

St George's Junior School

Woodfield Road, Shrewsbury, SY3 8LU

Inspection dates 13–14 November 2013

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

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils make consistently good progress across the school to reach standards that are well above average by the end of Year 6.
- Teaching is good and some of it is outstanding.
- Pupils behave exceptionally well in class and around the school. They feel valued and extremely well cared for. As a result, they are considerate and take very good care of each other. They say they enjoy coming to school and this is confirmed by their consistently high levels of attendance.
- The school has successfully weathered considerable upheaval and changes over the past two years. Under the strong leadership of the acting headteacher, and the support of the local authority and a much-strengthened governing body, it has successfully maintained its historically high standards throughout this difficult period.
- The curriculum is enhanced through specialist teaching of French and music and by a wide range of sporting and cultural activities.
- Provision for disabled pupils and those who have special educational needs is outstanding. Well-planned programmes of support and additional help from highly effective support staff ensure that their needs are fully met.

It is not yet an outstanding school because

- Not all lessons proceed at a brisk pace.
- Subject leaders are not yet making enough use of the school data about each pupil's progress to improve standards in their area of responsibility.

Information about this inspection

- The inspectors observed 23 lessons, four of which were observed jointly with the acting headteacher.
- Inspectors observed pupils in lessons, at play, during lunch and as they moved around the school.
- Discussions were held with staff, the Chair and other members of the Governing Body, and a representative of the local authority.
- A range of documentation was reviewed by the inspection team, including records of the monitoring of teaching and pupils' progress, the school's own view of its performance and the school development plan. In addition, safeguarding documentation and reports from the school improvement adviser were reviewed.
- The inspectors took account of the 101 responses to the online questionnaire (Parent View) and the 14 responses to the staff questionnaire received during the inspection. Inspectors also spoke to a number of parents at the start of each day.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Elaine Stevens

Additional Inspector

Frances Millett

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized junior school.
- The great majority of pupils are from White British parents.
- The proportion of pupils eligible for the pupil premium is below average. The pupil premium is additional funding allocated to schools for pupils known to be eligible for free school meals, children looked after by the local authority, and some other groups.
- The proportion of pupils supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has been led by an acting headteacher for the last year. A new substantive headteacher has been appointed and will take up the post in January.

What does the school need to do to improve further?

- Improve the already good quality of teaching to outstanding by:
 - ensuring that all lessons move along at a brisk pace
 - making more consistent use of highly skilled teachers to model outstanding practice across the school.
- Ensure that key subject coordinators receive the necessary support and training to enable them to make full use of the school's data in order to further improve standards in their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Achievement is good because the school has been successful in maintaining standards that are consistently well above average. The standard of pupils' work is high when they start in Year 3, and, for the last five years, it has been consistently well above national averages by the time they leave. This pattern is confirmed by the results of the 2013 national tests. The proportion achieving the higher levels in reading, writing and mathematics is much greater than seen nationally. As a result, pupils are very well prepared for the next stage of their education.
- Pupils of all abilities make equally good progress. Disabled pupils and those who have special educational needs receive excellent support in school. This is through a mixture of individual, paired and small-group work. As a result, they are helped to become fully involved in all activities and make good and at times outstanding progress as a result.
- The school's provision for pupils with a statement of additional need is especially strong, as a number of parents made clear to inspectors. Parents are fully involved in all decisions and kept very well-informed about their child's progress. The transition arrangements for pupils when they leave the school for secondary school are very well-organised and the responsible teacher enjoys the full confidence and support of parents.
- Gifted and talented pupils make good progress because they are well supported and challenged.
- The school has used its pupil premium funding well to provide specific support for eligible pupils. The use of the funding to provide individual one-to-one support in literacy and numeracy is carefully reviewed to ensure that it has the maximum impact on pupils' learning. Care is taken to ensure that those eligible for the pupil premium are able to take part in all the school has to offer. As a result, across the school, these pupils make good progress. There is no gap between their attainment and that of their peers in English. There was a gap of about two terms in mathematics in 2013, but that gap is narrowing.
- Reading is highly valued in the school. Pupils are encouraged to talk about their favourite writers and the books they enjoy. They read widely both in and out of school.

