

# St George's Roman Catholic Primary School

Overdale, Eastfield, Scarborough, North Yorkshire, YO11 3RE

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- While attainment is in line with national expectations by the end of Year 6 the proportion of pupils reaching the higher level in writing is not good enough.
- Too few pupils are making progress at a better than expected rate, particularly within Key Stage 1.
- Pupils' progress, particularly in writing and mathematics, is not uniformly good in all classes.
- While improving significantly, not all teaching is good because expectations are not high enough. This is why achievement is not as high as it could be.
- On some occasions, pupils misconceptions during lessons are either not identified or if they are, not responded to quickly enough.
- Subject leaders in English and mathematics do not have sufficient opportunities to monitor and support teaching and learning.

### The school has the following strengths

- Children in the Early Years Foundation Stage are taught well and develop positive attitudes towards learning.
- The headteacher and the governing body are committed to raising achievement and promote teamwork effectively.
- The headteacher uses performance management well to promote effective teaching and learning.
- There are examples of good teaching in all key stages.
- Pupils behave well during lessons and display positive attitudes to learning. They are courteous and polite.
- Pupils eligible for the pupil premium funding have made similar and often better progress than other pupils in mathematics and English over the past year. As a result, the gap in performance with pupils nationally has narrowed.

## Information about this inspection

- The inspector observed 11 lessons or parts of lessons across the school of which one was undertaken jointly with the headteacher.
- Pupils' books were checked and the inspector listened to some children read.
- Meetings were held with the headteacher and deputy headteacher, subject leaders, the Chair and vice-chair of the Governing Body and a representative from the local authority.
- The inspector met with a group of pupils and talked to pupils during lessons.
- The inspector examined a number of documents, including the school's data on pupils' progress, the school improvement plan, records relating to the checking of teaching and learning, evidence about how performance management is carried out and records and policies relating to safeguarding.

## Inspection team

Christopher Keeler, Lead inspector

Her Majesty's Inspector

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

### Information about this school

- The school is smaller than most primary schools nationally.
- Around a fifth of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces. This is below the average for schools nationally.
- The number of disabled students and those with special educational needs who are supported at school action, school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is well below the national average, as is the proportion requiring additional support because their first language is not English.
- The school meets the current government's floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Following the previous inspection an experienced headteacher from within the local authority was seconded to lead the school. Four new members of staff, one of which is the deputy headteacher also joined the school during the current academic year. A new headteacher has been appointed and will take up the post at the beginning of the autumn term 2013.
- Following the inspection in February 2012, the school was judged to require special measures.

### What does the school need to do to improve further?

To improve pupils' achievements to good, particularly in writing the school needs to take the following action.

- Improve pupils' writing skills by:
  - providing more planned opportunities for pupils to apply their writing skills in all subjects and not solely during literacy lessons
  - ensuring that pupils write at length more frequently with an increased emphasis on the accuracy of spelling and punctuation
  - encouraging positive attitudes to writing through more appropriate and stimulating activities
  - placing greater emphasis on developing pupils' handwriting so that letters are accurately formed and joined.
- Improve the quality of teaching by:
  - raising teachers' expectations of what all pupils are capable of achieving, especially within Key Stage 1
  - making better use of assessment during lessons by responding to pupils' learning needs more quickly
  - ensuring that during lessons teaching assistants are more effectively deployed to support pupils' learning.
- Improve leadership and management by:
  - further developing the role of subject leaders so that they are more involved in monitoring and supporting the quality of teaching and learning throughout the school.

## Inspection judgements

### The achievement of pupils

### requires improvement

- When children start in the Early Years Foundation Stage, their skills and knowledge are broadly typical for their age. They get off to a good start so that by the time they enter Year 1 the overwhelming majority are equipped to access the National Curriculum.
- An increasing proportion of pupils are making progress at the expected rate or better. A scrutiny of pupils' work and an analysis of school-held data confirm that standards are rising faster in reading and mathematics than in writing.
- Pupils' writing skills are not as good because they do not have sufficient opportunities to write at length or in subjects other than literacy lessons. Resources to aid spelling are not always at hand during lessons and expectations of pupils' handwriting are not high enough.
- School leaders have identified those pupils that are behind and are providing effective additional support to help them catch up. As a result, they are making similar progress in relation to their starting points as other pupils. This includes less-able pupils, disabled pupils and those with special educational needs, and those whose first language is not English.
- While standards by the end of Year 6 in English and mathematics are average, they are rising. However, too few of the more-able pupils attain the higher levels, particularly in writing.
- The school has focused effectively on improving standards of reading. The teaching of phonics (the practise of linking letters and sounds) is helping pupils to read with increased fluency. There has been a significant improvement in pupils' reading skills and confidence, particularly by the end of Year 2, since the previous inspection.
- The gap in performance between those pupils eligible for pupil premium funding and pupils nationally is narrowing due to targeted and well delivered support programmes. At the beginning of the current year, pupils were on average 12 months behind in their literacy and numeracy skills. This has been reduced to nine and six months respectively.

