

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566932
Direct F 01695 729320
Direct email:
hcarnall@cfbt.com



14 March 2013

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 12 and 13 March 2013, 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 third 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 – good

Progress since previous monitoring inspection – good

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 third monitoring inspection on 12 and 13 March 2013

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior and subject leaders, the Chair of the Governing Body and representatives from the local authority and the diocese.

Context

The headteacher at the time of the previous inspection has left the school. With effect from April 2012 a headteacher from a neighbouring school was seconded to lead the school. Since January 2013, following the appointment of a permanent deputy headteacher her involvement has reduced in order to meet the needs of both schools. A newly qualified teacher was appointed to the school at the beginning of the spring term and is responsible for teaching a mixed class of Year 3 and 4 pupils.

Achievement of pupils at the school

Attainment in English at the end of Year 6 was in line with the national average in 2012. In mathematics it was below the national average but not significantly so. As the quality of teaching has continued to improve so has pupils' progress. Pupils currently in Year 6 are on track to attain standards in English and mathematics above those achieved in 2012. Pupils in Year 5 are benefitting from a period of sustained good teaching that has enabled gaps in their skills, knowledge and understanding to be tackled quickly. As a result, these pupils are progressing particularly well. Improved progress by all groups, including those with disabilities and special educational needs is supported by an analysis of school held data, a scrutiny of pupils' work and the outcomes of lesson observations carried out during the inspection. While progress is improving across the school, there remains room for further improvement within Key Stage 1.

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 – good

The quality of teaching

Improvements in teaching are continuing to enhance pupils' progress. No inadequate teaching was observed during the monitoring visit and this represents a significant step forward since the previous inspection. Lessons are well planned and no time is lost through prolonged introductions by the teacher. There is a much greater emphasis on pupils being actively engaged in their learning. Teachers are using assessment better to identify pupils'

misconceptions during lessons and then planning to tackle them. This is particularly apparent in Years 5 and 6. However, while better than in the past, this practice is inconsistent within Key Stage 1. Expectations of what pupils are capable of are higher than they have been for some time and this is evident through greater challenge. Pupils are responding positively during lessons because they are more interested in what they are doing. It is reflected in their improved attitudes to learning during lessons and this is also helping them to make better progress. Pupils now work collaboratively; sharing and discussing ideas during lessons and this enhances their understanding especially when accompanied by teachers' questions which require pupils to manipulate ideas before responding. The contribution made by teaching assistants to pupils' learning has improved significantly since the previous monitoring visit. Training has been given in the delivery of intervention programmes in English and mathematics. They are now much more confident in what they are expected to do. Less-able pupils and those with disabilities and special educational needs are making much better progress because they are now more effectively supported by teaching assistants. As a result, the gap in attainment between these groups and all groups nationally is narrowing.

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 – good

Behaviour and safety of pupils

Pupils' behaviour has continued to improve. The low-level disruption identified during the previous inspection is no longer evident. This is because all staff now take responsibility for behaviour management, they are well supported by teaching assistants and the agreed behaviour policy is closely adhered to. However, the most significant factor is that pupils are more interested in what they are doing during lessons and therefore enjoy their learning. Pupils are taking more care, for example, the quality of presentation has improved since the previous monitoring visit and this is bringing about a sense of pride in what they do. Pupils are polite and helpful, especially to visitors and this is emerging as a feature of the school. Issues relating to safeguarding identified in February 2012 have been effectively addressed. Plans are in place to review all safeguarding measures on a regular basis.

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 headteacher continues to drive improvement effectively and is sustaining the pace of change. All staff share a common understanding of what needs to be achieved and by

when. The headteacher is ably supported by the deputy headteacher and together they are improving provision and creating a strong sense of teamwork. Emphasis has been placed on securing quality teaching and this is proving successful as pupils' progress improves. Senior leaders are aware that there remains room for further improvement and have plans in place to do so. However, the quality of teaching has improved considerably since the previous inspection. This is due to the rigorous manner in which weaknesses have been tackled by leaders at all levels. The most notable improvement since the previous monitoring visit is the extent to which the subject leaders for English and mathematics are engaged in monitoring the curriculum, planning for improvement and evaluating how changes are promoting pupils' progress. This is enabling them to play a full part in the improvement process. The governing body is well led by the Chair of Governors. Governors have a much clearer understanding of achievement and teaching. They are now well informed enabling them to challenge and support the school leadership. They are making an increasingly valuable contribution to the ongoing development of the school.

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

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

External support

The local authority continues to effectively support the school in relation to strengthening leadership and management and improving teaching through professional development opportunities.