



St George Church of England Primary School

Inspection Report

Unique Reference Number 109145
LEA Bristol, City of
Inspection number 278138
Inspection dates 16 November 2005 to 16 November 2005
Reporting inspector Jacqueline Ikin RISP

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

Type of school	Primary	School address	Queen's Parade
School category	Voluntary controlled		Brandon Hill
Age range of pupils	3 to 11		Bristol BS1 5XJ
Gender of pupils	Mixed	Telephone number	0117 3772480
Number on roll	104	Fax number	0117 3772481
Appropriate authority	The governing body	Chair of governors	Mr James Hawkins
Date of previous inspection	29 February 2000	Headteacher	Mrs Clare Gundry

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

St George's Church of England Primary School is a small community school near the centre of Bristol. Parents send their children to the school from many different parts of Bristol because of its small size, its central location, and the individual attention it can give to pupils. Half of the pupils come from white British or European backgrounds but a very wide range of other heritages is also represented. These include Black British Caribbean, Chinese and Asian Indian backgrounds. Twenty percent of pupils speak English as an additional language. An above average proportion of pupils is eligible for free school meals. The proportion of pupils with learning difficulties or disabilities is above average. The number of pupils who join after the Reception year or leave before Year 6 is higher than average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's judgement that it provides its pupils with a satisfactory education. It provides well for pupils' personal development and well-being and behaviour is generally good. Pupils' progress is satisfactory overall. Most pupils make satisfactory progress in science and good progress in reading and mathematics where standards are above average. However, they do not achieve as well as they should in writing. Those with learning difficulties and those who speak English as an additional language make good progress as a result of the good support they receive. Teaching and learning are satisfactory overall. There is good teaching in the Nursery and Reception class and in Years 3 and 4, and reading and mathematics are generally well taught. Assessment is satisfactory overall but not enough use is made of it to help pupils achieve higher standards in writing. The school provides a satisfactory curriculum and enriches it well through links with the local community and after school clubs. Provision in the Foundation Stage is good and standards are broadly average by the time children enter Year 1. The care and guidance that the school provides are satisfactory overall with good attention to pupils' personal and social development. The leadership and management of the school are satisfactory with the headteacher's leadership being good. Monitoring and evaluation are satisfactory but subject leaders and governors are insufficiently involved. There have been good improvements since the last inspection and the school is well placed to improve further. It gives satisfactory value for money.

What the school should do to improve further

- Develop teaching so that it is consistently good in all classes.
- Make better use of assessment and target setting when planning work to raise standards in pupils' writing.
- Develop the role of subject leaders and governors in monitoring and evaluating the work of the school.

Achievement and standards

Grade: 3

Standards and achievement are satisfactory. There are wide variations in pupils' attainment on entry from year to year. Overall standards are below average when pupils enter the Nursery and average when they enter Year 1. Pupils make satisfactory progress in Years 1 and 2 and reach average standards in reading, mathematics and science, but below average standards in writing. In Years 3 to 6 pupils achieve well in mathematics and standards are above average. Progress in reading and science is satisfactory overall by the end of Year 6 and standards are broadly average. Not all pupils, particularly the middle ability band, achieve as much as they could in writing and standards are below average in Year 6 because of this. The school's improved computer resources are helping children to catch up on work they have missed in the past in information and communication technology (ICT) and standards are now broadly average. Children achieve well in the Nursery and Reception class as a result of the

good provision that is made for them. Children whose first language is not English, and who are at the early stages of learning the language, do extremely well in the Foundation Stage because of the individual support they receive and the good emphasis on their communication and language skills. They also do well in the rest of the school as do those pupils who have learning difficulties. The standards that the boys reach are not always as high as the girls but this represents satisfactory progress in relation to their lower starting points on entry to the school. Targets are generally met but they are not high enough in writing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The spiritual, moral, social and cultural development of pupils are good. Pupils respond well to opportunities to think beyond their own immediate circumstances in assemblies. As well as celebrating specific Christian festivals, children benefit from being taught to understand the key elements of other faiths. The good opportunities for pupils to take decisions on the school council, act as class buddies to new pupils, and to be playground mentors, successfully promote their social skills. Pupils also make a good contribution to the wider community through participation in festivals and raising money for charity. The school curriculum reflects the rich cultural diversity of its pupils and pupils show high levels of respect for their own culture and that of others. Pupils know how to get along with each other and their clear understanding of right and wrong, and fairness and justice, are evident in their generally good behaviour in class and around the school. They have a good understanding of how to keep themselves safe and lead healthy lifestyles. The school's healthy eating policy and 'golden trainer' award contribute to this. Pupils generally enjoy all aspects of school life and appreciate the way that their teachers help them to learn. They are being soundly prepared for their future studies. Attendance is satisfactory and has improved significantly over the last year as a result of the school's rigorous procedures for checking and following up on absences, the work of the learning mentor, and the good links with the education welfare officer.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. There are significant strengths in the good relationships that all teachers have with their pupils and in the methods that they use to gain pupils' attention and interest them in learning. There is good teaching which leads to good learning in the Nursery, Reception class and in Years 3 and 4, but such standards are not consistent enough across the school. Reading and mathematics are well taught but there is not enough precise planning to help pupils achieve higher standards in writing. The quality of questioning and marking varies. In the best lessons there are carefully structured questions which make pupils think, and good marking

