

St George Church of England Primary School

Queen's Parade, Bristol, BS1 5XJ

Inspection dates 20–21 May 2015

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Leadership at all levels is good. Senior leaders' and governors' clear vision and determination have brought about substantial improvements to the quality of teaching and pupils' achievement since the previous inspection.
- Governors have greatly improved their ability to challenge senior leaders. They are well informed about the quality of teaching and pupils' achievement.
- Teaching is consistently good across all year groups and subjects.
- Pupils' achievement has improved since the previous inspection. All groups of pupils, including disadvantaged pupils, disabled pupils and those who have special educational needs, achieve well.
- Children get off to a good start in the early years because well-planned activities develop children's enthusiasm for learning. They are well prepared for Year 1.
- Pupils behave well in lessons and around the school. They know they are part of a very caring community where they are safe and secure. By the time they leave, most pupils have developed mature attitudes towards their learning.
- Pupils from all backgrounds and cultures work and play together very well.
- The school's curriculum supports pupils' spiritual, moral, social and cultural development very well. It promotes British values, such as tolerance, well and prepares pupils effectively for life in modern Britain.

It is not yet an outstanding school because:

- Too few pupils reach the higher levels in reading, writing and mathematics in Key Stages 1 and 2 because, until recently, they lacked the skills needed to reach these levels.
- The most able pupils do not reach the standards of which they are capable because in some year groups teachers set work that is too easy for them.
- The quality of presentation of pupils' work varies too much and sometimes shows careless mistakes.
- Teachers do not consistently check that pupils have acted upon their suggestions for improving their work.

Information about this inspection

- The inspector observed nine lessons. Five of these observations were completed jointly with the headteacher. The inspector also observed pupils at breaks and lunchtimes.
- Discussions were held with pupils, staff, governors, the headteacher and a representative from the local authority. A telephone discussion was held with a representative from Aspire, the nationally approved partnership programme.
- The inspector took account of the 24 responses to the online questionnaire, Parent View, and of conversations with parents and carers.
- A wide range of documents was examined, including samples of pupils' work, information about pupils' progress, the school's improvement plan and view of its own performance, records of behaviour, and safeguarding documents.
- The inspector listened to pupils read, and observed the teaching of phonics (the sounds linked to letters).

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is above the national average. The pupil premium is additional funding for pupils who are looked after by the local authority or known to be eligible for free school meals.
- The proportion of pupils who are from minority ethnic groups is well above average and rising.
- A well above average and increasing proportion of pupils arrive at the school at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils who join or leave the school part-way through their primary education is high, particularly in Key Stage 2.
- Pupils are taught in four mixed-age classes: Nursery and Reception; Year 1 and Year 2; Year 3 and Year 4; and Year 5 and Year 6.
- Nursery-age children attend part time, and Reception children attend full time.
- The school operates on a split site. Classrooms for Key Stage 1 and Key Stage 2 pupils are on the main school site and the early years provision is in an annex on a separate site a short walk away.
- Before-school provision in the form of a breakfast club is run by the school and formed part of this inspection.
- There have been considerable changes to the teaching staff and the governing body since the previous inspection.
- The school has been supported by Aspire, a nationally approved partnership programme.
- No judgement can be made on whether the school meets the government's current floor standards because there were too few pupils in Year 6 in 2014.

What does the school need to do to improve further?

- Improve teaching and increase the proportion of pupils reaching the higher levels in reading, writing and mathematics in Key Stages 1 and 2 by making sure that all teachers:
 - consistently set challenging work for the most able pupils so that they make the progress they should
 - check that pupils always act upon their good advice on how to improve their work
 - encourage all pupils to take a greater pride in the presentation of their work.

Inspection judgements

The leadership and management are good

- Leaders have successfully steered the school through a period of staffing changes and developed a strong staff team. They have had a positive impact on raising pupils' achievement and improving adults' performance. They have established a good climate for learning in which pupils behave well and are keen to learn and in which teaching is good. Leaders at all levels provide excellent role models for others to follow. Staff morale is high and all teachers have good opportunities to develop their professional skills.
- The headteacher and other leaders complement each other's skills well and reflect upon their work. They check the school's performance regularly and have taken decisive action to eliminate weak teaching. Underperformance is robustly tackled and teachers are set challenging targets for improvement. As a result, teaching is now consistently good. Teachers are fully accountable for the standards that pupils achieve.
- Middle leaders lead their areas of responsibility well and have a good grasp of whether their actions are effective in raising pupils' achievement. The leadership of special educational needs is good. This is reflected in the good progress disabled pupils and those who have special educational needs make from their different starting points. The leadership of early years is also strong, as seen in the good progress of the school's youngest children.
- The school's evaluation of its own work is accurate and contributes well to priorities in the school improvement plan.
- The school successfully ensures that every pupil has an equal opportunity to achieve well. There is no discrimination and relationships are strong.
- The curriculum is well planned to meet the demands of mixed-age classes and the diverse school population. Pupils say work is interesting and they enjoy the different areas of study.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils learn about different cultures and the need to understand and to be tolerant of others in lessons and assemblies. They are well prepared for life in modern Britain.
- The school has used the pupil premium funding very well to provide effective one-to-one and small-group support for disadvantaged pupils. The impact of this can be seen in the very good progress of these pupils and in the narrowing of the gaps between the attainment of these pupils and others, both in the school and nationally.
- The primary physical education and sport funding is used well. Specialist expertise has simultaneously improved pupils' skills and the knowledge and skills of staff. A wider range of energetic activities has led to higher pupil participation and understanding of what constitutes a healthy lifestyle.
- Safeguarding procedures, including those for child protection, are effective and meet current government requirements.
- The local authority has supported the school well through regular reviews of its performance and by providing training. These activities have helped to improve key aspects of leadership, for example, the effectiveness of governance. The school has also taken full advantage of and benefited from working with Aspire.

