



St George's Catholic Primary School

Inspection Report

Unique Reference Number 115149
LEA SOUTHEND-ON-SEA LEA
Inspection number 279524
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector Mr. Paul Cosway LI

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

Type of school	Primary	School address	Eagle Way
School category	Voluntary aided		SS3 9RN
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01702 293522
Number on roll	206	Fax number	01702 291126
Appropriate authority	The governing body	Chair of governors	Mr.Malcolm Clark
Date of previous inspection	20 November 2000	Headteacher	Mrs. Marion Filmer

Age group 4 to 11	Inspection dates 17 October 2005 - 18 October 2005	Inspection number 279524
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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

This is an average-sized primary school in Shoeburyness, to the east of Southend. This is a relatively advantaged area. Fewer than average numbers of pupils have learning difficulties or disabilities and these have moderate learning difficulties. Almost all the pupils are of white British descent. The proportion of pupils who are eligible for free school meals is below average. It is a Roman Catholic voluntary aided school, with a strong Christian ethos. The children enter the school with skills, knowledge and understanding which are typical for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features and it gives good value for money. The school rightly judges itself to be good and has a realistic understanding of its strengths and areas for improvement. Standards are above average in Reception. Here, and throughout the rest of the school, provision is good, so that by the end of Year 6 standards are well above average. However, pupils' writing skills are less well developed than other aspects of their work. Pupils' personal development is outstanding. The pupils make good progress in all aspects of their education. They are very well-behaved, very caring and considerate of others because of the very strong emphasis in the school on Christian values and the excellent role models that all adults in the school present. The good teaching leads to pupils really enjoying their lessons and many pupils comment on how much they love school. They appreciate how much the staff care for them and say that it is a very friendly, happy school. The very hard-working and dedicated members of staff show concern for every individual. This is a school where every child matters. The pastoral support of pupils is a key strength. They are well supported with their academic work, although the quality and usefulness of marking needs further improvement. Leadership and management are good. The school has significantly improved since the last inspection. The determined and energetic leadership of the headteacher ensures that the school is well placed to improve further. The newly formed leadership team is already giving her good support and there are very effective management systems. The school is well thought of in the community. It enjoys considerable support from parents and the parish and these partnerships contribute significantly to the pupils' education and well-being. Almost all parents and carers praise the work of the school highly and appreciate all it does for their children.

What the school should do to improve further

- Continue to develop tracking systems to monitor pupils' progress in subjects and use marking to indicate to pupils what they should do to improve their work; - Improve the quality of pupils' written work by setting them clear targets for improvement and providing opportunities for them to develop their writing through editing and redrafting.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage and reach above average standards by the time they are five. Well planned teaching and the very positive attitudes to learning that the school promotes ensure that the pupils continue to progress well through the rest of the school. By the time they are seven, standards are well above average in reading and mathematics and above average in writing. They are well above average in English, mathematics and science by the age of eleven. The school has achieved consistently high standards for many years. Test results have

always been well above average, although they dipped slightly in both Year 2 and Year 6 in 2004. There was a relatively high proportion of pupils with learning difficulties in these year groups, but there was also evidence of some underperformance in Year 6. Several pupils failed to reach their expected targets. Results in the writing tests were especially disappointing because less than half of the pupils who attained highly in other areas reached high grades in writing. The school evaluated its results carefully and brought about improvements in teaching. As a result all pupils reached their targets in 2005 with many exceeding them. However, writing results remained well below those in reading, mathematics and science. The very few pupils for whom English is an additional language and others who have moderate learning difficulties or disabilities also make good progress. Overall, the school believes that pupils make good progress and the inspection findings agree with this.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding and a strength of the school. Their spiritual, moral and social development is excellent. Cultural development, although a weaker element, is nevertheless good. It is developing rapidly as the school improves resources and pays greater attention to major world cultures and faiths. The pupils enjoy school and all it offers for both their academic and personal development. This is amply demonstrated by a very positive ethos throughout, the exemplary behaviour and excellent attendance. Pupils feel safe and mix freely and happily. They appreciate and value the diversity within the school's population so that all pupils feel special and valued. The pupils' adoption of healthy lifestyles and safe practices in school is excellent. Half the pupils arrive on 'walking buses' which is a scheme promoted so well by the school that it has won awards. Pupils also make a good contribution to the community by raising funds for charities and helping in the community and local parish. Active participation in school council initiatives and links with local businesses are excellent and help pupils develop skills that will contribute positively to their future economic and social well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good throughout the school. Teachers have very good relationships with their pupils and manage them well. As a result all pupils are very well behaved, and respond to the high expectations of the teachers by working hard, showing great interest and enthusiasm. The teachers plan their lessons effectively and include a good variety of tasks to keep the pupils involved and alert. They match the work well to the needs and abilities of all pupils. However, not all teachers are giving pupils sufficient guidance on how to improve their work. Pupils report that they like their teachers, because they are 'nice and friendly and find fun things for us to do!' In a good literacy lesson with Year 6, the teacher used a First World War poem effectively to help the

