

St George's CofE First School

Stevenson Avenue, Redditch, Worcestershire B98 8LU

Inspection dates

4–5 June 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- There is a lack of clarity and strategic direction from senior leaders in the school. As a result, progress to improve outcomes since the last inspection has been too slow.
- Leaders halted the decline in standards but pupils' outcomes remain inadequate. At the end of key stage 1 pupils underachieve in reading, writing and mathematics. They do not make enough progress in these subjects by the end of Year 4.
- Staff morale is low. There is a lack of confidence in the leadership of the school and staff are overwhelmed by the many changes that occur. They are not effectively supported to fully develop their skills and practice.
- The capacity of leaders to improve the school is weak. Leaders and managers rely too heavily on external support to help drive school improvement.
- Expectations of what pupils can do remain low. Errors and misconceptions are not addressed quickly.
- The quality of teaching is inconsistent. Some teachers do not sequence learning well enough so that pupils can build on what they already know and can do.
- The teaching of writing is particularly weak across the school. Pupils do not have sufficient opportunities to write in a range of subjects.
- The curriculum is in need of development. It does not provide pupils with sufficient opportunities to develop their skills, knowledge and understanding in a wide range of subjects.
- Governors have not discharged their statutory duties effectively. The website is not compliant and they have not held leaders to account sufficiently for the outcomes for pupils.

The school has the following strengths

- Children get off to a good start in the Nursery and Reception classes. The proportion of pupils who reach a good level of development has increased year on year.
- Pupils behave well and conduct themselves appropriately during the day. Attendance has risen and pupils enjoy coming to school.
- The promotion of pupils' personal development and well-being is good. Nurture provision and the promotion of the personal development of the individual child are strengths of the school.
- Parents are overwhelmingly supportive of the school. They say their children are safe and well cared for.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve and strengthen the effectiveness of leadership and management by ensuring that:
 - a clear strategic direction for the school is developed that supports staff in improving teaching and outcomes for pupils
 - rigorous systems of monitoring and evaluation are implemented to accurately and precisely identify the school's most pressing priorities for improvement
 - a long-term improvement plan for the school is drawn up that has well-defined and demanding actions, timescales and success criteria
 - a cohesive staff team is developed which shares the vision and fully understands the pace of improvement required
 - middle leaders are supported to further develop the skills that they need to be effective in their roles across the whole school
 - a broad and balanced curriculum is put in place to meet the needs of all pupils and engage them in their learning
 - governors discharge effectively their statutory duties with greater urgency and hold leaders to account robustly for pupils' outcomes.
- Urgently improve pupils' achievement across a wide range of subjects so that all groups of pupils, including the most able, those pupils who with special educational needs and/or disabilities (SEND) or who are disadvantaged, make the progress needed to reach age-related expectations and close the gap with other pupils nationally.
- Improve the quality of teaching so that it is consistently good or better by making sure that:
 - teachers are equipped with the necessary skills and acquire secure subject knowledge that will support them in delivering high-quality learning for all groups of pupils
 - leaders use the information from the monitoring of teaching to provide clear advice, strong support and high-quality training for staff so that staff know how to improve the quality of their teaching
 - teachers have high expectations of what pupils should know and can achieve in reading, writing and mathematics in order to maximise pupils' progress
 - all adults insist on the highest standards of presentation, spelling and punctuation in pupils' work across the curriculum and tackle errors and misconceptions at the earliest opportunity.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Although leaders have halted the decline in standards noted at the last inspection, progress in improving the quality of education provided has been too limited. Leaders' actions to address the weaknesses identified at the time of the previous inspection have had limited impact in key stages 1 and 2. Published data shows that pupils' outcomes have been weak and pupils' underachievement continues.
- Leaders are ambitious for the school. They have worked to develop a positive, can-do culture in the school but expectations remain too low. Senior leaders are mainly accurate in their ability to judge the quality of teaching but information from the monitoring of teaching is not used well enough to clearly identify the key strategic actions needed to improve the school to good. Self-evaluation remains weak and the most pressing priorities for improvement have not been clearly identified.
- The lack of a coherent strategic plan hinders the drive for improvement. School improvement planning has been too short term and too reactive. Leaders adjust and change plans frequently, which slows the pace of improvement. Leaders have not established a long-term roadmap, with clearly defined actions, timescales and measures of success, to get the school to good.
- Leaders tackle aspects of underperformance, but continued staff turnover and staff absence has further limited the development of a strong, shared vision. The impact of staff training is variable. Some, such as that focused on improving the teaching of language skills, is having a positive impact in the classroom. Other elements have not been focused sufficiently well on the key aspects of teaching and delivery that need improving. Professional development and training are not routinely building staff skills and knowledge over time.
- Staff are overwhelmed by the range of new initiatives put in place. The lack of a rational approach to improvement has meant that too many changes occur that are not followed through or sustained over time. Leaders do not communicate clearly what they expect from staff in terms of curriculum planning and delivery. Leaders respond to staff concerns about workload and adjust meeting and training schedules. However, many staff remain confused about what is expected of them.
- Many staff who responded to the online questionnaire questioned the effectiveness of leadership in the school. They do not feel valued or supported effectively and state that staff morale is low. They comment on excessive workload created as a result of continued change, many new initiatives and the lack of a strategic approach to improvement. Staff are committed to the school and want to make a difference but mixed messages from leaders make it difficult.
- Middle leaders are new to their roles and for many their leadership is underdeveloped. Their monitoring and evaluation are limited and so they have had little impact to date on improving standards across the school. Some subjects have no assigned leaders so there is not an accurate understanding of how well pupils achieve across the curriculum.