The quality of teaching is good

- Teachers establish very positive relationships with their pupils and expect them to do their very best. They ensure that the purpose of the lesson is clearly shared with pupils and, as a result, pupils have a good understanding of what they are expected to learn.
- Teachers provide good opportunities for discussion and use questioning well to gauge and guide pupils' understanding. In the best lessons, they allow pupils the opportunities and encouragement to work independently.
- Where teaching is outstanding, pupils are inspired by the teacher's enthusiasm and strong subject knowledge. They are fully engaged in their learning and rise to their teacher's high expectations and to the challenge of the tasks set. No time is wasted. Pupils learn at a rapid pace and are highly productive. They know how well they are doing and are able to review their own and others' work accurately.
- Teachers and a team of teaching assistants provide outstanding support for disabled pupils and

those who have special educational needs. This ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning. As a result, they build systematically on what they already know and can do, making good and often outstanding progress on the way.

- Marking is regular and of good quality. In the best cases, teachers make suggestions about how pupils can improve their work and pupils have opportunities to respond to their teachers' comments but this is not yet consistent across the school. Homework is used appropriately to consolidate and extend pupils' learning.
- Although a number of outstanding lessons were observed, teaching is not yet outstanding overall. In a small minority of lessons, often after a brisk introduction, pupils are left for too long to work at their own pace without any work or time targets. When this happens, some pupils slowly begin to lose concentration.

The behaviour and safety of pupils are outstanding

- Pupils are extremely proud of their school. They take great delight in talking about their work and their achievements. They say they thoroughly enjoy school life and are given opportunities to take part in decision making. Recently, responsibilities included interviewing prospective candidates for the headship of their school.
- Behaviour in lessons is excellent and is a significant factor in the good or often excellent progress that pupils make in lessons. Pupils are extremely attentive and responsive. They quickly settle to the tasks they are set and show a high degree of perseverance.
- Pupils say they feel very safe in school. They trust that adults will listen if they have any problems and will help them to resolve any concerns that they have.
- Pupils have a good understanding of the different forms of bullying but state clearly that bullying does not take place. They have a good knowledge of how to keep themselves safe, including when using the internet.
- Levels of attendance are consistently high and pupils arrive at school punctually.
- The school's active promotion of pupils' social, moral, spiritual and cultural development is clearly evident in lessons as teachers consistently convey high expectations about behaviour, cooperation and teamwork.

The leadership and management are good

- The acting headteacher's strong leadership has had a significant impact on the way the school is rapidly driving improvements.
- Under the leadership of the acting headteacher, staff development has been given a very high priority. Rigorous performance management systems support teachers and reward the best teaching. Teachers are beginning to share good practice although there is room for more opportunities for the school's outstanding teachers to share and 'model' their work around the school in order to improve the overall quality of teaching to outstanding.
- The acting headteacher has introduced a new, rigorous whole-school assessment and tracking

system. All pupils' progress in reading, writing and mathematics is checked rigorously and tracked as they move through the school. Termly meetings between the headteacher and individual class teachers about pupils' progress are held to discuss the information gained. These meetings ensure that teachers have a good understanding of how well pupils in their charge are doing and the action they should take to support and help them to reach their challenging targets.

- The new senior leadership team is working effectively to develop the necessary skills and management qualities to enable them to get the best from their colleagues and ensure that the school's priorities and ambitions are met. In particular, in order to make further improvements in pupils' progress, their skills in analysing and interpreting the data available on pupils' progress in their areas of responsibility require further improvement.
- Care is taken to ensure that pupils eligible for the pupil premium are able to take part in all the school has to offer. The progress of these pupils and that of pupils who have special educational needs is checked constantly to ensure that the range of additional support provided has a positive impact.
- Although, at the time of the inspection, the school had not received its national sports funding for primary schools, additional skilled support and training was already in place. The school competes widely in a number of challenges and tournaments, and pupils have access to many sporting activities.
- The school received considerable and effective support from the local authority during the recent disruptions to leadership and teaching.
- **The governance of the school:**
 - The governing body is relatively new, having reformed over the past two years. It is rigorously supporting the school to fulfil its ambitions, whilst successfully acting as a 'critical friend'. Governors closely question the quality of teaching and support leaders in their monitoring of it. They ensure that teachers' pay is linked to the progress of their pupils. They have worked carefully and consistently to ensure that safeguarding policies and practices meet national requirements. They have a good understanding of how the school uses its resources, including the effective use and impact of pupil premium funding.

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	123394
Local authority	Shropshire
Inspection number	413191

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Gary Turner
Headteacher	Geraldine Dunkerley (Acting Headteacher)
Date of previous school inspection	13 November 2008
Telephone number	01743 357133
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