

# St Georges Primary School

## Inspection report

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<b>Unique Reference Number</b>	117815
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	312710
<b>Inspection date</b>	5 June 2008
<b>Reporting inspector</b>	Tony Anderson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Lynn Ellis
<b>Headteacher</b>	Mr Martyn Fisher
<b>Date of previous school inspection</b>	1 June 2004
<b>School address</b>	St George's Road Hull HU3 6ED
<b>Telephone number</b>	01482 351013
<b>Fax number</b>	01482 575172

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- the progress of pupils, including differences between English, mathematics and science
- the quality of teaching and learning, particularly in meeting the needs of all pupils
- the school's tracking and target setting systems
- the impact of the personal development on achievement and standards
- the effectiveness of self-evaluation.

Evidence was gathered from the school's own assessment data and other school documentation, observations of teaching and learning, the way that pupils interact with each other and their response to what is provided for them, parents' questionnaires and discussions with governors and staff. Other aspects of the school's work were not investigated in detail. The inspector found that the judgements made in the school's self-evaluation form were justified and these have been included where appropriate in this report.

## Description of the school

St George's is an average sized primary school serving an area with high levels of social and economic deprivation. The proportion of pupils entitled to a free school meal is twice the national average. Most pupils are of White British heritage but about 20% represent ethnic minorities. The proportion with learning difficulties and/or disabilities is around the national average and a few have a statement of special educational need. The school holds a number of awards including the School Achievement Award, the Healthy Schools Award and the Basic Skills Quality Mark.

## 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 Primary School provides a good education for its pupils. Its key strengths lie in the outstanding leadership of the headteacher, the consistently good progress made by most pupils, the exceptional levels of care they receive and in their strong personal development and well-being. Pupils' positive attitudes and behaviour reflect their very good personal development and they exude confidence and a willingness to learn. They have a clear understanding of how to stay safe and a growing appreciation of how to lead healthy lifestyles. This is shown by their levels of participation in physical education and sporting activities both in lessons and in the school playground. Pupils say that they enjoy their life at school and this is reflected in their regular attendance. Some pupils are members of the school council where they take their responsibilities very seriously, recently undertaking a 'likes' and 'dislikes' survey in a nearby park with the support of the local authority. Pupils have a growing understanding of their spiritual, moral, social and cultural development and good use is made of the ethnic mix of pupils in the school to celebrate cultural differences and beliefs. The level of pastoral care for pupils is outstanding and the school clearly knows its pupils very well and matches provision to need. Pupils are confident to approach staff with any problems and the school also utilises a wide range of external agencies to support pupils' development and care. Safeguarding systems are in place. Academic guidance given to pupils is often good but there are some inconsistencies in the use of marking to help pupils understand what they need to do to improve.

Achievement is good. Children enter the Foundation Stage with skills much lower than expected for their age, particularly in communication and language development, and they make good progress due to an accurate match of learning activities to their various needs. Most pupils' development is below expected levels by the time they enter Year 1 but this represents good progress given their very low starting points. They continue to make good progress in Key Stage 1 and by the time they enter Year 3 most pupils are below the national average in reading and writing and broadly in line in mathematics. They continue to make further progress in Key Stage 2 and by the end of Year 6 standards are broadly in line with the national average. This represents good progress from their very low starting point on entering the Foundation Stage. Pupils' progress is strongest in mathematics across the school but progress in English has also improved since the last inspection due to the promotion of extended writing across the curriculum.

The quality of teaching and learning is consistently good across the school. This gives children a very positive start to their future education. Strong lesson pace and challenge are much in evidence in classrooms and good and consistent use is made of lesson objectives and success criteria to support pupils in their learning and progress. The good curriculum is used well by staff to maintain a focus on basic skills whilst offering many opportunities for pupils to learn through fun and enjoyment. Good use is made of personal, social and health education to support pupils' personal development. The introduction of French into the Key Stage 2 curriculum since the last inspection has added additional weight to pupils' understanding of different cultures. A wide range of extra-curricular clubs and activities, in addition to many visits and visitors, provide further enrichment to this good curriculum.

Leadership and management of the school are good and the headteacher provides excellent leadership with the very effective support of his senior management team and governing body. They have a very clear and united vision and their robust self-evaluation demonstrates a full

understanding of the school's strengths and areas for development. Those areas identified for improvement at the last inspection have been tackled with vigour and the school has continued to move forward. Good use is made of challenging targets to raise progress and achievement. Assessment and tracking data are utilised well to monitor each child's progress and to identify quickly those pupils in need of additional support. As a result, most pupils, including those with learning difficulties and/or disabilities and those from minority ethnic backgrounds, make good progress. Governance is good and the governing body provides consistent and meaningful support to the headteacher and his dedicated team. The vast majority of parents who returned the questionnaire are very supportive of the school and a wide range of positive comments included, 'there is a real community feel to the school' and 'superb teachers, superb school'. The school provides good value for money and it demonstrates a good capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children receive a good start to their education in the Foundation Stage because of the very effective early years curriculum which offers a wide range of exciting learning activities, including those in which children are encouraged to make choices. However, there is some underutilisation of the outdoor facilities to offer additional opportunities and choices for children to extend their learning. There is a clear emphasis on the key development of language skills, particularly for a minority who have English as an additional language. The Foundation Stage leader demonstrates strong leadership qualities and she and her staff make parents very welcome. Children work together well and their early progress is very effectively monitored and recorded to ensure a match of provision to need. This is particularly apparent for those children identified with learning difficulties and/or disabilities. The rapid progress made by children in the Foundation Stage prepares them well for entry into Year 1.

## **What the school should do to improve further**

- Make more regular and effective use of the outdoor facilities to extend and expand children's opportunities for learning and play in the Foundation Stage.
- Ensure there is consistency in teachers' marking so that all pupils are fully guided in their learning and are clear about what they need to do to improve.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

6 June 2008

Dear Pupils

Inspection of St George's Primary School, Kingston-upon-Hull, HU3 6ED

Thank you so much for the very warm welcome given to me during my recent visit to your school. I enjoyed watching your lessons and talking to you in many classrooms. It was very kind of a few of you to give up a little of your lunchtime to talk to me and tell me what you think about the school. You were very complimentary about your teachers and about the many enjoyable activities they give you to help you with your learning. You also told me that you are very happy at this school and one of you summed up all your feelings by saying 'learning is fun'.

I agree with you that learning really is fun at St George's and I think the school and your teachers give you all a good education. There are just two things that I have found that may make your learning even more interesting and enjoyable in the future.

- The teachers in the Nursery and Reception classes, with the help of your headteacher, should try to let young children have more opportunities and choices to play and learn outside a little more than they are able to do at the present time.
- Teachers should try to help you a little more by making it clear in their marking of your work, just what you need to do even better in order to continue making improvements in your learning.

Thank you again for a most enjoyable visit to your school.

Tony Anderson

Lead inspector