

St George's Church of England Foundation School

Westwood Road, Broadstairs, Kent CT10 2LH

Inspection dates

12–13 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads with an unrelenting commitment to high-quality education, continual improvement and stringent moral purpose. Leaders and staff steadfastly share these aspirations.
- Teaching is consistently strong in all key stages. Teachers plan lessons well and use their good subject knowledge to deliver lessons with enthusiasm. However, teaching does not always challenge the most able pupils to reach the highest levels.
- Pupils make strong progress across a range of subjects. Consistently applied feedback from teachers supports pupils in rectifying mistakes and addressing misconceptions.
- All staff are committed to providing high-quality support and care for all members of the school. Relationships between staff and pupils are very strong and pupils are very positive about their school.
- Pupils' behaviour is excellent in lessons and around school. Pupils attend school frequently because they value their education.
- The curriculum has been adapted to meet the needs of pupils.
- In early years, children learn to read, write and develop their mathematical skills effectively. The setting is busy and purposeful. Consequently, children are happy to learn. However, a minority of staff do not fully understand the needs of children with special educational needs and/or disabilities (SEND).
- Students in the sixth form make good progress because of well-planned teaching, a curriculum based on students' needs, high-quality careers advice and strong care and guidance.
- Governors are very knowledgeable. They have a deep understanding of the school's strengths and weaknesses and play a vital role in the life of the school.
- Additional funding for disadvantaged pupils is used increasingly effectively. However, overall, these pupils do not make as much progress as they could.
- Pupils have a deep understanding of the school's values, which form an integral part of lessons, assemblies and daily reflection.

Full report

What does the school need to do to improve further?

- Ensure that challenge in lessons increases so that the most able pupils make consistently strong progress.
- Further improve disadvantaged pupils' progress, particularly in key stage 4, so that they catch up with other pupils nationally.
- Improve the consistency of provision in early years for children with SEND by ensuring that all staff fully understand, and take appropriate action to meet, their needs.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher provides exceptional leadership. He is very well supported by senior leaders and has imbued leadership at all levels with a strong sense of ambition and deep moral purpose. The headteacher is relentless in pursuing the highest quality care and support for every pupil in the school.
- Leaders at every level share high aspirations for all pupils. Leaders have a thorough understanding of the challenges that pupils face outside of school and they know the pupils extremely well.
- A strong Christian ethos forms the basis of the school's value system. In all key stages, the school's values of hope, forgiveness, compassion, friendship and wisdom are taught within the curriculum and form part of every school day. For example, a daily, short reflection period connects the school's values to issues that are happening in the wider world.
- Leaders have a deep and accurate understanding of the school's strengths and weaknesses. They have worked hard to ensure that they are transparent about current school standards and what needs to improve further.
- Staff morale is extremely high. They are overwhelmingly positive about working at St George's. All staff agreed that the school is well led and managed and many commented on feeling inspired by very strong leadership. One member of staff commented: 'It is wonderful to work in a school that appreciates staff workload and understands how to encourage the best from staff. I feel very valued and appreciated and enjoy coming to work!'
- Leaders monitor pupils' progress very well. They produce clear and well-defined information on pupils' progress across all key stages. Leaders use this information to challenge and support teachers. Effective interventions are planned for pupils who fall behind.
- The curriculum is well designed to meet the needs of pupils in all key stages. Leaders regularly review the courses that are taught, particularly in key stage 4. They use their deep knowledge of pupils' needs to ensure that options subjects cater to pupils' interests and aspirations.
- Extra funding for disadvantaged pupils is used increasingly effectively. Leaders and governors understand the barriers that limit disadvantaged pupils' progress. Well-thought-through measures are put in place to mitigate the effect of these barriers. As a result, the progress of these pupils is improving across the school. However, disadvantaged pupils still do not make as much progress as they could in key stage 4.
- Year 7 catch-up funding is used very well to ensure that pupils improve quickly in their literacy and numeracy when they enter the school. A large proportion of pupils enter key stage 3 with reading ages well below their chronological ages. Careful planning and timely interventions mean that pupils improve their reading ages quickly in Year 7.
- Primary sports funding is used very well to increase the proportion of pupils that participate in sports. Consequently, the proportion of pupils enjoying sports in after-

school clubs and during the school day is increasing.

