



Redditch, St George's CofE First School

Inspection Report

Unique Reference Number 116843
LEA Worcestershire
Inspection number 279917
Inspection dates 27 September 2005 to 28 September 2005
Reporting inspector Tony Dobell RISP

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

Type of school	First	School address	Stevenson Avenue
School category	Voluntary controlled		Redditch
Age range of pupils	3 to 9		Worcestershire B98 8LU
Gender of pupils	Mixed	Telephone number	01527 62263
Number on roll	248	Fax number	01527 62263
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	6 November 2000	Headteacher	Mr Martin Allen

Age group 3 to 9	Inspection dates 27 September 2005 - 28 September 2005	Inspection number 279917
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St George's is an average sized first school situated close to the centre of Redditch. The proportion of pupils from minority ethnic groups is very high with the majority being of Pakistani heritage. The proportion of pupils speaking English as an additional language is very high. The proportion with learning difficulties and disabilities is above average. Most pupils come from families who live in rented accommodation, either private or local authority, and many families experience socio-economic disadvantage. The proportion of pupils eligible for free school meals is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St George's is a good school giving good value for money. There has been good improvement since the last inspection and the school has good capacity to improve further. Pupils and parents are rightly proud of their school.

The quality of the care provided by the school is outstanding so that pupils develop very well as young people and make very good progress overall. Children make outstanding progress in the Foundation Stage from a very low base although there is scope for enhancing their physical development by improving the outdoor facilities. Almost all pupils have good attitudes to learning and behave well because they know that they are valued in the school for what they can achieve.

The school has a secure understanding of its strengths and areas for development. However, inspectors judge care and guidance, equality of opportunity and provision in the Foundation Stage to be outstanding rather than good. Teaching is good overall and lessons are mostly interesting and challenging. However, during the inspection, apart from in Year 4, pupils had few opportunities to show initiative and to plan, and manage appropriate aspects of their learning.

Leadership and management are good and the headteacher sets a clear direction for the school with a suitable emphasis on pupils reaching high standards and achieving as well as they can. The school is in a good position to improve further. The provision made for the substantial groups of pupils with learning difficulties and disabilities is outstanding so that they make very good progress. The same is true of pupils who speak English as an additional language. The headteacher is careful to involve parents, governors and the community in the school's work, and values their views.

What the school should do to improve further

- increase the opportunities for pupils to take initiatives and to plan and manage appropriate aspects of their own learning
- improve the outdoor provision for children in the Foundation Stage.

Achievement and standards

Grade: 2

Pupils achieve well. Children enter the Nursery with levels of understanding and skills that are very low. For example, three quarters of the children who joined the Nursery in September had no spoken English. They make outstanding progress in the Foundation Stage because of the very effective provision and many reach average standards by the time they enter Year 1.

Standards in the national tests at the end of Year 2 in 2004 were above average. In 2005, standards were average. These standards reflect very good progress in Years 1 and 2, which continues in Years 3 and 4, and most pupils generally leave the school having reached above average standards in English and mathematics.

Pupils' progress is tracked carefully by teachers. Highly effective assessment systems are used to check the progress that different groups of pupils make such as those with learning difficulties and disabilities. Those who are learning to speak English as an additional language are given very good support and, as a result, make very good progress. Careful management of learning means that all groups of pupils make very good progress. They know that they are all equally valued in the school and that they are encouraged to do well.

Grade: 2

Personal development and well-being

Grade: 2

There is very good provision for pupils' spiritual, moral, social and cultural development and this is central to the school's inclusive ethos. Pupils develop very well as confident young learners who enjoy the range of activities provided for them. They behave very well overall, enjoy taking responsibility, for example, in paired reading activities, and treat each other with respect. In discussion with inspectors, pupils said that they felt safe in the school, and that any incidents of unkindness were quickly dealt with. They feel able to talk to any adult in school about personal worries or concerns.

Pupils know that they need to eat healthy foods and take exercise. They have an early understanding of the dangers of substance abuse and the need to stay safe. Most attend well, but attendance is below average because a number of pupils have poor health as a result of poor housing conditions. This adversely affects their progress.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and, often, very good. Teachers engage pupils' interest by planning lively and stimulating learning activities. Computer driven whiteboards are used well in the introductions to lessons to engage pupils' attention so that they concentrate well and are eager to learn and make further progress. Pupils agree that marking helps them to make progress and targets are set for numeracy and writing to help pupils to make further progress.

