

St George's RC Primary School

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

Inspection dates 9–10 June 2015

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		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well in reading, writing and mathematics throughout the school, from their different starting points.
- Children get an excellent start to their learning in the early years provision. They are very well prepared to start Key Stage 1.
- Teaching is good across the school. Staff set work that engages and motivates pupils in their learning and enables them to make good progress.
- Disadvantaged pupils, and those who are disabled or who have special educational needs are well supported. Any gaps in their attainment and progress, compared with other pupils, are closing.
- Pupils behave well and are keen to learn. They get on very well together and say they feel very safe and well cared for in school.
- The school's agreement with Our Lady and St Peter Roman Catholic Primary School, Bridlington has secured continuity and sustainability in leadership and is very effective in helping the school continue to improve.
- School leaders and governors have a clear view of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and this continues to raise pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is well promoted.

It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough. Pupils, including the most able, are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Pupils do not have enough opportunity to write at length in English and across the curriculum.
- Staff do not have enough opportunities to observe outstanding teaching in order to improve their own practice further.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to solve practical problems.
- Attendance, although improving, remains below average.

Information about this inspection

- The inspector observed teaching and learning on nine occasions. One lesson was observed jointly with a co-headteacher.
- Meetings were held with school leaders and with five governors, including the Chair of the Governing Body. The inspector also met a representative of the local authority and spoke to a diocesan school adviser.
- The inspector met a group of pupils and also spoke informally to other pupils in lessons and during breaks and lunchtimes.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils read and talked to them about their enjoyment of reading.
- The inspector observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. He also looked at records relating to behaviour, attendance and safeguarding arrangements. The minutes of governing body meetings were also considered.
- There were too few responses to the on-line questionnaire (Parent View) to analyse, but the inspector spoke informally to several parents and considered a letter received from a parent. He also considered 17 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in four mixed-aged classes from the Nursery to Year 6. The early years provision includes a part-time morning and afternoon Nursery class and a full-time Reception class.
- The very large majority of pupils are from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils is just below the national average. These are pupils supported by the pupil premium which is funding the school receives for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The executive co-headteachers joined the school in January 2015. They are also the co-headteachers of Our Lady and St Peter Roman Catholic Primary School, Bridlington. There is a formal collaboration agreement between the two schools.
- The deputy headteacher joined the school in January 2015 and one other teacher also started this year.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching in order to raise pupils' achievement so that more pupils, including the most able, make the best possible progress, by making sure that:
 - expectations of what pupils can achieve are always high enough
 - the work set is always hard enough so pupils, including the most able, are consistently challenged to make the best possible progress and achieve the highest standards
 - pupils have more opportunity to write at length across the curriculum
 - pupils have more opportunity to use and apply their mathematical skills and knowledge to solve practical problems
- Improve behaviour and safety by continuing to work closely with parents to improve the attendance of the small number of pupils who do not attend regularly enough.

Inspection judgements

The leadership and management are good

- The school has been through a period of instability in leadership and management which stalled improvement last year. However, since their arrival in January the executive co-headteachers have taken decisive action to improve teaching and consolidate systems across the school. This has resulted in rapid improvements in the progress made by pupils and rising achievement.
- Systems to monitor the quality of teaching and learning and pupils' progress and achievement have been strengthened. School leaders, including middle leaders, analyse data effectively about how well pupils are doing. They have a clear view of how well the school is performing and where it needs to do better.
- School improvement planning correctly identifies the key priorities for development and focuses on further improving teaching in order to raise achievement.
- Information about how well pupils are doing is used to provide extra help and support if they need it. This is closely targeted to meet the needs of disadvantaged and vulnerable pupils, including those who are disabled or have special educational needs. Consequently, these pupils are making more rapid progress and any gaps in the performance of different groups of pupils are closing. This shows the school's increasingly successful commitment to equality of opportunity for all pupils.
- School leaders use information about the quality of teaching and pupils' achievement to check how well teachers are performing and to identify where further support or training is needed. Staff are working successfully with the partner school so that the quality of teaching is now good. Information about pupils' achievement is taken into account when judging how well teachers are performing and making recommendations about their pay.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. However, there are too few opportunities for pupils to write at length across the curriculum and to use and apply their mathematical skills to solve practical problems. This contributes to achievement being judged good rather than outstanding.
- There is a wide range of activities, clubs, trips and visits to enhance the curriculum, including sport, drama, music and culture. The school choir recently won a competition at a local festival, older pupils spoke enthusiastically about a residential outdoor activities trip and others mentioned a visit to Eden Camp in connection with work on the Second World War and a 'really fun' visit to Castle Howard.
- The curriculum addresses discrimination positively and effectively through a set of core values that are well understood by all pupils. It promotes tolerance and respect for others and contributes well to pupils' strong spiritual, moral, social and cultural development. Pupils have an improving knowledge of other cultures and religions. For example, the school was recently visited by a representative of the Muslim community.
- British values are addressed effectively in lessons and through activities and assemblies. For example, the importance of democracy is highlighted successfully through elections for the school council and the school held a mock election to coincide with the recent general election. The school prepares pupils well for life in modern Britain.
- The school's safeguarding arrangements meet statutory requirements. Staff and governors' training is up to date and systems and procedures are implemented effectively.
- The school uses pupil premium funding successfully to support the learning of disadvantaged pupils in the classroom, individually and in small groups. In addition, it is used to provide extra support for vulnerable pupils and to improve links with parents. This is helping to close gaps in the achievement of disadvantaged pupils.
- The additional primary school sport funding has been used to improve provision. Specialist teachers take lessons, run activities and train staff and provision for swimming has been extended. This has broadened the range of sporting activities offered. As a result, more pupils now take part in sporting activities and the school participates successfully in a wider range of sporting competitions. This is having a positive impact on pupils' physical well-being and healthy lifestyles.
- The local authority has provided effective monitoring and support for the school.
- **The governance of the school:**
 - Governors have taken effective and innovative action to overcome problems created by instability in the school's leadership by entering into a formal agreement with Our Lady and St Peter Roman Catholic Primary School, Bridlington. This has secured the sustainability of the school's leadership and management which are now good.
 - Governors have a clear picture of how well the school is doing and where it needs to improve. They have a good understanding of data about pupils' attainment and progress and analyse this effectively.

