

St George's CofE Controlled Primary School

Inspection report

Unique reference number	112860
Local authority	Derbyshire
Inspection number	378586
Inspection dates	4–5 July 2012
Lead inspector	Christine Merrick

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Joan Lane
Headteacher	Sue Brindley
Date of previous school inspection	29 June 2009
School address	Church Street Church Gresley Swadlincote DE11 9NP
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Age group	4–11
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Introduction

Inspection team

Christine Merrick

Additional Inspector

Sharona Semlali

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 16 lessons taught by eight teachers. They also saw parts of lessons and groups of pupils working with teaching assistants. The inspectors met with groups of pupils, staff and the Chair of the Governing Body. They talked to parents informally at the beginning of the day. Inspectors heard pupils read. They took account of the responses to the online Parent View survey in planning the inspection, observed the school's work, and looked at pupils' books, school performance tracking data, reports relating to the monitoring of teaching and learning and the school's development plan. Inspectors took into account responses from 51 questionnaires from parents and carers as well as questionnaire responses from pupils and staff.

Information about the school

This is a smaller-than-average primary school which has a below-average proportion of pupils known to be eligible for free school meals. Only a very small proportion of pupils are from minority ethnic groups or have English as an additional language. The proportion of disabled pupils and those who have special educational needs, who are supported by school action plus or have a statement of special educational needs, is below average. The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school holds both the Activemark and the International Schools Foundation awards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Under the determined leadership of the headteacher, leaders and managers have significantly improved teaching and learning in the school since the last inspection. Consequently, achievement has been raised, particularly in mathematics. The school is not outstanding because there are some inconsistencies in teaching which result in differences in pupils' rates of progress across the school.
- Pupils make good progress overall though the rate of progress varies, accelerating in the upper Key Stage 2 classes where teaching is outstanding. Standards of attainment are above average by the time pupils leave the school. Improvements to the teaching of mathematics have resulted in a much larger majority reaching higher levels at the end of Year 6.
- An overwhelming majority of parents and carers felt their child was taught well, and pupils agreed. Inspectors found that most of the teaching is good or outstanding. Teachers plan to meet the needs of all pupils and assessment processes are much improved throughout school. In the Early Years Foundation Stage and at Key Stage 1, interactions between adults and pupils are sometimes less effective during independent activities or those that children choose themselves than in teacher-led sessions.
- The vast majority of pupils behave well. Lessons proceed undisturbed and pupils feel safe. There are a few pupils with behaviour difficulties that are managed well. Pupils are polite and courteous and good relationships with adults mean that the school is a harmonious community.
- The headteacher has been instrumental in school improvement since the last inspection. She has distributed leadership and management responsibilities throughout the school so that all staff have a clear vision based on continued improvement. This is supported by rigorous monitoring and evaluation of teaching and learning. Teachers have access to development opportunities, but

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not enough time is given to sharing the good practice evident in school. The development of spiritual, moral, social and cultural understanding is strong.

What does the school need to do to improve further?

- Ensure that teaching continues to strengthen in all key stages and raise the proportion of outstanding teaching by:
 - expanding opportunities for staff to observe colleagues and share their best practice
 - ensuring day-to-day feedback from assessments is consistently focused on what pupils can do to improve and giving pupils increased opportunities to assess their own work
 - strengthening the quality of interactions between adults and pupils during independent activities and those that children choose themselves in the Early Years Foundation Stage and Key Stage 1.

Main report

Achievement of pupils

Pupils' achievement is good and all parents and carers who responded to the questionnaire felt that their child was making good progress. When they start school, attainment is slightly below expectations for their age. By the time they reach the end of the Early Years Foundation Stage most children are in line with national averages and at the end of Year 2 attainment is a little above the national average and is improving. All groups of pupils continue to make at least good progress and at the end of Year 6 many are well above the national average in both English and mathematics. This is because the school has improved teaching, particularly in mathematics for higher attaining pupils. The impact of this is evident in the large proportion of pupils reaching the higher levels in this subject. For example, as a result of excellent teaching in Year 6, pupils enthusiastically tackled challenging algebraic equations and problem-solving activities. They relished the opportunity to discuss methods and showed great enjoyment in their success.

Pupils begin work on letters and sounds (phonics) in the Early Years Foundation Stage and this is developed effectively through Key Stage 1. By the end of Year 2 they are able to use their knowledge of letters and sounds very successfully when they read. Some become very fluent readers who confidently talk about their favourite authors. Almost all pupils make expected progress or better so that in Year 6 an overwhelming majority are at a level that is in line with or above average. They told inspectors that they enjoy the book club where they read and discuss books and some said they are able to influence their parents' reading.

Pupils who are disabled or who have special educational needs make good progress because they are kept under regular review. Provision and resources are well

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focused to meet their needs and ensure they are able to access the curriculum effectively.

Quality of teaching

Most teaching is good with a small minority of lessons that are either outstanding or satisfactory. Pupils are well motivated and in the most successful lessons they are eager to learn because activities fire their imagination and are challenging. Learning is meaningful to them because it is set in relevant contexts. They are developing independence because of the choices they are offered. For instance, in Year 5 they were able to choose how to present their persuasive writing about saving water and as a result work included posters, leaflets, letters and a play. Where teaching is satisfactory teachers do not always involve themselves enough to sustain thinking and extend understanding when pupils are engaged in independent activities or, in the Early Years Foundation Stage, self-chosen play-based activities.