- Leaders have prioritised improvements in English and mathematics. While there are some strengths in provision for these areas, provision is not secure in all classes. The quality of education in many other subjects lags behind considerably. For example, opportunities for pupils to develop their knowledge and investigative skills in science are limited and often sporadic.
- The curriculum is inadequate. It is narrow and does not provide all groups of pupils with sufficient opportunities to develop their skills, knowledge and understanding fully in a broad range of subjects. Although there is a plan in place for the sequencing of teaching in mathematics, not all core subjects nor the wider curriculum have the same clear plan in place. Leaders acknowledge that they do not have a clear picture of the curriculum currently taught in school. Leaders are only now beginning to plan a more coherent curriculum.
- More effective leadership of provision for pupils with special educational needs and/or disabilities (SEND) is evident and this leadership continues to develop. Training has been provided for staff to support them in developing what is readily available to pupils with identified difficulties in learning. A range of appropriate resources has been established in every class and the deployment of additional adults carefully considered. Stronger links with parents to ensure their involvement in their children's development have also been established. The special educational needs coordinator is still relatively new to post. However, she is clear sighted about the improvements to be made and knows that the quality of provision and outcomes for these pupils remain inconsistent.
- Spiritual, moral, social and cultural education is a strength of the school. The school's values and Christian ethos underpin all that they do. School assemblies are well received by pupils and important messages are shared with sensitivity and clarity. Leaders ensure that the wider school community is considered and build in opportunities for a range of different faiths and cultures to be explored in lessons and celebrations.
- Pupils have an age-appropriate understanding of the principles behind fundamental British values. They recognise the importance of tolerance and getting on together. They readily accept and engage with pupils who are new to the school. Pupils are provided with regular opportunities to make choices and learn to respect each other's views and opinions.
- Given the low outcomes for disadvantaged pupils at the time of the last inspection, a review of the expenditure of pupil premium was undertaken. Barriers to learning and possible solutions have been identified and form the 'St George's pathway to successfully raising attainment'. Some barriers in relation to pupils' personal development and welfare have been acted upon effectively. Despite this work, pupils' progress is not yet strong enough and more work is required to ensure that pupils reach the standards of which they are capable.
- Specific funds for primary school physical education and sport are put to good use. Pupils participate in a range of sporting activities before and after school such as netball, gymnastics, dance and tri-golf. Training in teaching gymnastics has engendered confidence in staff. Although leadership in this area is relatively new, the impact of the funding is considered, and future spending carefully planned to ensure the sustainability of impact on outcomes for pupils.