pupils to learn the effect of rhyme and rhythm. They worked very well in small groups to explore the structure and meaning of the poem. They were able to empathise with the feelings of Rupert Brooke and understood the message of the poem well. The strong relationships and trust in the class helped them to respond sensitively. The work done to develop team work enabled them to collaborate successfully and the range and variety of interesting and involving tasks meant that they were active and concentrated throughout. It is qualities like these, evident in all the lessons seen, which help pupils to make good progress.

Curriculum and other activities

Grade: 2

The curriculum and other activities are good and serve the needs of learners well. Work is suitably matched to the needs of both the higher attaining pupils and those with learning difficulties. The school has good facilities for pupils with disabilities and provides good opportunities for all learners to progress and develop well. There is good provision for literacy, numeracy and information communication technology (ICT). A new computer suite, well used inter-active whiteboards and improved staff expertise has strengthened provision in ICT. All statutory requirements are met and the curriculum is enriched by local visits. The many visitors give the pupils new insights into the local community and the wider world. There is a good range of clubs to extend pupils' involvement and enjoyment of sports and the arts, including games coaching, dance and African drumming. This makes a good contribution to the pupils' education and their personal development.

Care, guidance and support

Grade: 2

The care and support for pupils and the guidance given to them in their personal development are outstanding. Academic guidance is satisfactory. Work is marked regularly, but pupils are not made sufficiently aware of how to make the next steps to improve their work. The school judges support and guidance to be good overall and the inspectors agree. Pupils are valued as individuals within a supportive and strongly Christian environment. All members of staff know the pupils and their families well. They make sure that the pupils are kept safe and secure during lessons and at playtimes. They follow the examples they set, with older pupils caring for younger ones showing many displays of kindness. The procedures for child protection are very good and well-known by staff. All parents are very pleased with the care and guidance given to their children. Many commented on what a happy and caring school this is. The provision for all pupils with learning needs is good and helps them to make good progress in their learning as well as feeling that they can and do succeed.

Leadership and management

Grade: 2

Leadership and management are good overall. The school has suffered considerable turbulence in its leadership and management since the last report. The current headteacher has been in post for three and a half years. Both the deputy and assistant headteacher had been in post a matter of weeks at the time of the inspection. The headteacher's leadership is outstanding. She has brought about significant improvements in the resourcing of the school and in the quality of teaching. Matters that were raised in the last report as weaknesses, such as the provision for ICT, have become strengths as a result of her work. She has recognised the need to improve the use of assessment and data. New systems are now in place to ensure that the school is well placed to continue to improve. Her management skills have ensured that the staff work as a team and their morale is high. The leadership team had only been in place for six weeks at the time of the inspection, but is already making a significant contribution to the running of the school. Almost all parents praise the leadership of the school; very few expressed reservations. 'She is a strong leader, good at making decisions. The environment for our children has improved beyond all expectations'. This is a very inclusive school, in which all have equal chances to succeed. The views of parents and pupils are sought and they contribute well to school development. The governance of the school is good. Many governors have a good knowledge of its work and are monitoring its work very effectively. Many have professional expertise that is used well to help the school in, for example, its financial controls and building projects. The school judges leadership and management to be good overall and the inspection agrees

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Thank you very much for your help and friendliness when we visited your school. We were very impressed by your willingness to answer questions and how much you enjoyed your lessons. Your behaviour in school and in the playground was excellent. You told us how kind everyone is to each other, both children and grown-ups. We think that this is a particularly strong feature of your school. The inspection team has decided that your school is good, with some outstanding features. These include the way that it helps you to grow up with a love of learning, to take responsibility and to think for yourselves. All the adults in school care for you well. You love your school and feel safe. The teaching is good and you have interesting and enjoyable lessons. This helps you to make good progress. By the time you reach Year 6 most of you are reaching high standards, well above those in most other schools. Some of you write very well, but we think you could make faster progress in learning to write. We have asked your teachers to give you more opportunities to improve your writing. Sometimes teachers make comments on your work to tell you how to improve it. We know that you find these useful and have asked them to do this more often. You think the world of your headteacher and we think she is leading the school very well indeed. The leadership and management of the school are good. You learn a good range of subjects, you have lots of clubs, activities and trips and you help your local community. Your parents think that this is a good school and they are right. Enjoy your time at school and continue to work hard.