- Pupils have a very well developed understanding of fundamental British values across the key stages. For example, they understand the concepts of democracy, liberty and the rule of law because of the topics discussed in assemblies and in personal, social, health and economic (PSHE) education lessons. Consequently, pupils are very well prepared for life in modern Britain.
- The local authority has supported the school very well. It has an accurate view of the school's strengths and weaknesses and has worked well with external agencies to ensure that leaders have felt supported.
- All staff promote pupils' spiritual, moral, social and cultural development extremely well. For example, pupils in all key stages have a well-developed understanding of current social issues and contemporary debates because classroom debate is a well-embedded part of teaching. In key stages 3 and 4, pupils regularly discuss controversial issues such as abortion rights and euthanasia. Among pupils, there is a high level of respect for others' views.
- Similarly, pupils learn about Christianity and other religions through the key stages. For example, in key stages 1 and 2, pupils have a developing understanding of different places of worship and have visited local churches, mosques and a local gurdwara.

Governance of the school

- Governors share the passion and commitment exhibited by leaders. Governors understand the school's strengths and weaknesses very well. They stringently hold leaders to account through challenging meetings and well-planned visits to the school.
- Additional funding is monitored closely by members of the governing body. Governors are very knowledgeable about how additional funding for disadvantaged pupils, the Year 7 catch-up funding and the primary sports funding is spent.
- Governors are very ambitious for pupils and students. They have a very deep understanding of the school's local context and the external issues that affect the school. They have been instrumental in recommending training for staff and have appropriate safeguarding training. Governors are very knowledgeable about safeguarding and they take their responsibilities very seriously.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's safeguarding culture is very strong and has a high profile. Staff are very well trained, and they have a deep understanding of how to use the school's procedures to keep pupils safe.
- Staff create and maintain detailed documentation about pupils' safety. This enables staff to share information with other agencies quickly, efficiently and effectively, should the need arise.
- Pupils are very knowledgeable about online safety. They told inspectors about the strategies that they have learned to keep themselves safe online. This applies to pupils in all key stages who receive high-quality, age-appropriate advice about internet safety.

Quality of teaching, learning and assessment

Good

- Across key stages, teachers have high expectations of pupils. This is underpinned by the very strong relationship between staff and pupils. As a result, pupils feel really well supported by staff.
- Teachers plan effectively. They use their careful planning to ensure that most pupils' needs are met. However, most-able pupils are not always stretched as well as they could be because planning doesn't challenge them to reach the high levels of which they are capable.
- Teachers' subject knowledge is strong. Consequently, pupils are motivated and stimulated by teachers' enthusiasm and by clear explanations. For example, in modern foreign languages, in key stage 3, pupils benefit from hearing accurate demonstrations of other languages and learn new vocabulary quickly.
- The school's new assessment policy is consistently applied across all key stages. Teachers provide useful feedback to pupils so that they can improve their work or reconsider misconceptions that they have had. Regularly, teachers use skilful questioning to encourage pupils to respond and think carefully about subject concepts and new knowledge. Teachers are adept at using questioning to engage pupils and make lessons interesting.
- Teachers ensure that teaching assistants are an integral part of lessons. Curriculum plans are detailed and shared regularly with teaching assistants.
- Pupils read regularly and listen to stories from staff in key stages 1 and 2. This stimulates their curiosity in reading and literature.
- Work in pupils' books shows that teachers have high expectations of pupils, particularly in promoting good presentation. Across subjects, pupils develop their knowledge, understanding and skills well. However, the most able pupils do not make the progress of which they are capable because they are not sufficiently challenged.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- A strong and skilled team of staff work with unwavering determination to ensure that pupils get the help, support and encouragement they need.
- The large proportion of children looked after, often with complex needs, are provided for extremely well. Currently, 11 local authorities have placed children looked after in the school. Staff work extremely well with these authorities and maintain very positive links with them. Staff also work tirelessly, using their in-depth understanding, to ensure that children looked after are afforded excellent support.
- There is a safe, nurturing environment in both primary and secondary phases. All pupils, including vulnerable pupils, are provided with expert additional care to support their emotional well-being and mental health.