- Parents are highly supportive of the school. Many spoke about how the school has improved under the current leadership. They comment on the progress their children make. They value the approachability of staff, and especially senior leaders, who are 'always ready to listen'. They know their children are happy and well cared for. Parents value the harmonious atmosphere that permeates the school.
- Leaders remain over-reliant on external support to help drive school improvement. The school, and especially the new leaders, has received support and challenge from the local authority and the Diocese of Worcester. They carry out regular reviews and provide advice and guidance. Much of the improvement noted, especially that relating to the early years, has come about because of this external support. Staff value and positively embrace this support. External support for new leaders, including governors, is helping to secure further improvements in the school.
- An appropriate sponsor for the school was identified some time ago but the process of conversion to academy status has been delayed by a range of issues beyond the school's control. This has led to uncertainty for leaders, staff and parents. Support for leaders at all levels is provided by the academy trust identified to sponsor the school. This work is ongoing.
- The school may appoint newly qualified teachers.

Governance of the school

- Governors have not ensured that the website meets all the statutory requirements.
- Since the last inspection, a new chair of the governing body and a community governor have been appointed. Despite several vacancies remaining, governors are fully committed and keen to make a difference. They bring a range of skills and experience to their role. They work with the local authority and a local academy trust. They take advantage of training provided. A recent away day provided the opportunity to use an annual skills audit to identify further areas for development. The chair of the governing body is working to ensure that a more strategic approach is taken to school improvement.
- Governors understand their strategic role to provide support and challenge to senior leaders in the school. A monitoring calendar has recently been established. This helps governors check the progress the school is making in order to improve the quality of education. Links with leaders for significant aspects of the school's provision such as English, mathematics, early years and the provision for pupils with SEND have been established. The appointment of a clerk to the governing body ensures that governors receive information in a timely manner. Minutes of meetings are detailed, identifying clear actions and next steps, although these are not always followed up quickly.
- Governors take their responsibility for keeping children safe seriously. Regular audits are carried out to ensure that school systems and procedures are followed appropriately. Governors receive up-to-date training in safeguarding. As a result, they are well informed and ensure that children's well-being is given a high priority.

Safeguarding

- The arrangements for safeguarding are effective.

- Leaders ensure that up-to-date policies are in place to keep children safe. Staff understand their responsibility to keep children safe and know what to do if they have a concern about a child. Comprehensive records, with a clear chronology, are kept and securely stored. Timely action ensures that vulnerable children and families receive appropriate support from the school and a range of external agencies. Leaders know their families extremely well.
- Designated safeguarding leads access a range of additional safeguarding training and ensure that all staff are well trained. This includes training on spotting signs of neglect, radicalisation, extremism and child sexual exploitation. Staff new to the school receive an induction before they start work in how to keep children safe.
- Appropriate safer recruitment procedures are in place and staff involved in recruitment are trained in safer recruitment practices. Leaders carry out all the required statutory checks on the suitability of staff working with pupils.
- Pastoral care of pupils is given a high priority, and this is reflected in the ethos of the school. Pupils are nurtured and supported to feel happy and safe in school. Strong relationships exist between staff and pupils. Parents who spoke to the inspectors expressed confidence in the school's ability to keep their children safe. Several parents commented on the excellent support that they themselves had received from leaders which had helped them cope in times of difficulty.

Quality of teaching, learning and assessment

Requires improvement

- Teaching has improved since the last inspection, but it is not yet consistently good across the school. It has not been good enough over time to ensure that pupils make good progress and achieve the standards they are capable of reaching. While teaching is improving, the improvements are not yet embedded in practice or consistent across the school.
- Over time, expectations of what pupils can achieve have been too low. Particular weaknesses in the teaching of reading, writing and mathematics led to low achievements for many pupils by the end of key stage 1. As a consequence, there are now gaps in the knowledge and understanding of many pupils who are now in key stage 2.
- Senior leaders generally have an accurate view of teaching and know where overall improvements are needed. Support and training are provided to help teachers improve their teaching with the aim of teaching being good or better in every class. However, this is not fully effective due to the lack of a coherent approach linked closely to school improvement planning and staff's individual professional development needs. Many staff feel overwhelmed with the improvements suggested and this is slowing down the improvements being made in the quality of teaching in the school.
- Where teaching is strongest, planned learning sequences build on what pupils can already do. A sharply focused approach leads to better learning and stronger progress as pupils develop their skills and knowledge step by step. Teachers think through the teaching sequence and consider carefully how pupils learn. They plan appropriate tasks which challenge pupils appropriately. However, some of the planned learning sequences do not build systematically on what pupils can already do. When this is the

case, the pitch of work is not well matched to pupils' different needs. Pupils complete simple tasks which provide limited opportunities for thinking and developing their knowledge and understanding.