Governors are well informed about the quality of teaching and understand the link between teaching and pupils' achievement. They know how pupil premium funding is spent and the impact it is having on the achievement of disadvantaged and vulnerable pupils in the school.

- Governors are supportive of the school and visit frequently in a variety of capacities as part of their monitoring role. They challenge the school and hold it to account by asking probing questions. They set challenging targets as part of the co-headteachers' appraisal and ensure that pupils' performance is taken into account when making decisions about teachers' pay. Governors manage the school's finances effectively and make sure 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 are polite and considerate, and say that everyone gets on well together in school. They have positive attitudes to learning and are keen to do well and this has a strong impact on their achievement.
- Pupils take pride in their work and behave well in lessons so that learning typically proceeds smoothly and without interruption.
- School records and discussions with pupils show that there are few instances of poor behaviour and that there have been no racist or discriminatory incidents in recent years. Pupils know how they are expected to behave and say that if pupils misbehave, staff sort it out quickly and fairly.
- The inspector observed good behaviour in lessons, in assembly and around the school. Pupils mix well and play enthusiastically and safely together during breaks. They behave sensibly and responsibly in the hall at lunchtime.
- Pupils take on responsibility in various ways. For example, there is an elected school council and other pupils act as house captains. This contributes to pupils' good spiritual, moral, social and cultural development and contributes to their understanding of British values.
- Pupils say that they enjoy coming to school and are proud of it. The school has worked hard with parents to encourage pupils to come to school more regularly. As a result, attendance is improving, although it remains below average and a small number of pupils do not attend often enough.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and are well cared for in school.
- Pupils know how to keep themselves safe in different situations. They have a good knowledge of issues related to e-safety and spoke about how to stay safe on roads and when cycling, for example. During the inspection, older pupils attended a session by an outside speaker concerning drug awareness and safety.
- Pupils have a clear understanding of different kinds of bullying, including name-calling and discrimination. They say that there is no bullying in the school at present, but would report it if it occurred. They are very confident that the school would sort it out quickly.
- There were too few responses to the Parent View survey to analyse. However, parents spoken to by the inspector recognised that the school is improving rapidly and said that they were happy with pupils' behaviour and the safety of their children.

The quality of teaching is good

- The quality of teaching is good across the school. This was confirmed by the work in pupils' books and the school's records of pupils' progress and checks on the quality of teaching. Consequently, pupils in all classes are now making good progress in reading, writing and mathematics.
- Relationships in the classroom are positive and productive. Staff know pupils well and set work that motivates and engages pupils in their learning. Pupils say that lessons are interesting and enjoyable, that teachers push them to do better and that 'we learn a lot'.
- Reading is well taught and pupils' knowledge of phonics (letters and the sounds they make) is well embedded. This ensures that pupils make good progress.
- The teaching of writing has improved since the previous inspection. Pupils write effectively in a variety of different styles and show a good understanding of spelling, punctuation and grammar. The inspector saw

good quality writing, for example, related to Greek myths. However, there are too few opportunities for pupils to write at length in English lessons and across the curriculum so that they do not make outstanding progress.

