

INSPECTION REPORT

**ST GEORGE AND ST MARTIN'S CATHOLIC
PRIMARY SCHOOL**

Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124318

Headteacher: Mr P N McCann

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 17th – 18th April 2002

Inspection number: 243381

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Boulton Street Birches Head Stoke-on-Trent Staffordshire
Postcode:	ST1 2NQ
Telephone number:	(01782) 234384
Fax number:	(01782) 234386
E-mail address:	3406001@st-george-st-martins.stoke.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Wood
Date of previous inspection:	22 nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21872	Lorna Brackstone	Registered inspector
19430	Trevor Hall	Lay inspector
20086	David Speakman	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill St
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9 - 14
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15 - 18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St George and St Martin's Catholic School is an urban Catholic primary school situated about one mile from the centre of Stoke-on-Trent. It is about average in size with 246 children on roll (N to Y6) and equal numbers of boys and girls. Approximately 95 per cent of pupils are of white UK heritage. The remainder are of black origin. There are no pupils who use English as an additional language. Pupils come from a wide range of socio-economic backgrounds. The immediate area consists of mainly Victorian terraced houses and local authority housing; there is also a relatively new private housing estate from which some of the intake comes. The proportion of pupils who are eligible for free school meal's 4.5 per cent which is below the national average. However, this percentage does not fully represent the socio-economic status of the intake. Although there are a small proportion of parents who are professionals, most are involved in manual employment. A high percentage of parents are involved in shift work. The proportion of pupils who are identified as having special educational needs is 9.4 per cent, well below the national average. Two pupils have statements for special educational needs. Gifted and talented pupils are identified. The school has one class per year group and there is a 36 place Nursery. Attainment on entry into the Nursery is variable; overall, it is well below that expected for the children's age, with a significant number experiencing speech and language problems.

HOW GOOD THE SCHOOL IS

St George and St Martin's is an excellent school where all children make exceptional progress. A significant number of children start Nursery with poor speaking and listening skills, but, by the time that they are ready to move onto secondary school at the end of Year 6, they have achieved very high standards in the core subjects of English, mathematics and science. This is because the overall quality of teaching and learning is excellent and the leadership and management of the school is of the highest quality. The school is outstandingly effective and provides excellent value for money.

What the school does well

- Standards in English, mathematics and science are well above average by the end of Years 2 and 6.
- The overall quality of teaching and learning is excellent.
- The leadership and management of the headteacher and key staff are excellent. The highly efficient governing body provides very good support and professional expertise.
- The monitoring and evaluation of teaching and learning is of the highest standard. Pupils progress is rigorously tracked through the school and excellent use is made of all available resources to ensure that they receive specific support in their learning which is of the highest quality.
- Throughout the school, pupils have excellent attitudes to all aspects of school life. Both personal development and relationships are outstanding; behaviour is very good.
- The curriculum throughout the school is very rich and is very well enhanced by extra-curricular activities such as sport, music and visits. Provision for spiritual, moral, social and cultural development are very good.
- The school takes very good care of its pupils.
- An excellent partnership has been developed with parents.

What could be improved

- This school has no weaknesses.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997 and has improved very well since then. All key issues have been considered. Schemes of work for all subjects have been developed and restructured in line with Curriculum 2000. Excellent assessment procedures are in place for English, mathematics, science and information and communication technology. All other subjects are effectively assessed against National Curriculum indicators. Target setting has been systematically introduced and included in school reports. Rigorous systems to track pupils' progress are in place in Years 2 to 6 and strategies for extending more able pupils have been successfully developed. Highly effective monitoring procedures have been introduced and developed. Levels of resources have increased in line with the priorities identified in the school development plan, which is now more closely linked with the budget and staff training needs. Teachers have developed their skills in design and technology, art and design and multi-cultural aspects of the curriculum. In addition to these key issues, the quality of teaching and learning has significantly improved; pupils' attitudes are now excellent as is the leadership and management. The school is very well placed to maintain this high quality-learning environment.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	A	B	C
mathematics	B	A	A	A
science	B	A	A	B