- Pupils are very positive about their school. They warmly welcome visitors and are confident and happy to talk about their work. They are proud of their achievements. Staff work extremely hard to make sure that pupils are ready and well prepared for learning. Pupils want to share their views of the school. On several occasions, pupils approached inspectors to tell them about the positive aspects of St George's.
- The school has a very calm and purposeful environment. Pupils of all ages are respectful of adults and each other. They work well together and cooperate well on tasks. Pupils develop vital social skills in lessons and in the wider curriculum.
- Pupils listen to others' opinions respectfully, even if they do not agree with them. They are thoughtful and considered in their opinions. They readily acknowledge each other's achievements.
- Pupils know how to keep themselves safe and how to access extra support if it is needed. Relationships between staff and pupils are very positive and trusting.
- All pupils wear their uniform with pride and have a real sense of belonging to the school community. Pupils relish the reward system and how they can earn points to collect bronze, silver, gold and platinum lapel badges.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave very well in lessons and around the school. Across the year groups, pupils' excellent behaviour in lessons ensures that they are able to concentrate hard and enjoy their learning.
- In the primary phase, playtimes and lunchtimes are well supervised and are happy, social and safe times. Pupils' positive behaviour creates a harmonious atmosphere.
- Conduct is positive around the school. Staff manage pupils' behaviour very well.
- In the secondary phase, pupils socialise well during lunch and breaktimes. They play sports in the grounds or sit together in the canteen.
- Bullying is very rare and sorted out straight away should it occur. Staff support helps prevent any bullying behaviour developing or escalating.
- Very effective attendance strategies ensure that pupils attend school regularly. Few pupils are persistently absent. Pupils with poor attendance are supported by staff to attend school regularly.
- Fixed-term exclusions have been lower than the national average over the past two years. Staff commitment to strong behaviour systems and excellent care and guidance has meant that fixed-term exclusions remain low, particularly for vulnerable pupils.

Outcomes for pupils

Good

- In key stage 1, in 2018, pupils' attainment in reading and writing was the same as the national average. However, the proportion of pupils attaining the expected standard in mathematics was below the national average. Currently, the proportion of pupils attaining the expected standards in mathematics is increasing, as is the proportion of pupils reaching the higher standards in reading, writing and mathematics.

- When entering Year 1, the additional learning needs of pupils with SEND are accurately identified. They make strong progress through the primary phase because teaching meets their needs.
- Assessments indicate that pupils' literacy skills are often lower than is typical on joining Year 1. Pupils receive carefully tailored support and, typically, make strong progress from their starting points.
- Pupils achieve well in phonics. In 2018, the proportion of pupils achieving the required standard in the Year 1 phonics check was broadly average.
- Disadvantaged pupils in the primary phase do not make the same progress as others nationally in reading, writing and mathematics. However, their progress is improving, particularly for the most able disadvantaged pupils in reading, because pupils receive helpful targeted literacy support.
- School assessment information shows that, in key stage 3, pupils make strong progress from their starting points across all subjects. Disadvantaged pupils are making increasingly strong progress because of a more effective pupil premium strategy and strong teaching.
- Over the past two years, by the end of key stage 4, pupils made average progress across a range of subjects at GCSE. In 2018, pupils made below-average progress in English and mathematics. In subjects across the wider curriculum, pupils made above-average progress. Pupils with low prior attainment made, on average, half a grade more progress than pupils do nationally, across subjects, including mathematics.
- Current pupils in key stage 4 make strong progress across a range of subjects, and particularly in English and mathematics. However, the most able pupils are not achieving the high standards of which they are capable. Teaching does not consistently provide sufficient challenge to extend and deepen their knowledge and understanding.
- Work in pupils' books shows that the assessment policy is consistently applied across all subjects. Pupils' work shows strong progress across subjects, particularly in English, where pupils develop a rich vocabulary as they pass through the key stages. Pupils respond to teachers' feedback by correcting mistakes or redrafting work to improve it. Misconceptions are addressed by teachers so that pupils develop their understanding in a wide range of topics.
- The small proportion of pupils that attend an alternative provision follow an appropriate curriculum. They make steady progress because of bespoke care and guidance.

Early years provision

Good

- Strong leadership in the early years ensures that children get a positive start to their education. Leaders have a clear vision for the development of the early years provision. They ensure that children enjoy a wide range of experiences to enable them to become independent learners. Leaders evaluate the effectiveness of the provision carefully.
- The early years is a happy, busy, purposeful learning environment. Children learn to read, write and develop their mathematical skills effectively in the early years. For example, children enjoy many opportunities to count, write numerals and solve simple calculations. Children's reading and writing is developing well.

