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30 November 2012

Mrs Eilis Siddall
Headteacher
St George's Roman Catholic Primary School
Overdale
Eastfield
Scarborough
North Yorkshire
YO11 3RE

Dear Mrs Siddall

Special measures monitoring inspection of St George's Roman Catholic Primary School

Following my visit to your school on 28 and 29 November 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in February 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly Qualified Teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Corporate Director - Children's and Young People's Service for North Yorkshire.

Yours sincerely

Christopher Keeler
Her Majesty's Inspector

January 2012



Annex

The areas for improvement identified during the inspection which took place in February 2012

- Introduce more rigorous safeguarding arrangements to comply with, and fully meet requirements, so that the needs of all pupils whose circumstances make them vulnerable are identified, monitored and met effectively by senior leaders and the governing body.
- Improve the achievement of pupils, especially those with special educational needs, in English and mathematics across Years 1 to 6 by:
 - ensuring that teachers assess accurately and regularly the progress of all pupils
 - introducing rigorous procedures to check pupils' progress throughout the year and tackle underperformance
 - providing consistently high-quality opportunities for pupils to share ideas about their work, apply mathematical skills in real-life contexts, and write with increasing accuracy and meaning for different audiences and purposes.
- Improve the quality of teaching so that none is inadequate and most is good by:
 - ensuring activities are stimulating and enjoyable, and reducing the amount of time that teachers take to introduce and explain the activities
 - matching activities more closely to the needs of all pupils, especially those with special educational needs
 - maximising opportunities in lessons to assess informally how well pupils are learning and providing helpful feedback to enhance their understanding.
- Reduce persistent and low-level disruption in some years by encouraging pupils to participate sooner in 'hands on,' interesting, experiences.
- Improve the school's leadership and management at all levels by:
 - ensuring that self-evaluation is more systematic and accurate
 - distributing responsibilities evenly across the school and developing the roles of all leaders and managers
 - providing members of the governing body with regular, detailed reports about the school's work so that governors can fulfil their statutory duties to check on the school's overall performance
 - enhancing the curriculum so that pupils' key skills and qualities are developed across all years in a planned and cohesive manner.

Special measures: monitoring inspection of St George's Roman Catholic Primary School

Report from the second monitoring inspection on 28 and 29 November 2012

Evidence

The inspector observed the school's work, scrutinised documents and met with the members of the governing body, staff, pupils and representatives from the local authority and the diocese.

Context

The headteacher at the time of the previous inspection has now left the school. With effect from April 2012 the acting headteacher from a neighbouring school was seconded to lead the school. A new deputy headteacher and two teachers took up their posts at the beginning of the autumn term 2012. The governing body is seeking to appoint a new substantive headteacher.

Achievement of pupils at the school

The end of Year 6 national tests in 2012 showed that attainment met the government's floor targets. An analysis of school held data, outcomes of lesson observations and a scrutiny of pupils' work indicate that achievement is on track to rise this year. Pupils are making better progress than at the time of the previous inspection due to improvements in the quality of teaching throughout the school. However, there remains room for further improvement in respect of mathematics and writing in both key stages. This is because there are gaps in pupils' skills and knowledge which are a legacy of inadequate teaching. The progress made by pupils with disabilities and those with special educational needs is improving following a review of support undertaken by senior leaders.

Progress since the last monitoring inspection on the areas for improvement:

- improve the achievement of pupils, especially those with special educational needs, in English and mathematics across Years 1 to 6 – satisfactory

The quality of teaching

The overall quality of teaching has improved noticeably since the previous inspection. New teachers, which accounts for nearly two thirds of the staff, have quickly established positive relationships with pupils and gained a thorough understanding of pupils' abilities. Improvements in teaching that are enhancing pupils' progress include: better use of assessment which enables gaps in pupils' skills and knowledge to be tackled effectively; higher expectations of what pupils are capable of achieving; and lessons that stimulate and actively involve pupils in their learning. As a consequence, pupils are enjoying their learning

more and this is a major reason why they are making better progress. A small proportion of teaching still requires improvement. Where this is the case, pupils are still not being sufficiently challenged due to a lack of awareness of what they have previously achieved. This results in tasks not being well matched to pupils' learning needs and therefore inhibits progress. Teaching assistants are better deployed during lessons and are becoming increasingly more involved in supporting learning. However, the support often lacks rigour and challenge which belies a lack of skills and confidence that has yet to be addressed through targeted training. Senior leaders are aware of this and plans are in hand to address the matter.

Progress since the last monitoring inspection on the areas for improvement:

- improve the quality of teaching so that none is inadequate and most is good – satisfactory

Behaviour and safety of pupils

There is considerably less low-level disruption during lessons than there was at the time of the previous monitoring inspection. This is because pupils are more purposely involved during lessons and the overwhelming majority of teachers' expectations regarding the quality of pupils' work, are higher. Pupils now listen attentively to instructions, relate well to each other and demonstrate an increasing ability to work cooperatively. All staff at the school take their responsibility for safeguarding seriously. Issues relating to safeguarding that were identified in February 2012 have been effectively addressed. Systems relating to the identification and support for vulnerable pupils have been put into place and all documentation relating to individuals is kept in a secure location. A review of pupils' needs has taken place and, as a result, appropriate support and safeguarding are in place for all identified pupils.

Progress since the last monitoring inspection on the areas for improvement:

- introduce more rigorous safeguarding arrangements to comply with, and fully meet requirements, so that the needs of all pupils whose circumstances make them vulnerable are identified, monitored and met effectively by senior leaders and the governing body – good
- reduce persistent and low-level disruption in some years, by encouraging pupils to participate in 'hands on', interesting experiences – good

The quality of leadership in and management of the school

The acting headteacher has been extremely influential in driving the improvements necessary to improve the quality of provision. She knows what needs to be done in order to raise achievement and has the leadership skills necessary to bring this about. At present, it is not clear as to how long she will be at the school and this needs to be resolved as a matter of urgency. The recent appointment of the deputy headteacher has strengthened the capacity of leadership. Subject leaders with responsibility for English and mathematics have only been in place since the beginning of the autumn term. Up until now they have,

understandably, focused on establishing good classroom practice. This has meant that they have had insufficient time to engage fully in their roles as middle leaders and therefore have an impact on achievement. An in-depth audit of the curriculum in relation to their subject areas, leading to a detailed plan of action to raise achievement which can be checked against outcomes is not yet in place. Governors have a much clearer understanding of the work of the school. Weekly meetings between governors and school leaders mean they are much better informed and well placed to challenge and support the school. This represents a significant step forward.

Progress since the last monitoring inspection on the areas for improvement:

- improve the school's leadership and management at all levels – satisfactory

External support

The local authority continues to support the school effectively in relation to strengthening leadership and improving classroom practice. The local authority and the diocese are working effectively in partnership to assist the school, particularly in securing and sustaining high calibre leadership.