

St George's Church of England School, Bourton

Church Track, Bourton, Gillingham, Dorset, SP8 5BN

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils' achievement is outstanding. All groups of pupils, including disabled pupils and those who have special educational needs, make exceptional progress from their starting points.
- Progress is particularly rapid in Reception, where the teaching and leadership are major strengths of the school.
- Standards in reading, writing and mathematics are well above those of most schools nationally. Pupils are also taught how to think for themselves.
- Outstanding teaching and pupils' obvious eagerness to learn inspire them to work hard, so that most reach their full potential and are exceptionally well prepared for their move to secondary school.
- Teachers have clear learning objectives and use a wide range of resources to move pupils' learning on. They also use support staff outstandingly well to ensure that those pupils with learning difficulties share in the excellent progress.
- Behaviour in lessons and around the school is exemplary. Pupils are polite and considerate. They feel very safe and well cared for. Attendance is high, well above average.
- The school's leadership manages teaching and learning very effectively. Leaders check the quality of teaching and learning systematically, evaluate the school accurately and plan appropriately for further improvement, building steadily on progress already made since the previous inspection.
- Pupils love the curriculum, especially the range of classroom topics. They are also very enthusiastic about the range of school clubs and out-of-school visits, for example to Bristol.
- Governors are very knowledgeable and active in the school, rigorously holding the leadership to account.
- Parents are very supportive of the school and the vast majority believe their children have an all-round excellent experience at school.

Information about this inspection

- The inspector observed seven lessons, taught by seven teachers. Two of the lessons were observed jointly with the headteacher. The inspector also visited several shorter sessions in order to observe reading, see support staff working with individual pupils, observe the teaching of letters and sounds (phonics) and look at pupils' books.
- The inspector met with a group of pupils, three governors, the headteacher and other staff. He also had a telephone conversation with a representative of the local authority.
- The inspector observed the school's work and examined a variety of documentation, including the school improvement plan, the school's self- evaluation, records of the senior leadership's monitoring, data on pupils' progress and documents relating to safeguarding.
- The inspector took account of 31 responses received on-line from parents (Parent View) in addition to 17 staff questionnaires.

Inspection team

John Laver, Lead inspector

Additional inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for extra funding through the pupil premium, mostly pupils known to be eligible for free school meals and pupils from service families, is well below average.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported at school action is above the national average, but the proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage are taught alongside a few Year 1 pupils. All pupils are taught in mixed-age classes.
- There is no alternative provision for pupils.
- There is a privately run pre-school on the school site, which has links with the school but is not managed by the governing body.

What does the school need to do to improve further?

- Improve on the already rapid progress in writing by ensuring that teachers always provide enough opportunities for pupils to write more, and in depth, when studying the various topics across the curriculum.

Inspection judgements

The achievement of pupils

is outstanding

- Children join Reception with levels of skill and knowledge which vary from year to year but are usually typical for children of their age. Pupils of all abilities make outstanding progress in Reception and continue to do so throughout the rest of the school, leaving Year 6 with levels of attainment well above those achieved nationally.
- Progress is consistently exceptional in Reception. Children were observed eagerly and rapidly learning how to link sounds and letters and also making great strides in personal development. They listen to the teacher when expected to, but also show confidence and initiative when working or playing together away from the teacher. Children enjoy talking to adults about what they are doing and planning to do next.
- Disabled pupils and those who have special educational needs share in the outstanding progress because they are exceptionally well supported both in and out of classroom lessons.
- Pupils known to be eligible for the pupil premium, who are those from service families or known to be eligible for free school meals, or looked after children, achieve at a much faster rate than do pupils nationally, as reflected in their higher than average points scores by the end of Year 6. This is because the funding these pupils attract is used constructively to provide extra resources and staff support. For example, it is used to provide one-to-one support for pupils with particular learning needs.
- Speaking and reading skills are very high in all classes, including Reception. Many pupils speak confidently and clearly, and read with levels of accuracy and fluency much higher than those expected for their age. Pupils did not achieve highly in the first Year 1 phonics check because the school did not make it a priority, but now it ensures that pupils are on track to achieve very highly in this skill.
- Pupils make rapid progress in their writing, although some make less rapid progress than in other skills, because they do not always have enough opportunities to write in depth when working on topics outside literacy lessons.
- The outstanding learning which is characteristic of all groups of pupils in the school, including both boys and girls of all levels of ability, is identified in the school's own monitoring records and assessment data. This excellent learning was also observed in several lessons during the inspection. For example, younger pupils learning about the human body in science benefited from the teacher's imaginative use of resources such as photographs and songs to learn how to construct a 'skeleton' whilst also learning an impressive range of technical vocabulary.
- A strong feature of the learning is the way pupils are taught to think critically for themselves and use their imagination. This was evident, for example, in older pupils' history work, which contained imaginary letters to the rulers in support of building the Parthenon in Ancient Greece.
- Most parents rightly believe that their children make rapid progress in school.