- Children are well prepared for their move to Year 1. Most children join the early years with communication and literacy skills that are lower than is typical. Staff skilfully support children to make strong progress from their starting points. Consequently, in 2018, the proportion of children achieving a good level of development at the end of their Reception Year was above the national average.
- The small number of disadvantaged pupils in the early years receive helpful support from well-trained adults. Leaders ensure that children’s literacy skills are developed effectively. Children make strong progress from their starting points.
- The most able children do not reliably achieve the standards of which they are capable. At times, activities are too easy for the most able children and they are not encouraged to think hard. As a result, in 2018, the proportion of children exceeding the expected standards was below the national average.
- Typically, children with SEND receive helpful support from well-trained adults. However, occasionally, the specific additional needs of some pupils are not understood well enough. Some staff do not always provide children with the precise help they need to be successful learners. Leaders acknowledge that there is more work to do to ensure that a consistent and positive approach is routinely in place.
- The teaching of phonics is a strength of the early years. Children make strong progress because they are taught well from when they join the setting. Children quickly learn to use their knowledge of letters and sounds to write simple words and sentences.
- Relationships between children and adults are consistently warm and positive. Children are encouraged to be kind and considerate to each other. Children’s many achievements are praised. Consequently, children behave well and feel good about themselves.
- Children are safe and well looked after in the early years. Daily risk assessments ensure that the learning environment is safe and secure. Staff are trained in paediatric first aid to ensure that they can respond promptly to any accidents or illnesses. Staff know children well and are rigorous in their approach.

16 to 19 study programmes

Good

- Leaders are effective and purposeful. They have a clear vision and ambition for students. Leaders fully understand the strengths and weaknesses of the provision through analysis of detailed information and monitoring.
- Teaching is strong. Teachers use questioning well to ensure that students understand what they are doing and know how to improve. Across a wide range of subjects, teachers provide challenging activities that encourage students to think hard, work independently and enjoy their studies. Consequently, students make strong progress. The consistently applied assessment policy means that students are guided through their studies by useful feedback that they purposefully reflect on.
- All current Year 12 students study applied general qualifications. The curriculum has been changed so that A levels are no longer offered to students. This is in response to the courses offered by local providers and the needs of students.
- Study programmes are well designed so that they closely match the needs and aspirations of students. There is a varied range of opportunities through vocational

courses. Leaders constantly review the curriculum and ensure that it meets the needs of pupils.

- There are high levels of punctuality and attendance in the sixth form.
- Students receive high-quality careers advice. By the time students complete Year 13, they have experienced the world of work. Very few students leave the sixth form without having secured a place in training, education or employment.
- Sixth-form students are very well informed about safety and welfare issues. They enjoy talks from visiting speakers regarding healthy lifestyles. For example, a recent speaker informed students about how to be a safe driver.
- Students feel well cared for and there is someone they can speak to if they need support.
- Students who do not achieve at least a grade 4 in GCSE English and mathematics undertake further study in these areas. The proportion of students who successfully attain this standard is well above the national average.

School details

Unique reference number	118919
Local authority	Kent
Inspection number	10088230

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

Type of school	All-through
School category	Foundation
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1368
Of which, number on roll in 16 to 19 study programmes	118
Appropriate authority	The governing body
Chair	Peter Jordan
Headteacher	Adam Mirams
Telephone number	01843 861 696
Website	http://www.stgeorges-school.org.uk/
Email address	admin@st-georgescofe-thanet.kent.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- St George's expanded in September 2017 to include a primary phase. There are currently an early years provision and year groups 1 to 4 in the primary school.
- The school is larger than the average-sized secondary school.
- The large majority of pupils are of White British background.
- The proportion of pupils who are disadvantaged is above the national average for secondary schools.
- The proportion of pupils with SEND is above the national average for secondary

schools.

- A small proportion of pupils attend off-site provision at The Enterprise Learning Alliance.
- A Section 48 inspection (reporting on religious education) was carried out in March 2016.

Information about this inspection

- Inspectors observed learning in a range of lessons across the early years and key stages 1, 2, 3, 4 and 5. Senior leaders joined inspectors for several classroom visits.
- Inspectors held meetings with senior leaders, the headteacher, governors and a local authority representative.
- Samples of pupils' work were looked at by inspectors, and inspectors also observed pupils' behaviour in lessons and around school.
- Inspectors met formally with groups of pupils from key stages 2, 3 and 4. Inspectors also spoke to a wide range of pupils during social times and lessons.
- The views of 97 parents and carers who responded to Parent View, the confidential Ofsted parental questionnaire, including 47 written responses, were taken into account by inspectors.
- Inspectors considered the views of staff from meetings with groups of staff and from the 112 staff who responded to the confidential questionnaire.
- The views of 67 pupils who responded to the Ofsted questionnaire were also taken into account.
- Documentation was scrutinised by inspectors, including the school's plans for improvement, its self-evaluation, reports on attendance and behaviour, records relating to pupils' safety, minutes of governing body meetings, and information on pupils' outcomes.

Inspection team

Harry Ingham, lead inspector	Her Majesty's Inspector
Margaret Coussins	Ofsted Inspector
Beverley Murtagh	Ofsted Inspector
Paul Murphy	Ofsted Inspector
Claire Prince	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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