Key

well above average A

above average B

average C

below average D

well below average E

St George and St Martins School successfully creates an exceptional learning environment where all pupils, including those with special educational needs, make outstanding progress. A significant number of children start the Nursery at the age of three with poorly developed skills in all areas of learning. Speaking and listening skills are particularly weak. Very good progress is made in both the Nursery and Reception classes and standards in all areas of learning are above nationally agreed levels by the time they are ready to start Year 1 of the National Curriculum. Pupils maintain this very good progress, confirmed by the National Curriculum test results of 2001 at the end of Year 2, when well above average standards in reading, writing and mathematics were achieved. Overall, standards in the teacher assessment tests in science were close to the national average, but the percentage of pupils who attained the higher level was above the national average. Inspection findings also confirm that these very good standards are currently being maintained in reading, writing and mathematics. Standards have improved in science and are now at least above average. Pupils continue to make very good progress and, by the time they are at the end of Year 6, inspection findings confirm that they have achieved very good standards in English, mathematics and science. This is an improvement on the National Curriculum test results of 2001, which are recorded in the table above. In the standardised test results of 2001 standards in Year 2 in reading, writing and mathematics were above average in comparison with similar schools. Standards in Year 6 were well above average in mathematics, above average in science and average in English. However, evidence submitted shows that deprivation is much higher than the national average. This illustrates that the similar schools context is not truly representative of the school when based on the percentage of pupils known to be eligible for free school meals. There are no differences noted between the performance of boys and girls. Targets set are fully met and these very good standards in English, mathematics and science have a positive impact on the standards of other subjects. Very high standards are also achieved in information and communication technology and it is used exceptionally well to promote learning across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes towards school; they are highly motivated and have exceptional skills of concentration and perseverance.
Behaviour, in and out of classrooms	Pupils behave very well in and around school. No disruptive behaviour or bullying was observed during the inspection.
Personal development and relationships	Personal development is outstanding. Pupils are mature, sensible and always helpful. They take pride in carrying out their responsibilities. Pupil relationships are outstanding and they work exceptionally well together. There are excellent relationships between pupils and all staff in school.
Attendance	Very good. Pupils attend regularly and are punctual for the start of the school day.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching and learning is of excellent quality. During the inspection, 26 lessons or part lessons were observed. Nine of these lessons were of good quality, 15 were of very good quality and 2 were excellent. All teachers are outstanding professionals and excellent role models who genuinely seek to provide a high quality-learning environment for their pupils. Subject knowledge is very good and the basic skills of literacy, numeracy and information and communication technology are taught very well. Teachers have high expectations of both behaviour and achievement. Questioning skills are used exceptionally well and this ensures that pupils are continually challenged. Excellent use is made of praise and pupils are encouraged to be involved in their own learning. Outstanding use is made of staff specialisms; this ensures that more able pupils are stretched sufficiently and additional help is available for the less able to enable them achieve the appropriate levels in the national tests. Teachers and support staff work very closely together and are clearly focused on providing high quality learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned and high quality visits provide enriching experiences. There are very strong supportive links with the church and the local college. A very wide range of extra-curricular activities is provided.
Provision for pupils with special educational needs	Provision is excellent. Pupils are identified as early as possible and provided with individual education plans that specifically meet their needs. Very good progress is made in relation to their prior attainment. All adults provide exceptional support for pupils on the special needs register. Arrangements for supporting pupils with statements are highly effective.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good, overall. Spiritual development is promoted very well through assemblies and the teaching of religious education. Detailed policies on school rules, behaviour and family life ensure that moral provision is of the highest quality. Excellent social development is fostered by opportunities to take responsibility and work with other pupils. Provision for cultural development has much improved through staff development and opportunities to respect other cultures by regular assemblies, displays and visitors to school.
How well the school cares for its pupils	The school provides very good pastoral care for the pupils. The atmosphere is very positive and very good use is made of outside agencies to provide specialist support where required.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides highly effective leadership and is extremely well supported by his senior management team.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive of the school and well informed. They have a very efficient committee structure with very clear terms of reference.
The school's evaluation of its performance	The school makes excellent use of data to target pupil attainment. This is used particularly well to both support those pupils who need additional support and to extend the more able pupils.
The strategic use of resources	All available resources are used extremely efficiently to ensure that the pupils are provided with the very best opportunity to achieve successfully. Staff are highly motivated and are always striving to provide the very best. Specific grants are put to very good use and the school compares itself with other schools, both nationally and locally, to ensure that it provides the highest quality education for its pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children make very good progress.• They feel that the teaching is good and that teachers have high expectations for their pupils.• Parents feel that the school works closely with them and they are well informed about their children's progress. They also feel comfortable approaching the school with a problem or concern.• Their children like coming to school and are encouraged to be mature and sensible.• Parents are very happy with the way the school is led and managed.• They feel that behaviour is good in school.	

