



St George's Junior School

Inspection Report

Unique Reference Number 123394
LEA Shropshire
Inspection number 281465
Inspection dates 8 November 2005 to 9 November 2005
Reporting inspector Doris Bell RISP

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

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|------------------------------------|--------------------|---------------------------|---------------------|
| Type of school | Junior | School address | Woodfield Road |
| School category | Community | | Shrewsbury |
| Age range of pupils | 7 to 11 | | Shropshire SY3 8LU |
| Gender of pupils | Mixed | Telephone number | 01743 357133 |
| Number on roll | 349 | Fax number | 01743 270230 |
| Appropriate authority | The governing body | Chair of governors | Mrs Sharon Sinclair |
| Date of previous inspection | 18 January 2000 | Headteacher | Mrs Gill Brittain |

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|-----------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large junior school. Pupils come from families that are relatively advantaged and few pupils are eligible for free school meals. The proportion of pupils with learning difficulties is similar to that found in most schools. The proportion of pupils from minority ethnic groups, including those for whom English is an additional language, is below the national average. Since the last inspection, the school has had a new headteacher and there have been several changes of staff.

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 that is led and managed well at all levels. Pupils make good progress and reach well above average standards because they are taught effectively. However, pupils do better in English and science than in mathematics. This is because, in mathematics, they are given too few opportunities to use and apply their mathematical learning in different situations. Pupils behave well and develop into mature, responsible young people by Year 6. They receive good care, guidance and support. Not enough attention is given to raising pupils' awareness of other ethnic communities in today's society. All of these judgements match the way the school sees itself. Its own evaluation of its work is accurate and perceptive.

There has been good improvement since the last inspection. This improvement, together with the good teamwork amongst the staff and the clear direction coming from senior management and governors, provides the school with strong capacity for further improvement. The school provides good value for money.

What the school should do to improve further

- Give pupils more opportunities to use and apply their mathematical learning in practical, investigative activities, and in other subjects.
- Actively promote pupils' awareness and understanding of the range of cultural diversity in today's society.

Achievement and standards

Grade: 2

Pupils start Year 3 with above average standards in reading, writing and mathematics. In 2004, the test results were significantly above the national averages and pupils' achievement was satisfactory. The results in English were not as good as those in mathematics and science, and the school did not meet its target at the higher level. However, it very quickly analysed why and successfully tackled the issue. As a result, in 2005, the school exceeded the target it set for the higher level in English and met its targets for mathematics. Standards in science, which were significantly better than average in 2004, were sustained in 2005. The school's data and the initial external analysis of the results for 2005 highlight better than expected improvement in English and science over the past three years. Overall, pupils are making good progress.

Effective practical investigative work contributes to the good standards in science. However, except for pupils with learning difficulties or disabilities, this aspect of learning is given insufficient attention in mathematics. This is the reason for the difference between the satisfactory achievement in mathematics and the good achievement in English and science. All groups of pupils make equally good progress, including the small number for whom English is an additional language, many of whom are in the school for only short periods of time. This is because the work is usually well matched to their learning needs and their different starting points. As a result, pupils with learning difficulties often reach the expected standards for their age by Year 6

because they receive good quality support from their teachers and the teaching assistants.

Personal development and well-being

Grade: 2

The positive way pupils play and learn together reflects clearly their good personal development and well-being. They behave well and instances of bullying are rare. Attendance is above average and pupils enjoy school. Comments such as 'the whole school is kind and caring' and 'everyone is usually happy' show how they feel. They know that their views, expressed through the school council, for example, are important and highly valued. They have a good understanding of how to stay fit and healthy, and school meals offer a good choice of healthy options.

Pupils' spiritual, moral, and social development is good. Cultural development is satisfactory. Pupils are given good opportunities to reflect on the Christian faith and on their own thoughts and feelings, and this is very evident in their creative writing. However, they have little knowledge or understanding of other ethnic communities in today's society. Pupils have good social skills and are involved well in the local community. They do a great deal of work to help protect their local environment, for example recycling the contents of the waste bins. They raise a considerable amount of money for charities. These activities, their good acquisition of basic skills, the Enterprise Day they spend at the local high school and their work on the 'Eco committee' all make a good contribution to their future well being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. It contributes greatly to the pupils' good progress. Most teaching is engaging and well matched to the pupils' individual needs. Teachers often present pupils with good challenges in which they have to think and make decisions for themselves. This was seen in a science session, where the excitement on the faces of pupils as they investigated the reflective nature of a range of materials was a joy to behold.