Teachers have good subject knowledge and they use this to plan well-structured lessons with clear objectives and success criteria. Assessment systems have improved considerably and are now used effectively to monitor pupils' progress in lessons and track their attainment. Pupils generally understand the level at which they are working, but feedback does not regularly indicate what steps they need to take in order to reach the next level and in some classes, pupils do not get enough opportunities to assess their own work.

Reading is taught well. In the Early Years Foundation Stage all pupils are grouped so that the teaching of letters and sounds (phonics) is very focused. Teachers in Key Stage 1 build on this well. Pupils are offered a wide range of materials for reading, both fiction and non-fiction, which they appreciate. For example, in Year 2 they enjoyed reading a non-fiction poster about slimy animals and answering questions about it. Older pupils have class reading books that they discuss in addition to other books which they work on with the teacher to extend their skills.

Teachers adjust tasks to meet the needs of all groups of pupils. Teaching assistants work closely with teachers, particularly in supporting disabled pupils and those who have special educational needs. They give pupils one-to-one support or work with them in small groups. A range of additional programmes caters for individual needs and different learning styles, whether in mathematics or literacy, and as a result pupils make good progress.

Teachers use effective strategies to promote the pupils' social, moral, spiritual and cultural development. They do this, for example, by setting collaborative tasks, promoting discussions in pairs or small groups and using visits to art galleries and the theatre as starting points for learning.

Behaviour and safety of pupils

Pupils told inspectors that behaviour in school was generally very good and that

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everyone in school, including lunchtime supervisors, listens to them. This means that relationships are good and there is a positive learning environment in which to work. A very large majority of parents also agreed that behaviour in school is good. Pupils enjoy being in school, show good attitudes to learning and attendance is above average.

Inspection of incident logs showed that instances of negative behaviour are rare. When pupils do have difficulties the school works well with them, using a range of outside agencies when needed, and working closely with families. 'Positive play' provision, access to 'worry boxes' in the classrooms and 'Talk Time' counselling ensure that pupils are supported in managing emotional and social issues.

Pupils have a clear understanding of all types of bullying and most believe that the school deals with it well on the rare occasions that it arises. They know how to keep themselves safe and they are aware of dangers they may face, for instance when using computers.

Leadership and management

The school is well led by a highly committed and very determined headteacher who has had a significant impact in bringing about improvement. She has successfully developed leaders and managers at all levels so that they have the skills to monitor and evaluate teaching and learning well. They undertake rigorous, regular data analysis, scrutinise pupils' work, and model high expectations. The senior management team and subject leaders have a clear understanding of the strengths of the school and are able to target areas for improvement successfully. As a result the school's capacity for further improvement is strong.

The governing body is well placed to support this. Governors have the skills and understanding to be both supportive and act as a 'critical friend' to the school. They know the school well and appreciate the work that has been done to bring about improvement. As the Chair of Governors said 'Children only have one chance and we must be the best that we can be for their sake'.

Highly focused professional development, visits to other schools and effective performance management systems contribute to the school's much improved teaching and learning. However, opportunities to observe good practice within school and share successful teaching strategies are limited.

The curriculum is increasingly well organised around topics which integrate literacy and numeracy skills. It makes good use of the local area and incorporates visits to places of worship for different faiths and places of cultural interest such as the Space Centre. All Year 4 pupils are taught an instrument and many carry on after this. Visits from story tellers and poets bring literacy to life and extra-curricular clubs ranging from French and Spanish to art, gardening and sports ensure that all pupils can find success. In these ways the school contributes well to pupils' spiritual, moral, social and cultural development.

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The school promotes equality and tackles all kinds of discrimination well. Pupils with physical disabilities and medical conditions are supported well. The school ensures that all pupils are prepared for life in a multicultural society, for example by including work on black artists and leaders and through studies of areas with very different cultural backgrounds to those of Church Gresley.

All safeguarding requirements are met.

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).

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.



6 July 2012

Dear Pupils

Inspection of St George's CofE Controlled Primary School, Swadlincote, DE11 9NP

Thank you for the welcome that you gave us when we visited your school. We enjoyed talking to you and we were very interested in what you had to say and what you were doing in your classrooms. You are enthusiastic learners and enjoy school, which is why you achieve as well as you do. You told us that you feel safe in school and that most pupils behave well. This means that your classrooms are good places for learning and we saw lots of examples of this during our visit.

Your school has improved a great deal since the last time it was inspected and now there are many good things about it. You said that you are taught well and we agree with you. We have asked your headteacher and the staff to do more things to improve your school. We have asked that:

- teachers share with each other those things that work well in your classrooms
- they make sure that, as well as knowing what level you are working at, you know exactly what to do next to move you towards the next level
- while you are working on your own, they make sure that they help you when you need it so that you can work more effectively.

I hope that, with your help, your school will go on improving.

Yours sincerely

Christine Merrick
Lead inspector

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