- The teaching of mathematics is improving and is now good. Pupils' knowledge of basic numeracy skills is increasingly secure. This enables them to make good progress. However, pupils are not given enough opportunity to use and apply their mathematical skills and knowledge to solve practical problems and they do not make outstanding progress.
- The assessment of pupils' work has improved. It is marked regularly, consistently and effectively. Staff use praise well and give pupils clear guidance on what they need to do to improve their work.
- Although teaching is good and staff now have higher expectations of what pupils can achieve, they are not always high enough. Staff do not always make sure that the work set is challenging enough to enable pupils, including the most able, to learn as well as they could. Pupils are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Year 3 and Year 4 pupils were challenged effectively to improve their writing and punctuation skills when continuing the dialogue in 'Where the Wild Things Are'. Different pupils had different tasks and questioning was used very effectively to encourage pupils to develop and improve their work. As a result, they made very good progress.
- Teachers and teaching assistants work increasingly well together to help pupils who find learning more difficult. This support is now focused to meet the particular needs of disadvantaged and vulnerable pupils and ensures that any gaps in their progress and attainment are closing.

The achievement of pupils is good

- Pupils' achievement has improved since the previous inspection. From starting points in the early years that are generally below or well below those typical for children's ages, they reach standards that are close to average by the end of Year 6.
- In 2014 standards at the end of Key Stage 1 in reading, writing and mathematics were average overall, and current Year 2 pupils are on track to achieve similar results this year. This represents good progress from pupils' starting points. Evidence from pupils' work and observing learning in lessons confirms that pupils in Year 1 and Year 2 are currently making good progress.
- Standards at the end of Key Stage 2 are rising. In 2014 they were average in reading, and below average in mathematics and especially writing. Inspection evidence and the school's most recent data show that all groups of pupils are now making good progress and achieving well. Current Year 6 pupils are on track to achieve improved results this year, with standards that are average in reading and above average in writing and mathematics. Almost all pupils are making expected progress and the proportion making more than expected progress is above average.
- Pupils make good progress in reading because they are well taught and have opportunities to read regularly. Pupils' knowledge of phonics is secure. The proportion of pupils who reached the expected standard in the Year 1 national phonics check in 2014 was well below average, but is much closer to average this year.
- The school has focused effectively on improving pupils' achievement in writing and there is an appropriate emphasis on handwriting, spelling, punctuation and grammar. However, pupils do not have enough opportunity to write at length in English lessons and in other subjects and this restricts the development of this aspect of their writing.
- Pupils' basic skills in mathematics are secure. However, there are too few opportunities for them to use and apply their mathematical knowledge and skills to solve practical problems and this restricts their achievement in this subject.
- The attainment and progress of disadvantaged pupils eligible for support through the pupil premium are improving because the funding is used effectively to support them. There are too few pupils known to be eligible for this funding to be able to make meaningful statistical comparisons between their attainment and that of other pupils nationally. However, in-school gaps in attainment are closing.
- Disabled pupils and those who have special educational needs achieve well and are making improved progress because their needs are accurately identified and they receive carefully focused and effective support.
- The most-able pupils make good progress and achieve well, overall. However, in common with other pupils, they are not always given work that is challenging enough to enable them to reach the highest standards and make the best possible progress.

Early years provision**is outstanding**

- Children make excellent progress in the early years because of very effective leadership, strong teaching and excellent provision.
- Most children join the early years with skills and knowledge that are below or well below those typical for their age, especially in communication and language.
- Children make rapid progress from their individual starting points and catch up quickly. The proportion of children achieving a good level of development has improved steadily. It was close to average in 2014 and further improvement is expected this year. This shows excellent progress from children's starting points. Children are well prepared for learning in Key Stage 1.
- Teaching is never less than good and outstanding, overall, in its impact on children's progress. Children learn very well in stimulating indoor and outdoor learning areas. Staff work closely together to ensure that children are engaged and challenged in their learning. They make sure that children have opportunities to explore, investigate and enjoy their learning. For example, children were very enthusiastic when talking about animals and moths in 'Gruffalo Wood' as a preparation for writing.
- Staff use questioning very skilfully to encourage children to communicate and think about what they are doing. Staff record and assess children's progress closely, regularly and accurately. Some of this work is exemplary. Staff use this information to plan activities to develop children's learning further. The needs of individual children are very well met, including disabled children, those who have special educational needs, those most in need and those for whom the school receives additional funding.
- Children's behaviour is excellent. They work happily and very well together, participate fully in all activities and clearly enjoy their learning.
- There are increasingly strong links with parents and staff keep them well informed about the progress their children are making. As a result, parents spoken to by the inspector are very happy that their children are achieving well in a very safe and caring environment.
- The leadership and management are excellent. The early years provision is very well led by an experienced specialist leader of education who ensures that staff work closely and effectively together. As a result, the early years provision has improved steadily and children make excellent progress.

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	121659
Local authority	North Yorkshire
Inspection number	462225

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Mary Bruce
Headteacher	Angela Spencer, Anne Parr (Co-Headteachers)
Date of previous school inspection	12 June 2013
Telephone number	01723 583535
Fax number	01723 586679
Email address	admin@st-georges.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