All parents who attended the meeting with the Registered Inspector prior to the inspection were extremely complimentary about the school and this was endorsed through the questionnaires. The inspection team agree with the parents that this is an excellent school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above average by the end of Years 2 and 6.

1. St George and St Martins School successfully creates an exceptional learning environment where all pupils, including those with special educational needs, make outstanding progress. A significant number of children start the Nursery at the age of three with poorly developed skills in all areas of learning. Speaking and listening skills are particularly weak. Very good progress is made in both the Nursery and Reception classes and standards in all areas of learning are above nationally agreed levels by the time that they are ready to start Year 1 of the National Curriculum. Pupils maintain this very good progress and this is confirmed by the National Curriculum test results of 2001 at the end of Year 2, when well above average standards in reading, writing and mathematics were achieved. Overall, standards in the teacher assessment tests in science were close to the national average, but the percentage of pupils who attained the higher level was above the national average. Inspection findings confirm that the very good standards have been maintained in reading, writing and mathematics. Standards have improved in science and are now at least above average. Pupils continue to make very good progress and, by the time they are at the end of Year 6, inspection findings confirm that they have achieved very good standards in English, mathematics and science. This is an improvement on the National Curriculum test results of 2001, when standards were well above average in mathematics and above average in English. In the standardised test results of 2001, standards in Year 2 in reading, writing and mathematics were above average in comparison with similar schools. In comparison to similar schools standards in Year 6 were well above average in mathematics, above average in science and average in English. However, evidence submitted shows that deprivation is much higher than the national average. This illustrates that the similar schools context is not truly representative of the school when based on the percentage of pupils known to be eligible for free school meals. No differences were noted between the performance of boys and girls.
2. By the end of Year 2, pupils are able to write confidently for a wide variety of purposes, including story-writing, descriptive work, researching information and writing out sets of instructions. For example, they confidently explain how to make a circuit. They use different tenses and accurately use full stops and capital letters to create appropriate sentences. More able pupils understand the correct use of speech and exclamation marks; these are used very well to enliven their work and make creative stories full of interest and appeal. In mathematics, they are confident with numbers up to 100 and both add and subtract accurately. They have a clear understanding of the two, five and ten times tables and use the principles of division. Pupils confidently work with halves and quarter fractions and this has a positive impact on their ability to tell the time accurately. They recognise both two and three-dimensional shapes and make good use of centimetre measures to work out the length of a variety of different materials. In science, the pupils have a good understanding of the need to eat healthy foods and they confidently discuss the importance of looking after teeth. They are able to identify different sources of light and know how shadows are formed. Flowers are investigated with developing confidence and differences noted between plants and animals. Pupils have good understanding of circuits and use their knowledge of electricity to discuss possible hazards at home. Both their mathematical and scientific knowledge are used well to promote learning across the curriculum and pupils confidently discuss their findings, responding positively to each other's suggestions.
3. By the end of Year 6, pupils very successfully use a wide range of writing styles and techniques. They have a good awareness of writing in the style of Shakespeare and have a clear understanding of word origins. Creative writing is of a very high quality, with pupils making very good use of descriptive vocabulary, direct speech, balanced arguments and persuasive text. For instance, one pupil made very good use of adverbs to maintain the interest of the reader by writing 'wonderfully clean, said Delilah anxiously'. Their writing is consistently very neat and final pieces of work are presented very well. Very good use is made of their information and communication technology

skills to present their work. In mathematics, the pupils are confidently using addition, subtraction, multiplication and division to solve problems.