■ The governance of the school:

- The restructured governing body is effective because governors use a wide range of information to check how the school is progressing towards its goals. For example, information about pupils' performance is supplemented by governors' own focused visits and reports from middle leaders. If they are unclear about something, governors ask for more information. As a result, they make informed decisions.
- School leaders are questioned closely if governors have any concerns. They are held to account for spending, including additional funding, such as the pupil premium and the primary sport funding.
- The governing body has an accurate picture of the quality of teaching and ensures that pay increases reflect good or better performance. They are not afraid to tackle weak teaching.
- Equality of opportunity is given strong emphasis and governors ensure that the school meets its statutory duties, including those related to safeguarding.

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

- The behaviour of pupils is good.
- Pupils' positive attitudes to learning make a strong contribution to their good personal development and academic progress. Pupils are proud of their school, want to do well and are attentive in lessons.
- Behaviour in lessons, in the playground and around school is good. Effective support has a positive impact on the behaviour of the school's most vulnerable pupils, including those who have difficulty managing their emotions and behaviour. Older pupils look after and care about younger ones and take responsibilities very seriously, such as being members of the Global Communities Team and the school council.
- Children in the early years quickly learn good social skills because staff focus very successfully on developing these qualities right from the start.
- There is a strong sense of community within the school because staff and pupils get along well together. The breakfast club provides an enjoyable start to the day for many pupils.
- Pupils in all year groups are confident that others will listen courteously to their views and suggestions. They particularly enjoy discussing their work in pairs or small groups.
- Relationships between adults and pupils are very strong and add greatly to pupils' enjoyment. In most lessons, pupils are absorbed in their work and want to do their best. However, not all pupils take as much pride as they should in the way they present their work and as a result sometimes make careless mistakes.

Safety

- The school's work to keep pupils safe and secure is good
- Parents and carers recognise that the school keeps their children safe. The school site is secure and staff are rigorously checked prior to appointment.
- School records show that incidents of racism or bullying are extremely rare. Pupils are well informed about different kinds of bullying. In discussion, they insist that incidents of inappropriate behaviour are dealt with swiftly and effectively. Pupils know that if they have concerns they will be listened to and that the problem will be swiftly acted upon.
- Pupils show a good knowledge of how to stay safe. They recognise potential dangers, including when using computers and the internet.
- Attendance has improved and is now average. The school has effective procedures for following up absence. Staff rigorously follow up pupils who leave the school other than at the usual times, keeping them on the school register until there is sufficient evidence of where they have gone to take them off roll. This conscientiousness has had a positive impact on reducing overall absence.

The quality of teaching is good

- The quality of teaching is consistently good. As a result, it helps pupils to make better progress in reading, writing and mathematics than in the past.
- Teachers have high expectations of pupils' progress and most pupils respond with positive attitudes to learning. This is particularly evident in pupils' enthusiasm for reading. However, there are times when the most able are not sufficiently stretched to apply skills already mastered in writing and mathematics to more challenging work.
- Improvements in the quality of teaching are evident in the work seen in pupils' books. There is a strong emphasis on the teaching of spelling, punctuation and grammar throughout the school. As a result, the quality of pupils' writing is improving rapidly.
- Support staff play a key role in helping pupils, particularly disadvantaged pupils, disabled pupils and those who have special educational needs, to achieve well. They are deployed well in class and when taking small groups. All adults are well trained and skillful in getting the best from their groups.
- Pupils work well cooperatively. They listen and value each other's opinions, for example, when exploring the feelings and actions of characters in the poem, 'The Highwayman', through role play in the Years 5 and 6 class.
- Reading skills and phonics are taught well. Teachers regularly provide opportunities for pupils to practice these skills when completing comprehension and writing activities.
- Improvements in the teaching of mathematics, following close tracking and analysis of pupils' progress,

have ensured the gaps evident in some pupils' learning, a result of previous weak teaching, have closed significantly.

- Teachers use effective questioning to encourage all pupils to think harder about complex ideas and issues. This leads to debates in class and pupils' improved communication skills.
- Pupils know how well they are doing and what they need to do to improve in their reading, writing and mathematics. This is as a result of the consistent and well-implemented marking policy. However some teachers do not ensure that all pupils act upon their good advice in order to make the most of their learning.
- Reading, writing and mathematics skills are applied and extended effectively in other subjects. For example, pupils confidently use their writing skills to record science investigations. They use their reading skills to research facts for topic work.

