teachers think about individualised learning strategies for pupils, so that the work they are given is usually fine-tuned to meet their individual needs. Together with good support from teaching assistants, this finely targeted work ensures that disabled pupils and those who have special educational needs are taught well. However, sometimes teaching is prescriptive, lacking in the use of creative and innovative strategies that characterise outstanding practice and questioning that really challenges pupils, particularly the more able. Detailed and routine assessments, often including the pupils themselves, ensure pupils and their parents are kept informed about the progress being made. Marking and assessment are of a consistent high quality.

The outstanding curriculum is used well to enhance teaching, and includes visits and themes that bring a sense of awe and wonder to writing tasks. A particularly good example of this was found in Year 5 where pupils watched and listened to a video broadcast of pupils from a South African school, linked to the class, who were singing to them. Pupils were asked to consider what they might be singing about, the words and emotions being conveyed by pupils, and to write an individual letter to express their feelings and emotional response. Writing showed high emotional literacy and exceptional evidence of pupils' spiritual, moral, social and cultural understanding.

Behaviour and safety of pupils

The school promotes highly positive attitudes to learning and well-being, and all pupils who completed questionnaires or who spoke to inspectors feel safe and supported. Pupils are highly considerate of each other and their behaviour is exemplary in and out of the classroom. There are very few incidents of poor behaviour and pupils and parents are highly confident in the school's procedures for managing and promoting effective learning behaviours. This positive ethos extends into the Care Club which is seamlessly integrated into the school and which benefits from the same excellent systems for ensuring pupils' safety and well-being at all times. Pupils are highly motivated and exceptionally keen to learn; they have very positive attitudes to learning and, as a result, are excellent ambassadors for the school.

All parents and carers who responded state their children are safe at school and agree there are good standards of behaviour and that lessons are not disrupted. Pupils know about different types of bullying, and say it is dealt with effectively. They also understand what constitutes an unsafe situation. The curriculum makes an excellent contribution to ensuring pupils' safety and well-being, as pupils know a lot about e-safety as well as the dangers of drugs and alcohol. Pupils are highly confident that they can talk to any member of staff whenever they have a problem. The school has done much to encourage regular attendance at school; attendance rates have improved significantly and are now above average. There have been no exclusions over the past two years.

Leadership and management

The pursuit of excellence by all leaders and managers at the school, including governors, is demonstrated by their uncompromising and highly successful drive to continue to improve the school. Pupils' good and rapidly rising achievement and improvements in the quality of teaching have been achieved by setting consistently high aspirational targets for all pupils' and staff. In addition, an outstanding curriculum, together with pupils' exceptional spiritual, moral, social and cultural development, has been maintained. There is a strong sense of co-leadership at all levels, with teachers as leaders of learning, coached by other teachers and leaders, and supported by governors to ensure challenging professional development and performance management targets.

A comprehensive programme for the monitoring and evaluation of teaching and learning, supported by the systematic analysis of data by the headteacher, senior leaders and governors, is thorough and highly effective. The school is able to swiftly identify any underachievement of pupils, or any underperformance of staff, and timely and effective support is put in place to ensure improvement. Members of the governing body are exceptionally well informed about the school. They rigorously hold the school to account, and are highly visible within the local community. The improvements made and the exceptional systems and ethos that have been established demonstrate the school's excellent capacity to continue to develop.

The curriculum contributes remarkably well to developing pupils' literacy, numeracy and spiritual, moral, social and cultural development. Additionally, it seamlessly

promotes the development and assessment of pupils' subject-specific skills. A very wide range of enriching activities are provided, including in the Care Club provision, as well as many trips and visit opportunities for pupils to learn about the world in which they live and develop their awareness of international culture. Every class is linked with a school in a different country or island across the globe and they regularly explore and exchange information about their cultures, beliefs, traditions, values and routines, developing their sense of belonging in the world and their British identity. As a result, pupils are very well prepared for life in modern Britain and a global society.

Additionally, an excellent range of opportunities and courses are provided for parents to engage with the school routinely and in support of their own learning and development needs, particularly relating to literacy and numeracy. Parents and carers report that the head teacher is exceptional in the way in which she cares for everyone in the school community. Leaders and managers actively promote equality and tackle discrimination. The school's safeguarding procedures are robust and meet requirements.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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).

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.



2 July 2012

Dear Pupils

Inspection of St Giles' and St George's CofE (C) Primary School, Newcastle, ST5 2NB

It was a delight and privilege to visit your school. Thank you so much for the very warm welcome you gave the inspection team. A special 'thank you' for talking to us about your work and the many wonderful things your school provides for you to enjoy. Thank you also to those of you who completed questionnaires. Here are some of the really good things we found out about your school.

- Your headteacher and all of the staff and governors work very hard to provide you with the best education possible, and we share your confidence in them.
- You are making good progress in your learning because there is a lot of good teaching. In the Early Years Foundation Stage you make outstanding progress. You are very independent in your learning and you know how well you are doing and what you need to do to improve your work.
- We were particularly impressed by your exemplary behaviour, your good manners, and the care and concern you show one another. We feel you really do 'learn, play, share and believe' and therefore succeed together.
- Your teachers work hard to plan many interesting and challenging activities to help you to learn about the world in which you live, particularly your understanding of different cultures in the world, which you say you enjoy.

We have asked the headteacher, governors and teaching staff to ensure even more teaching is innovative and creative and to provide you with some more challenging questions which will encourage you to think and learn even more effectively. You can help your school to improve further by continuing to work hard.

Yours sincerely

Paul Delbridge-Smith
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**