They use both fractions and decimals well to describe proportions and carefully check their findings with a calculator. More able pupils understand probability and confidently work out the value of angles within a triangle. All pupils are able to solve simple problems and comfortably seek solutions by trying out a variety of different ideas. For example, during the inspection, one Year 6 class was observed solving the connections between fractions and decimals. Pupils were able to calculate mentally 25 per cent and 10 per cent of quantities confidently by using a variety of different methods. This showed they had a good understanding of place value. In science, pupils know that micro-organisms are tiny living things, which are seen only by a microscope. They understand the difference between an image and a shadow and know that light travels in a straight line. The pupils confidently describe reversible and irreversible changes and have a good understanding of different life cycles. They use their scientific knowledge very well to work out solutions to problems by predicting, carrying out activities and making conclusions. For example, they very successfully worked out how quickly things decayed through contact with heat, air and moisture.

4. Very high standards are also achieved in information and communication technology, because it is used exceptionally well to promote learning across the curriculum. For example, pupils in Year 6 have been involved in designing their school web site. They confidently use both the Internet and CD ROM to seek out information and skilfully make presentations to the rest of their class by using a specialist program designed for this purpose. The very good results in the core subjects of English, mathematics and science have a positive impact on the standards of other subjects. For example, standards in history and geography in Years 2 and 6 are consistently good. Standards in art and design have improved because skills are now being taught progressively throughout the school. Standards in design and technology now meet national expectations at the end of both Year 2 and 6. Good improvements have been achieved in the making and evaluating stages. However, the school is aware of the need for children to improve skills at the planning stage.
5. Pupils with special educational needs are supported excellently, particularly in literacy and numeracy. Very good progress is made in relation to their prior attainment. All pupils who find learning difficult have individual education plans that include measurable targets specific to their needs. Teachers plan effectively to enable the pupils to achieve these targets and, as a result, they make very good progress in their learning. Arrangements supporting pupils with statements are highly effective and ensure that they achieve well in relation to their prior learning.

The overall quality of teaching and learning is excellent.

6. During the inspection, 26 lessons or part lessons were observed. Nine of these lessons were of good quality, fifteen were of very good quality and two were excellent. This, coupled with evidence from pupils' previous work and planning throughout the school, indicates that the overall quality of teaching and learning is excellent. This is a significant difference since the last inspection when the quality of teaching was judged to be good. All teachers are outstanding professionals who genuinely seek to provide a learning environment of the highest quality for their pupils. Staff work very closely together as a team and respect each other very well. For example, the Foundation Stage co-ordinator who is responsible for the Reception class also works very effectively with the Nursery staff. This has a very positive impact on the progress made by the Foundation Stage children. Two teachers also work very closely together in Year 1 and the accessibility to adult support ensures that pupils make consistently good progress.
7. Teachers are very highly skilled in the teaching of literacy and numeracy; the acquisition of knowledge and skills is secure. Learning objectives are shared with the pupils and very detailed planning ensures that all pupils are fully included in lessons. Extremely detailed tracking procedures are used very well to target pupils, resulting in very high teacher expectations. Pupils have a very good understanding of their own learning, because they are involved in setting these targets. Teachers encourage the pupils' intellectual and creative development through discussions and rigorous questioning. These techniques are used exceptionally well in the Year 6 booster

classes. For instance, in a very good English booster session for the more able pupils, the teacher shared the National Curriculum requirements with the pupils to ensure that they knew exactly what was expected of them in order to attain the higher levels in the standardised tests.

Independence in learning is successfully motivated through group challenges and tasks. For example, in a good history lesson in Year 3, pupils were encouraged to work together to find out historical facts by using secondary sources such as photographs and artefacts.