which helps them know what they have to do to improve. In the Nursery and Reception class there are very good opportunities for children to learn through well planned play.

Assessment is satisfactory and for pupils with learning difficulties and those with English as an additional language it is good. There are some good procedures to check how well pupils are doing from year to year. However, assessment is not used well enough in planning work and setting targets to move pupils more rapidly on to the next level in writing.

Curriculum and other activities

Grade: 3

The curriculum that the school offers to its pupils is satisfactory overall. There are some significant strengths but the English curriculum is not yet rigorous enough to support progression in writing. The curriculum in the Nursery and the Reception class has improved considerably since the last inspection. Adapting a school built in 1847 to the needs of a modern curriculum has been a challenge. The school has risen to that challenge as shown, for example, by its now very good ICT facilities, the rebuilding of the Early Years centre, and the clever and innovative use of the limited outdoor space. The school does all it can to reap the benefits of being a small school in a big city. The school makes good use of its proximity to Bristol's main educational and cultural facilities, such as the theatre, the docks and museums to make learning interesting for its pupils. Creativity is promoted well through dance and participation in local cultural and social festivals, including the St Paul's carnival. After school activities and good links with other schools, parents and the local community enrich the curriculum well.

Care, guidance and support

Grade: 3

The care and guidance that the school gives to its pupils is satisfactory with some strong features. Pupils receive good pastoral guidance. The small size of the school ensures that all members of staff know their pupils very well and pupils say that they would have no hesitation in approaching their teachers or the headteacher if they had a problem. There is generally good attention to day to day health and safety matters, but staff training on child protection issues is not up to date. The school is aware and taking positive steps to rectify this. The system of allocating a class buddy to children who are new to the school successfully ensures that they receive a warm and friendly welcome and settle quickly into school life. The school is very supportive to pupils who are at an early stage of learning English. It goes to great lengths to find out as much as it can about the very wide range of first languages spoken by its pupils. The welcome pack for pupils new to the school, written in several languages, shows how much the school both cares for, and respects, such children. This also helps in building up the good links the school has with parents. There are good links with outside agencies to support all pupils. The work of the school mentor makes a considerable contribution to the personal and academic growth of the pupils she works with.

'George's Dragons', a newly formed after school club, is much appreciated by the parents of children who make use of it.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall and there are significant strengths in the leadership of the headteacher and in leadership of the Foundation Stage. The headteacher has been successful in improving standards and is intent on continuing this upward trend. The issues identified in the last report have been tackled effectively. Monitoring and evaluation procedures are satisfactory and there are good arrangements for gathering the views of both parents and pupils. These give the headteacher an accurate view of teaching, learning and standards. However, subject leaders and governors are not yet sufficiently involved in this work. Governors have a strong commitment to the school and fulfil all their statutory duties satisfactorily. They are ably led by the chair of governors who works closely with the headteacher on all matters, but there are insufficient opportunities for other governors to experience first hand what goes on in the school. The school's strong commitment to equality is evident in all aspects of school life. Finances are efficiently managed and there is good strategic planning for improvements. Staffing levels are satisfactory and recent improvements in administrative support are successfully enabling the headteacher to spend more of her time on raising standards, which is one of her main priorities.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

St George's Church of England Primary School Queens' Parade Brandon Hill Bristol BS1 5XJ

16 November 2005

Dear Pupils

Thank you for all the help that you gave to us when we inspected your school. We enjoyed talking to you and the things you told us were very helpful.

We think that you nearly all behave well and were impressed by the way that you work and play well together. Your work on the school council is really helping to improve the school. Your charity work and involvement in events such as the St Paul's Carnival really help people who live in Bristol and further afield. We have decided that the school provides good after school clubs and good visits to different places and that this makes learning more interesting for you.

Your teachers help you to do well in reading and mathematics but we are asking them to help you to do better in writing. We think you have a good headteacher but we would like her to find more ways of checking how well you are getting on and ensuring that you are always well taught.

We wish you well for your future education at St George's.

Yours sincerely

Jacqueline Ikin

Lead inspector