### The quality of teaching

### requires improvement

- Achievement requires improvement because the quality of teaching is not yet good enough in all areas of the school. The proportion of good lessons is increasing but needs to improve further to overcome past underachievement and to ensure more pupils attain the higher levels, particularly in writing.
- Pupils make good progress when: teachers deliver lessons that are stimulating and sustain pupils' interest, teachers ensure that activities are carefully matched to pupils' learning needs, have high expectations, address pupils' misconceptions quickly and ensure that all pupils are actively involved in their learning through purposeful tasks that incorporate opportunities for discussion and reflection.
- Where teaching does not always support good progress, expectations of what pupils are capable of achieving are not high enough and work is not consistently matched to pupils' needs because their progress during lessons is not always assessed accurately or acted upon quickly.
- Teaching assistants are effective when delivering programmes that are designed to help pupils who have fallen behind in literacy and numeracy. In this respect they are making a significant contribution to learning. They are not as effective when deployed in the classroom. Too much time is wasted listening to the teacher and not enough on actively promoting learning. A good example of effective practice observed during the inspection was when a teaching assistant took a group of pupils to the hall so that could learn how to 'count on' by jumping along a number line. This gave the class teacher an opportunity to focus on a particular group of pupils who were learning how to solve more complex problems. This enabled all pupils to make progress.
- The quality of marking is generally good. Pupils are informed how well they have done and are praised for their effort. In many cases the teacher makes it clear how pupils could improve their

work but this is not always so.

- The relationship between staff and pupils is good. Classrooms are calm, ordered and informative learning environments where pupils may prosper.

### **The behaviour and safety of pupils are good**

- Pupils play and work well together. They are polite when addressing adults and visitors to school.
- The school provides a very caring and supportive environment in which all pupils are valued.
- Pupils demonstrate positive attitudes when undertaking their work. Staff have worked hard since the previous inspection to promote good working habits during lessons and have clear expectations in terms of behaviour. This is now paying dividends and is one of the reasons why achievement is improving.
- Pupils feel safe and enjoy school and this is reflected in their improving attendance. They are knowledgeable about different forms of bullying including, by text, use of the internet and verbal and physical harassment. Pupils are confident that bullying is rare but are just as sure that if it occurred it would be dealt with firmly. The school's behaviour and racist incident logs confirm that there is little disruption to learning.

### **The leadership and management requires improvement**

- The acting headteacher has provided clear direction and tackled the areas identified as requiring improvement at the time of the previous inspection rigorously. During her tenure the quality of teaching has improved and standards are rising. As a result, the school no longer gives cause for concern.
- The senior leadership team has a good understanding of the strengths and areas requiring development. This is based on accurate self-evaluation. The school development plan provides an appropriate vehicle through which improvement can be realised.
- Mechanisms are in place to accurately check pupils' progress throughout the school. Information is used to set targets for improvement and to hold teachers to account for the progress their pupils make.
- The school leadership has yet to secure good teaching in all key stages and this is why achievement is not as good as it should be.
- The subject leaders of English and mathematics joined the school during the current academic year. Their priorities, given the position of the school, have been to establish themselves as effective class teachers and to swiftly address gaps in their pupils' skills and knowledge. They have awareness of what needs to be done in order to raise achievement further but are not yet sufficiently involved in monitoring and supporting the quality of teaching throughout the school.
- Leaders at all levels work well together and there is a strong sense of teamwork emerging among staff that is helping to drive the improvement process.
- The arrangements to ensure equality of opportunity and the tackling of discrimination have improved notably since the previous inspection. The action taken to promote pupils' spiritual, moral and social development is good. It permeates the school and is reflected in pupils' good behaviour. However, their knowledge of other cultures is less well developed.
- The school meets requirements for safeguarding pupils.
- The local authority has provided effective support for the school.
- **The governance of the school:**
  - The Chair of the Governing Body has been responsible for improving its effectiveness. All statutory duties are met and governors now provide challenge and support in equal measure. The Chair and vice-chair are proactive in holding the headteacher and other members of the

senior leadership to account for improving the effectiveness of the school including pupils' safety and holding teachers to account for pupils' progress. As a body, governors are aware of the strengths and weaknesses of the school, including how effectively pupil premium funding is used to improve achievement for those pupils who are eligible, because they are kept informed of developments by the headteacher. However, more governors need to take a more active role in monitoring the school's effectiveness.

## 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

<b>Unique reference number</b>	121659
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	420673

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	107
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dianne Swiers
<b>Headteacher</b>	Eilis Siddall
<b>Date of previous school inspection</b>	22 February 2012
<b>Telephone number</b>	01723 583535
<b>Fax number</b>	01723 586679
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