8. Throughout the school, the teachers have very good information and communication technology skills, which are used extremely well to support learning. For instance, in a successful Year 6 lesson, the teacher's good knowledge and understanding of a control program ensured that the pupils clearly understood what was required. A wide range of technical equipment is used very well; the information and communication technology suite is used effectively to promote learning. Computers are an integral part of the classroom and overhead projectors and screens are also skilfully used to instruct small groups and classes. This has a positive influence on the overall development of information and communication technology skills.
9. Teachers have very high expectations of achievement. Work is carefully planned and activities match the needs of all pupils. This was very evident in an excellent Year 5 mathematics lesson on three digit numbers. During this lesson, the teacher challenged all groups of pupils through a wide range of very well planned tasks.
10. Pupils are made fully aware of what is considered acceptable behaviour and understand that only the very best behaviour is tolerated. Excellent use is made of praise to encourage positive attitudes to work.
11. Throughout the school, pupils enjoy excellent relationships with all adults working with them. These very strong relationships have a very positive impact on the quality of learning. Overall, homework is used well to support learning and encourages pupils' interest and independence. For example, in a very good additional literacy support lesson the pupils were given appropriate follow-up tasks to do at home. Day-to-day assessments are very good and good use is made of marking pupils' books to both praise their efforts and provide direction for future work.
12. The work of both support teachers and assistants is of very high quality and this has an important effect upon the standards achieved in school. They work very closely with class teachers to provide high quality support for all pupils, including those with special educational needs. All support staff are well trained and the teamwork evident in the classrooms is exemplary.

The leadership and management of the headteacher and key staff are excellent. The highly efficient governing body provides very good support and professional expertise.

13. The headteacher provides highly effective leadership. His educational direction is extremely clear and a whole school commitment to the highest standards of academic work and behaviour has been successfully achieved. The headteacher believes firmly in teamwork and staff development is a very positive feature of the school. All staff are involved in decision making and communication throughout the school is secure. The headteacher has very skilfully managed to build an excellent leadership team around him who willingly take responsibility and lead by example. His senior management team are experienced and provide exceptional support. For example, the deputy headteacher has established very detailed and efficient procedures for monitoring and evaluating pupil progress. She has recently started to refine these procedures by introducing new technology to develop further these systems. The other member of the senior management team, who is the co-ordinator for the Foundation Stage and Years 1 and 2, has a particular expertise in early education. She has successfully co-ordinated the new Foundation Stage curriculum in both the Nursery and Reception classes. Subject leaders are also very experienced and their well-established classroom monitoring procedures have had a very positive influence on the teaching

and learning within the school. They provide high quality support and motivation to staff and pupils.

14. The governing body has developed its role well since the last inspection and is very supportive and well informed. It has a very efficient committee structure with very clear terms of reference. Governors ensure that the priorities identified are matched very well to the budget and their professional expertise is used very well to achieve this.

The monitoring and evaluation of teaching and learning are of the highest standard. Pupils' progress is rigorously tracked through the school and excellent use is made of all available resources to ensure that they receive specific support in their learning which is of the highest quality.