In the Foundation Stage, adults work together as highly effective teams so that children have a range of exciting learning activities which enables them to make outstanding progress, becoming increasingly confident and skilled. In Years 1 to 4, teaching is mostly challenging so that pupils work with interest and enjoyment and make very good progress. When, rarely, teaching is satisfactory rather than good, this is because the management of behaviour is less effective so that the lesson lacks pace. With the exception of Year 4, few opportunities were observed for pupils to organise their own learning or to take initiatives.

Teaching assistants and specialist teachers work very effectively with the significant numbers of pupils who have learning difficulties and disabilities, enabling them to make very good progress. The learning of those who speak English as an additional language is also planned very carefully and they, too, make very good progress. The school benefits from having a high number of adults to support learning, and uses this support very effectively.

Grade: 2

Curriculum and other activities

Grade: 2

The school provides its pupils with a good curriculum. The very stimulating curriculum provided in the Foundation Stage is built on effectively in Years 1 to 4. Pupils are given a secure grounding in the basic skills of literacy, numeracy, science and information and communication technology. The quality of pupils' writing is above average by the end of Year 4. The curriculum is enriched by a wide range of creative arts and physical activities that are available to all pupils in Years 1 to 4. Visits and visitors help pupils to understand that learning is about the real world and give them an early appreciation of the opportunities that exist beyond school. There is a good emphasis on multicultural learning, and displays throughout the school celebrate the increasing diversity of pupils' backgrounds.

Grade: 2

Care, guidance and support

Grade: 1

The school has a high commitment to health and safety, and risk assessment procedures are thorough and effective. Child protection is seen as a key responsibility and procedures are up to date and well known to all adults. Staff manage behaviour well and give pupils effective guidance to help them to improve their work. Generous levels of support staff are deployed very effectively to care for the many pupils who experience a wide range of disadvantages. As a result, pupils feel secure and valued in the school and this enables them to make very good progress. There was a high rate of return of questionnaires from parents and they are nearly unanimous in expressing their appreciation of the very good levels of care and support available to their children. They also appreciate the school's support for families when difficulties arise.

Grade: 1

Leadership and management

Grade: 2

The headteacher is providing strong leadership, giving the school a clear educational direction centred on raising standards and enabling all pupils to achieve well. He is very well supported by his deputy and all his colleagues, and there is a clear unity of purpose among all adults in the school. All are fully committed to helping pupils to

make the best progress of which they are capable. The school's outstanding commitment to inclusion enables all groups of pupils to make very good progress. This is because the school has a very good understanding of the things that it does well and of areas for potential improvement. This understanding has enabled the school to raise standards impressively in recent years.

Very good leadership in the Foundation Stage and Key Stages 1 and 2 is helping pupils to make very good progress. The management of the provision for pupils with learning difficulties and disabilities is outstanding so that they make very rapid progress. Similarly, pupils who speak English as an additional language are very well supported in their learning so that they, too, make very good progress. The school uses its own resources and wider resources in the community very well to support its drive to raise standards. Governors have a very secure understanding of the school's strengths and potential for development and have been well involved in planning for improvement. Many are involved regularly in the school which helps them to debate issues with good understanding.

The headteacher's very effective leadership has enabled the school to improve well since its last inspection. He has clear ideas for the school's future development and the school has a good capacity to improve further.

Grade: 2

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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?	2	NA
The quality and standards in foundation stage	1	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	2	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?	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	2	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?	1	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

29 September 2005

Dear Pupils

Thank you for welcoming us this week and talking to us about your work and your life in school. We think that your school does a lot of things well. These are:

you make very good progress because your teachers and helpers work hard

teachers give you interesting work and exciting things to do in lessons, at lunchtimes and after school

you like each other and support each other well

you make very good progress as you get older

you feel safe and happy in school because all adults care very well for you, value what you think and help you to improve your work

your headteacher is very keen for you to do well and he has helped the school to improve in the last few years

you are keen to eat sensible food and to keep healthy.

We suggest two things to make the school even better:

your teachers should give you more chances to organise your own work and take responsibility in lessons

the outdoor area for the children in Nursery and Reception classes needs to be improved.

We enjoyed our two days in your school and wish you well for the future.

Best wishes

Mr A J Dobell Lead inspector