The astute use of highly qualified teaching assistants aids the learning of different groups of pupils. It is particularly beneficial for pupils with learning difficulties or disabilities, and for pupils learning English as an additional language. Teachers know their pupils well and have high expectations of their learning and behaviour. Assessment and record-keeping are thorough and robust. Marking is usually good, although occasionally it consists only of ticks or crosses and is less helpful. Pupils have a good understanding of how to improve their work and of what they need to do to reach their targets.

Curriculum and other activities

Grade: 2

The curriculum matches the needs of all pupils well and successfully promotes their personal, social, health and citizenship education. Good emphasis is placed on promoting literacy and information and communication technology (ICT) skills in other subjects. Mathematical skills are promoted satisfactorily. The specialist teaching of music, which includes instrumental tuition, successfully extends the curriculum. High proportions of pupils enjoy and benefit from the good range of lunchtime and after-school sporting and musical activities and a gardening club. The school has good links with the local community, and the school orchestra and choir perform regularly at local events. All of this successfully encourages pupils to be active and healthy, develop an interest in the arts and build self-confidence. Pupils regularly participate in a range of well-planned educational visits to museums and environmental and residential centres which enriches their education. The effective provision for pupils with learning difficulties ensures their good progress. Well established links with the local secondary school provide pupils who are gifted or talented with beneficial opportunities to develop their skills further.

Care, guidance and support

Grade: 2

Care, guidance and support, including child protection, risk assessment and first aid procedures are good. The school ensures pupils' health and safety very successfully, as shown in the safety and training measures taken for the 'walking bus'. Procedures for checking pupils' personal and academic achievement and celebrating their success are good and motivate pupils to want to do even better. The school works closely with outside agencies, thereby ensuring that pupils with learning difficulties and disabilities receive good support. Good links with the Infant school ensure that pupils quickly and happily settle into the routines of Year 3. Good links with the secondary schools prepare Year 6 pupils well for moving on. This is done through, for example, an induction visit and the opportunity to attend master classes in subjects such as mathematics, ICT and drama.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, ably supported by the senior management team, provides clear educational direction and leads the school well. Highly focused on promoting and maintaining high standards, she has effectively reorganised the way that other teachers help her to manage the school. She has very successfully promoted good teamwork amongst staff and governors. Governors are very active in helping to drive the school forward. Subject leaders support their colleagues well and teachers openly welcome their suggestions. All of this contributes to the pupils' good achievement. The good leadership and management of the provision for pupils with learning difficulties or disabilities mean that these and other vulnerable

pupils are fully integrated into the school and helped to succeed. As a result, the school caters well for all of its pupils. This is recognised by the vast majority of parents and the wider community, whose views the school regularly seeks and values.

The systems for checking the quality of teaching and learning, and for tracking pupils' progress, are robust. The information is used well to set challenging targets and to improve the overall quality of provision for the pupils. The school's own evaluation of its work is accurate, perceptive and well established. This has led to good improvement since the last inspection and provides the school with good capacity to improve further.

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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 |
|--|-----------------------|--------------|

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 | NA | 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 | 2 | 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? | 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 | 2 | 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

St George's Junior School Woodfield Road Shrewsbury Shropshire SY3 8LU

9 November 2005

Dear Pupils

Thank you very much for making us so welcome in your school and for talking to us about your work. You told us how much you love your school, that your teachers listen to you, and that the whole school is kind and caring. You work hard and reach good standards. You are taught well, and are well cared for and your school is well led and managed.

We have asked your school to help you to do even better by:

- Providing more opportunities for you to do practical work in mathematics that encourages you to use and apply your mathematical learning in different situations.
- Teaching you about different cultures so that you understand the different ways in which people live and work in Britain today, to prepare you even better for life beyond school.

We hope that you will continue to make the good progress that you are making now and that you develop a lifelong love of learning as a result of the enjoyment you are experiencing now.

Yours sincerely

Doris Bell Lead Inspector