15. The monitoring and evaluation process is successful at St George and St Martins, because all staff consistently track the progress of all their pupils. Strengths and weaknesses are rapidly identified and very clear targets are set for improvement. Priority is given to the core subjects of English, mathematics and science. Monitoring procedures are rigorous and are achieved in a wide variety of ways. These include subject leaders, classroom teachers, governors and the headteacher. The quality of teaching is formally monitored by the headteacher who reviews work in books and scrutinises planning files weekly. Performance data from the National Curriculum tests and other assessment information are also carefully analysed. Informal monitoring also takes place through working alongside colleagues and with targeted groups of pupils. Core subject leaders and the special educational needs co-ordinator also monitor planning and are released regularly to observe specific aspects of their subject.
16. St George and St Martins is highly effective because maximum use is made out of all available resources and the budget is systematically linked to improvements that will benefit the pupils. For instance, an exceptional feature of the school is the way in which information and communication technology is used to attain the very high standards evident. This has a really beneficial impact on the quality of learning. Information and communication technology is an integral part of the daily life at school and this is clearly evident through all subjects of the curriculum. For example, investigations in mathematics and science are successfully illustrated in graph form. Activities for English, such as letter writing, are presented in a very wide variety of differing formats. Pupils very confidently use CD ROMs to gain the required information for their topics in history and geography. Older pupils make excellent use of the available technology to create presentations on different subjects. Teachers make excellent use of communication equipment such as overhead projectors, which are linked to computer programs. This ensures that all pupils have access to the screen on view and enables them to partake fully in the lesson.
17. The headteacher has exceptional skills in strategic planning and uses all available resources in the very best way. Excellent use is made of staff specialisms to ensure that the pupils gain the very best possible deal. For example, subject co-ordinators take Year 6 booster classes in English, mathematics and science to help stretch the more able pupils and to give those who need some extra help to achieve the appropriate levels in the national tests. Specialist groups have been funded to help specific pupils in Years 1 and 3 with literacy skills.
18. Best value is always sought and this is clearly evident through the excellent procedures to monitor and evaluate all systems in school. For instance, the school rigorously compares the performance of its pupils with those within the local education authority and also uses national statistics very well to evaluate improvements over time. The current budget shows a large carry over figure from the previous year; this is because at the start of the academic year two newly qualified teachers replaced experienced staff leaving for promotion who had been included in the figures for the financial year. However, this money has already been allocated for ground improvements.

Throughout the school, pupils have excellent attitudes to all aspects of school life. Both personal development and relationships are outstanding; behaviour is very good.

19. Pupils have excellent attitudes towards school; they are highly motivated and have exceptional skills of concentration and perseverance. Pupils throughout the school are very well motivated and are always eager to learn. This has a significant impact on their progress. They settle quickly in lessons, are conscientious and work hard. They display real enthusiasm for their learning and take a full part in all activities. They work very well together in small groups and are very independent in their learning. Pupils listen enthusiastically to the views of others and willingly share resources. For example, in a very good geography lesson in Year 2, pupils very sensibly and independently took turns to share globes, maps and artefacts.
20. Pupils' behaviour is very good. This is the result of a consistent and rigorous approach to behaviour management by all staff. Parents confirm that their children respond very positively to the high expectations of behaviour. There is a very clear understanding of reward systems. For example, house points are given out, not only for good work, but also for positive behaviour. Incidents of misbehaviour are dealt with quickly and sensitively.
21. Relationships within the school are excellent. Pupils enjoy the friendships and relationships they have with adults and with each other. They have outstanding respect for their teachers. Year 6 pupils talk of how all their teachers provide them with outstanding support and are always happy to help them. In fact, when asked what they would miss most when they transferred to secondary school, they firmly expressed it would be their teachers. Pupils also have excellent relationships with each other and there is a very happy and purposeful atmosphere in school.
22. Personal development is excellent. This is evident through the way that they work maturely together as partners and with groups. Pupils grow and develop as members of a community that goes beyond school. This is clear through their involvement with the orchestra in city events, their preparation for their first communion with the parish priest and their response to both residential and day visits. All children develop self-confidence from the time that they start in Nursery. This enables them to become aware of their strengths and weaknesses in their learning and maintain positive attitudes.

The curriculum provided throughout the school is rich and is very well enhanced by extra-curricular activities such as sport, music and visits. Provision for spiritual, moral, social and cultural development is very good.

23. Detailed policies and schemes of work for each subject ensure that the curriculum is very well balanced and skills are taught progressively. Provision for pupils with special educational needs is excellent. Pupils are identified as early as possible and provided with individual education plans that specifically meet their needs. All adults provide exceptional support for pupils on the special educational needs policy. A good range of visits enrich the curriculum; older pupils have the opportunity to take part in a residential visit fairly locally at Stanley Head, but are also taken further afield to France. Pupils talk excitedly about these opportunities and consider them to have been not only valuable educational trips but 'memories they will treasure'. Visitors to school enhance the curriculum. For instance, during the week of the inspection, an artist came to share her experience with a Year 4 class, a specialist dance teacher performed with a Year 5 class and a skilled musician took a class lesson. Very good links have been forged with the church and local college of further education. Pupils are given an extensive range of activities to participate in, either before school starts, during lunchtime or after school. These include football, netball, basketball, computer and science club. Instrumental provision is very strong and the talented orchestra takes part in local performances.
24. Provision for spiritual, moral, social and cultural development is very good. Spiritual development is promoted through assemblies, the close links with the church and the diocesan religious