The quality of teaching

is outstanding

- Teaching has improved since the previous inspection five years ago. Teaching across all year groups is now at least consistently good, and more often than not, outstanding. This is evident from lesson observations, the school's records, and the well above average results from national tests over several years.
- In most lessons, teachers encourage pupils to learn actively and think for themselves. Teachers give lively introductions to lessons, explain learning objectives clearly and match work well to the learning needs of different pupils. High expectations, combined with pupils' evident eagerness to learn, result in the outstanding progress of all pupils, including disabled pupils and those who have special educational needs.
- Teaching assistants play a full part in ensuring outstanding progress. They share teachers' high expectations, planning jointly with teachers, and supporting pupils outstandingly well both in the

classroom and in intervention sessions outside it

- Teachers mark pupils' work with informative comments to help pupils improve it further. Pupils know their individual targets and, like their parents, acknowledge the excellent teaching which makes their lessons enjoyable.
- Pupils like and respect their teachers, want to do well and work very hard, both when together as a whole class and when working away from the teacher's direct control.
- Teachers use technical language very effectively in mathematics and literacy lessons to further pupils' knowledge. They use guided reading sessions very well to build on pupils' enjoyment of reading and ensure a high level of skill.

The behaviour and safety of pupils are outstanding

- Pupils' enthusiasm for school is reflected in above average attendance, an issue addressed from the previous inspection.
- Behaviour is exemplary both in lessons and around the school.
- There have been no exclusions in the last three years.
- Pupils are very knowledgeable about the different situations which constitute bullying, but are insistent that bullying is not an issue in the school. They understand the implications of potential threats such as e-bullying, and the school teaches them how to keep safe.
- Parents and pupils are unanimous in confirming that the school is a very safe and welcoming environment.
- Pupils love to take on responsibility, and older pupils would welcome even more opportunities. Pupils value the school council, which they run themselves and which meets frequently. Members plan joint projects with school councils in other local schools. Pupils also greatly enjoy helping younger children in the school.
- Pupils are regarded outside the school as being very well behaved and are excellent ambassadors for the school. They work hard to raise funds for several charities in Britain and around the world.
- Pupils have a very well developed understanding of the range of beliefs and experiences of people in different cultures. They talk enthusiastically and knowledgeably about their visits to a Bristol mosque. They also enjoy the visits provided by the school, including the residential experiences at activity centres.

The leadership and management are outstanding

- The school leadership and governors have kept a strong focus on continuing improvement. This is very evident in the improved achievement, teaching and behaviour since the previous inspection. The school shows a strong capacity to maintain improvement.
- All staff are enthusiastic about what the school achieves, as shown by the unanimously positive responses in the staff questionnaires.
- The leadership checks the quality of teaching regularly and rigorously. Subject leaders do some of this monitoring when their subjects are part of the focus of the school's improvement plan.
- All teaching staff welcome the range of opportunities for professional development, some of which take place within the local school's partnership, currently chaired by the headteacher.
- There are strong links with other schools in the partnership. For example, the Early Years leader has close working links with local pre-schools, including the one on site.
- There are also links with the local secondary school, enabling pupils to use its facilities and take part in joint projects. Year 6 pupils are very well prepared for moving on to the next stage of their education.
- Pupils greatly enjoy the curriculum, which offers what they call 'fun lessons'.
- Because of its strong performance, the school receives little direct support from the local

authority. However, the local authority celebrates the school's strengths as an example to others of very excellent practice in areas such as Early Years education.

- The headteacher manages the performance of his experienced staff effectively. All teaching staff have leadership responsibilities, and their pay is closely linked to the progress made within the school. There are clear expectations of staff accountability, and these are linked to good opportunities for their professional development.
- The leadership manages pupil premium funding very successfully. The provision of additional resources and other opportunities for those pupils eligible for the funding has contributed to their outstanding progress.
- Equal opportunities for all ensure that all pupils are successful at school. In addition, the absence of any discrimination and the supportive Christian ethos of the school explain why parents consider this a 'happy place'.
- There is outstanding provision for spiritual, moral, social and cultural development. Reflection is strongly promoted, as observed in a 'Be prepared' assembly. Cultural enrichment is strengthened by high quality music and pupils' success in productions. The school also has a good record of sporting success.
- The school meets all safeguarding requirements. Pupils are taught safety awareness and all staff are trained in appropriate procedures to ensure pupils' all-round well being.
- **The governance of the school:**
 - Governance has improved since the previous inspection. Governors are knowledgeable and well trained and challenge the leadership constructively in supporting the drive to maintain excellence. Governors actively find out for themselves what goes on in the school and what pupils think, by talking to them and conducting surveys. Governors check how the pupil premium is used and evaluate its success in raising achievement. They know the strengths in teaching and achievement and manage the performance of senior staff well, ensuring accountability. Governors promote equal opportunities and keep a very balanced view of the school's objectives. They firmly believe that pupils should not only be well cared for but should also reach high standards, and their active involvement helps to ensure that this happens.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113756
Local authority	Dorset
Inspection number	403212

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Frank Attrill
Headteacher	Michael Salisbury
Date of previous school inspection	21 May 2008
Telephone number	01747 840409
Fax number	01747 841019
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