The achievement of pupils is good

- Pupils' achievement is good. As a result of good teaching, their progress is improving. Higher standards are evident in the school's records of pupils' developing skills and work in their books.
- Children are given a good foundation for their education in the early years. They make good progress from starting points that are well below those typical for their age.
- Pupils reached standards which, at the end of Key Stage 2 in 2014, were in line with the national average in reading and writing and below average in mathematics. The progress of these pupils over Key Stage 2 was above that seen nationally in reading and writing and similar to that seen nationally in mathematics.
- At the end of Key Stage 1 in 2014, results showed significant improvement from standards in 2013 but remained below the national average in reading, writing and mathematics. However, from where they started their education, this represented good progress for these pupils.
- Inspection findings based on observations of pupils' learning, work seen in pupils' books and school records show that pupils in all year groups are making good progress and that increasing proportions of pupils are working at the expected levels of skill for their age. As a result, most pupils currently in Year 2 and Year 6 are on track to make at least good progress. This is likely to lead to a rise in overall attainment in all subjects in both key stages.
- Too few of the most able pupils are likely to reach the higher levels of attainment this year. This is because some pupils are still making up lost ground caused by weak teaching of literacy and numeracy in the past. Teachers do not always have high enough expectations of what these pupils can achieve.
- Pupils who join the school late make very good progress from their starting points on entry to the school. However, many of these pupils do not have time to take full advantage of the good education it provides.
- Pupils' knowledge of phonics is now better than indicated by the Year 1 phonics screening check, where they scored below average in 2014. The school has improved the teaching of phonics and, from the evidence in books and from hearing children read, the inspector judged the proportion of pupils meeting the expected standard to be average or better.
- Pupils continue to show a strong interest in reading books and improving their spelling, punctuation and grammar skills. Daily activities help them to read fluently and write effectively. Older pupils read widely and often and talk enthusiastically about their favourite authors and themes.
- Pupils' good and improving problem-solving and investigative skills enable them to apply skills confidently in mathematics to aid their learning in a range of contexts.
- In 2014, disadvantaged pupils achieved better than their classmates by two terms in reading, writing and mathematics. However, they were one term behind other pupils nationally in writing and mathematics. They achieved as well as other pupils nationally in reading.
- The progress of disadvantaged pupils throughout the school is good and any gaps in their learning are closing rapidly. They achieve at least as well as their classmates and some achieve better. This is because of the effective use of the additional funding to provide well-targeted support. This leads to highly positive attitudes to learning that have a direct impact on improving pupils' achievement.
- The achievement of disabled pupils and those who have special educational needs is good and current pupils are making good progress from their starting points. This is as a result of the quick and accurate identification of needs and work being well tailored to match their abilities and interests.
- Pupils from minority ethnic backgrounds, including those at the early stages of learning English, have their needs quickly identified and make good progress in response to effective adult help.

The early years provision**is good**

- A team of committed and knowledgeable staff work harmoniously to the great benefit of the children in their care. This is as a result of good leadership of the early years provision. The team is in constant communication with parents and carers.
- Children start in the early years with skills and understanding at levels well below those typical for their age, and significantly below in personal, social and emotional development and reading and writing. The staff work hard to help the children build the initial social and personal skills that then allow them to achieve well and to make good progress in their learning.
- Good provision ensures that most children, including disadvantaged children, those who are disabled and those who have special educational needs are very well supported and make good progress from their different starting points. They leave the early years with knowledge, skills and understanding at levels close to those expected for their age in all areas of learning. They are well prepared for Year 1.
- The quality of teaching is good. Thorough and well-targeted planning makes good use of the setting and yet remains flexible, responding to the needs of the children. During the inspection, the children were very excited to make their own creatures from clay and natural materials and to show their creations around the outside learning area, confidently describing what they learn there.
- Teachers and support staff successfully develop children's speaking and listening skills and extend their vocabulary. The development of children's reading skills, particularly phonics, is given good attention. Children make good progress in working with number and solving basic problems. With good guidance and direction from adults, they also make good progress in early writing skills. Imaginative role play and creative areas promote language and creativity well.
- Behaviour is good. Children quickly learn to work well with each other. They learn to take turns, to share and to concentrate on their own for increasingly long periods of time. Children know that unkind words can be hurtful.
- Safety is good because leaders carefully consider and regularly review procedures. Children learn to assess risks and to look after themselves and each other, particularly when playing outside and walking to the main school site for assemblies and lunchtime. They swiftly develop confidence and independence and learn from the examples set by older pupils.

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

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| Unique reference number | 109145 |
| Local authority | City of Bristol |
| Inspection number | 462510 |

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

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|--------------------------------------------|--------------------------------|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 83 |
| Appropriate authority | The governing body |
| Chair | Simon Little |
| Headteacher | Shireen Hayes |
| Date of previous school inspection | 5–6 June 2013 |
| Telephone number | 0117 377 2480 |
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