- Some teachers are skilled in questioning pupils and encouraging them to make links with prior learning. Pupils are asked questions which make them develop an extended answer. Sometimes adults ask follow-up questions to probe pupils' understanding and encourage them to explain their thinking. Too often, however, questions do not go beyond the particular set task to get pupils to think deeply about the underlying concept and what they already know.
- Improvements in the teaching of mathematics are not yet fully embedded across the school and the teaching of mathematics varies from class to class. Some teachers model and explain clearly what the tasks are about, so pupils make strong progress. Fluency in number is given a high priority. Pupils, particularly in key stage 1, are developing secure knowledge of number bonds and key processes such as addition and subtraction. Pupils' books show that there are still too few occasions to apply their knowledge to develop problem-solving and reasoning skills. Errors and misconceptions are not routinely addressed and there is evidence of a continued lack of appropriate challenge for many pupils, including the most able.
- Expectations for standards of writing across the school are not yet high enough. Opportunities to write, especially in different subjects across the curriculum, are sometimes limited. Simple mistakes in spelling and punctuation are not routinely picked up. Pupils are not helped to develop their handwriting regularly. As a result, a large majority of pupils have poorly developed writing skills. This limits their ability to write quickly, neatly and fluently.
- Not all teachers ensure that pupils take pride in their work. An over-reliance on worksheets limits what pupils can do independently and prevents them from learning how to set their work out carefully and logically.
- The teaching of phonics (letters and the sounds they represent) has improved and pupils are confident using their skills to tackle unknown words when reading. Teachers model sounds clearly and ensure that pupils do the same. Teachers build effectively on these early reading skills. Regular opportunities to share high-quality texts enable pupils to develop their comprehension skills. For example, in Years 3 and 4 pupils read 'Street Child' together, taking time to discuss unfamiliar words and the themes in the book. By the end of Year 4 many pupils read fluently and confidently. They use expression to bring their reading alive. Pupils can say which books they like and why. Pupils say they enjoy reading.
- Teachers support pupils to develop their oracy skills and widen their vocabulary across a variety of subjects. They ensure that new words are explained and that pupils use them appropriately in their independent writing. As a result, pupils are beginning to use more varied and interesting language choices both when writing and when speaking.
- Pupils with SEND, and those who need to catch up, are now being supported more effectively through a range of interventions. For example, daily catch-up phonics sessions help pupils secure learning from one day to the next. Leaders and staff are working to help pupils with SEND make better progress than previously.

- Relationships between teachers and pupils are positive. Pupils generally follow instructions quickly and enjoy coming to school. Off-task behaviour observed during the inspection was a direct result of weak teaching, low expectations and limited provision.
- Additional adults ensure that all pupils are included successfully. They support, encourage and challenge in equal measure. They adapt instructions so that pupils with additional needs can be successful. Classrooms are inclusive.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. This is a school where leaders place great value on knowing each individual child. They ensure that pupils' well-being is central to the school's work. As a result, there is a happy, inclusive ethos and the personal development of each individual pupil is a key strength of the school.
- Effective nurture provision ensures that the most vulnerable pupils are helped to develop confidence and self-esteem. Bespoke sessions in small groups provide opportunities for pupils to explore their feelings. Pupils successfully develop the skills needed to cope with their anxieties and worries. This in turn helps secure greater success in their learning.
- Positive, respectful relationships are evident across the school. Older pupils willingly help younger pupils and spending time together in assemblies, break and lunchtimes breaks down any barriers. Pupils take turns and listen to one another. Most pupils understand the conventions of holding a conversation and do not talk over one another. A sense of trust and friendship is evident.
- Pupils are keen to help adults and one another. Older pupils enjoy roles such as play monitor or hall monitor and carry out their jobs diligently. They are reliable and demonstrate a developing maturity.
- Pupils have a good understanding of the different forms of bullying and say it is rare at school. They trust adults to help them sort out any worries or anxieties they may have. Pupils say that adults are approachable; a sentiment echoed by parents. Pupils feel safe at school.
- Pupils explain the school values which are underpinned by strong Christian values. They talk confidently about values such as honesty, forgiveness, friendship and respect. Adults and children alike are good role models for these in action. There is evidence of a strong moral code in the school.
- Opportunities built into the curriculum help pupils develop skills to keep themselves safe. Pupils learn how to stay safe when using the internet and understand about stranger danger and road safety. Leaders make good use of external agencies such as the National Society for the Prevention of Cruelty to Children to further develop pupils' individual skills. As a result, over time, all pupils develop a secure understanding of how to stay safe.