education scheme. Detailed policies on school rules, behaviour and anti-bullying ensure that moral provision is of excellent quality. Outstanding provision is made for social development; the school council, prefect system and 'buddy' scheme encourage an excellent sense of responsibility. Pupils are given opportunities to work together in groups or with partners. For example, pupils in a Year 6 English booster class were observed using 'response' partners. This involved them sharing their work with another and then discussing with each other where improvements could be made. Pupils discuss a wide variety of topics and feelings during personal, social and health education. A session when pupils sit around together in a circle to discuss various issues has been very well established throughout the school. Older pupils look after younger children during dinnertime and this helps the younger ones settle.

Provision for cultural development is very good and is developed well through multi-cultural assemblies, displays and visitors. For example, the visit to school of an African musician, who illustrated aspects of his culture, is remembered very clearly by the pupils.

The school takes very good care of its pupils.

25. The school provides very good pastoral care for the pupils. Their safety, welfare and security are priorities and the school strives to create conditions in which all children are able to achieve their potential. All policies and procedures are clear and well known by everyone working in school and staff have the necessary skills to deal with emergencies and ensure the safety of all the pupils. The atmosphere is very positive, with all staff extremely well committed to high standards. Children are very well prepared for starting Nursery; weekly sessions are held in school where staff can meet both the children and parents and get to know their individual needs. Pupils' attitudes and behaviour are very carefully monitored and very good use is made of outside agencies to provide specialist support where required. There are also very strong links with the local secondary school, which ensure a smooth transition at the end of Year 6.

An excellent partnership has been developed with parents.

26. Many of the parents attended St George and St Martins as pupils themselves and are very supportive of all aspects of school life. Parents effectively ensure that their children attend regularly and maintain punctual attendance. All staff work very hard at involving parents at every stage of their children's education and are kept very well informed through monthly newsletters, questionnaires and a notice board that is regularly updated. Annual written reports are also of a very good standard. Parents are welcomed into the school to help with a wide variety of activities such as classroom activities and visits out of school. The strong parent/staff/friends group work very hard at fund-raising and social activities. Monies raised are used very well to benefit all the pupils.

WHAT COULD BE IMPROVED

27. This school has no weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The school has no weaknesses.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	9	0	0	0	0
Percentage	7	58	35	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	212
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	2	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	13	13	13
	Total	28	28	27
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (94)	93 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	14
	Girls	13	13	13
	Total	28	27	27
Percentage of pupils at NC level 2 or above	School	97 (97)	93 (94)	93 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	14	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	12	14	14
	Total	24	28	28
Percentage of pupils at NC level 4 or above	School	86 (93)	100 (86)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	12	13	14
	Total	24	27	28
Percentage of pupils at NC level 4 or above	School	86 (93)	96 (83)	100 (93)
	National	72 (70)	74(72)	92 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	9
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	172
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	25 : 1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	77

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
	£
Total income	438,642
Total expenditure	433,802
Expenditure per pupil	1,763
Balance brought forward from previous year	64,740
Balance carried forward to next year	69,580

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 52%

Number of questionnaires sent out	243
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	67	33	0	1	0
Behaviour in the school is good.	60	36	2	0	2
My child gets the right amount of work to do at home.	49	40	6	0	2
The teaching is good.	75	24	1	0	1
I am kept well informed about how my child is getting on.	69	29	2	1	0
I would feel comfortable about approaching the school with questions or a problem.	71	28	1	0	1
The school expects my child to work hard and achieve his or her best.	81	18	1	0	0
The school works closely with parents.	59	40	1	1	0
The school is well led and managed.	72	26	1	0	1
The school is helping my child become mature and responsible.	71	26	2	0	1
The school provides an interesting range of activities outside lessons.	45	38	7	0	7