Behaviour

- The behaviour of pupils requires improvement.
- Behaviour has improved since the last inspection. There is a sense of order and calmness around the school now. Pupils are polite, courteous and well mannered. A new behaviour policy has been developed with staff and pupils. Pupils know what constitutes good behaviour and what is expected of them. They like the golden ticket rewards and the chance to spend them on something of their choice.
- Behaviour at breaktimes, including on the playground, has also improved. Appropriate levels of supervision are in place. Pupils know how to behave in the dining room and demonstrate appropriate table manners. They engage sensibly in social conversations with their friends. Lunchtime staff comment on the good manners used, especially by the youngest children. This is a result of high expectations and adults showing children what to do and say.
- The majority of pupils have positive attitudes to learning. They behave well in class, especially when the lesson interests and involves them. Where there is low-level disruption, it is associated with teaching that is not good enough and occurs when adults do not expect enough from the pupils. Some pupils need reminding to focus on their learning. They can be passive or lose focus and this limits the progress they make.
- Leaders are tenacious in following up any absence from school and parents understand their responsibility to get their children to school regularly and on time. As a result, attendance is steadily improving and is now close to national averages. The proportion of pupils who are persistently absent has fallen this year. Disadvantaged pupils and those with SEND are now attending school more regularly.

Outcomes for pupils

Inadequate

- Standards in English and mathematics across the school are too low. Outcomes at the end of key stage 1 have been below national averages for three years. Similarly, the progress pupils make, especially in key stage 2, is limited.
- Leaders have halted the decline in standards over time. The books of current pupils indicate that they are making some progress. However, this is not yet strong or consistent in pupils' books in all classes.
- Standards are low because there are gaps in pupils' skills, knowledge and understanding. Their basic skills in reading, spelling, writing and mathematics are not secure. These gaps have not been filled quickly enough due to weak teaching in the past, coupled with low expectations. As a result, pupils do not reach the standards that match their capabilities.
- The proportion of pupils reaching the expected standard in phonics at the end of Year 1 has improved but remains below the national average. There is still work to be done if pupils are to secure their early reading skills and reach the expected standard as soon as possible, rather than catching up later. However, by the end of Year 2 the majority of pupils have reached the expected standard and are able to decode words in their reading books. Many lack fluency, which limits their ability to fully understand all

that they read.

- Pupils' attainment and progress in writing at the end of key stage 1 and by the end of Year 4 have improved since the last inspection but remain below national averages. Very few pupils reach greater depth in their writing. This is as a result of continued low expectations and a lack of opportunity for pupils to fully develop their writing across a range of subjects.
- Many pupils have significant gaps in their mathematical knowledge and understanding. As a result, outcomes remain low. Teachers work hard to fill the gaps pupils have and support them to develop a wide range of mathematical skills. However, progress is limited and pupils do not reach the standards of which they are capable.
- Pupils' skills and knowledge are not well developed across the curriculum. Outcomes in science remain below national averages at the end of key stage 1 and pupils' progress in other subjects is underdeveloped. This is because opportunities to learn across a range of subjects are limited and inconsistent.
- In some year groups pupils with SEND make slow progress because expectations of what pupils can achieve remain low.
- Pupils who are disadvantaged are now making better progress than previously, particularly in writing and mathematics. In 2018, their attainment in writing and mathematics at the end of key stage 1 was higher than that of other pupils in the school, although lower than standards achieved by other pupils nationally. However, their progress in key stage 2 is limited and too few disadvantaged pupils reach age-related expectations or achieve the higher standards by the end of Year 4.
- Pupils who speak English as an additional language make strong progress in their language and vocabulary development.
- As a result of pupils not securing consistently strong progress, some are not well prepared for their next stage of education when moving to middle school.

Early years provision

Good

- Leaders have improved provision for the youngest children and the quality of education across the early years is now securely good.
- Outcomes at the end of the early years have improved. Children enter the Nursery and Reception classes with skills and abilities below those that are typical for their age. As a result of good provision, high expectations and effective teaching, the proportion reaching a good level of development by the end of the Reception Year has risen and is now in line with that found nationally. Children are well prepared for their move to Year 1.
- The leadership of the early years is strong. The leader is skilled and knowledgeable about how young children learn. She has a secure understanding of the setting's effectiveness. The leader has developed a strong partnership between the Nursery and Reception classes. She is reflective and focused on making sure that children's early development improves further.
- Teaching is typically good in the early years. Leaders ensure that an accurate initial assessment of children's abilities informs teaching and learning. They use regular

assessments and observations to plan next steps and ensure that the provision is adjusted accordingly to meet children's needs.

- Adults ensure that the learning environment engages children in activities they find enjoyable and interesting. Children are encouraged to be independent from an early age. Personal choice allows children the opportunity to self-select the resources they want to use in their learning. Children use them carefully and tidy away afterwards.
- There is a clear vision for the teaching of early writing skills. Adults ensure that children have many opportunities to develop their physical ability to hold a pencil and to write. Progress is carefully tracked so that those who need additional support receive it quickly. As a result, children quickly develop the skills to write independently.
- The teaching of phonics starting in the Nursery is highly effective. Children participate enthusiastically, repeating sounds which are modelled clearly by adults. They make links to the letters and sounds they already know. They suggest words which link to the sound and practise saying them. However, adults sometimes miss opportunities to extend children's vocabulary and understanding.
- Behaviour is good and children cooperate well. They listen to each other's ideas and share equipment. For example, two girls building a house took turns to estimate how many more bricks they needed to finish the floor. Adults are skilled in supporting children to make links with what they already know and can do. They ask questions and support children to deepen their understanding and acquire new knowledge. Consequently, children quickly develop confidence in themselves.
- Links with parents are strong. Entry into school is carefully planned and staff ensure that children and their families are well prepared for starting school. Visits to the Nursery and Reception classes, as well as meetings with parents, ensure that important information is shared.
- All statutory requirements for safeguarding and health and safety are met. Parents are confident that their children are well cared for and safe.

School details

Unique reference number	116843
Local authority	Worcestershire
Inspection number	10058447

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

Type of school	First
School category	Maintained
Age range of pupils	3 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Barbara Knight
Headteacher	Marie Bradbury
Telephone number	01527 62263
Website	www.stgeorges.worcs.sch.uk
Email address	head@stgeorges.worcs.sch.uk
Date of previous inspection	8–9 November 2016

Information about this school

- St George's is an average-sized first school.
- A new headteacher and chair of the governing body have been appointed since the last inspection.
- A large majority of pupils are from minority ethnic groups and most of these pupils speak English as an additional language. A growing number of pupils come from Eastern Europe.
- The proportion of pupils supported by the pupil premium is average.
- The proportion of pupils with SEND is above average.
- The majority of children in the Nursery class attend part time, with a few parents choosing full-time provision. There are two full-time Reception classes.
- There are two mixed-age classes, one in each key stage.
- The school was judged to be satisfactory at its last section 48 inspection in April 2017.

A section 48 inspection reports on the religious character of the school.

Information about this inspection

- Inspectors held meetings with the headteacher and other key leaders. The lead inspector spoke with three members of the local governing body including the chair of the governing body. The lead inspector discussed the school with the executive headteacher of the trust which the school is set to join. The lead inspector spoke to a representative from the local authority both on the telephone and face to face.
- Inspectors made visits to classrooms on both days of the inspection. Many of these visits were made jointly with the headteacher or deputy headteacher.
- Inspectors scrutinised a wide selection of pupils' workbooks from different subjects.
- Inspectors spoke to pupils formally and informally. A group of pupils met with an inspector to discuss a range of issues. Pupils read to the inspector. Inspectors observed behaviour in classrooms, in corridors, at lunchtime and outside on the playground.
- An inspector talked to parents before school. The lead inspector considered the one response received to the free-text service as well as analysing the responses to the school's own parental questionnaire.
- The lead inspector considered the 25 responses to Ofsted's staff questionnaire.
- Various school documents were scrutinised, including the school development plan, records of monitoring, reports to governors and minutes of their meetings. Information about pupils' progress, behaviour, attendance and safety were also analysed and discussed with leaders.
- Documents relating to safeguarding were checked and an inspector looked at published information on the school's website.

Inspection team

Nicola Harwood, lead inspector

Her Majesty's Inspector

Sara Arkle

Ofsted Inspector

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