

St Giles' and St George's CofE (C) Primary School

Inspection report

Unique Reference Number	124266
Local Authority	Staffordshire
Inspection number	314865
Inspection dates	26–27 November 2008
Reporting inspector	Roy Bowers HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	230
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Steve Kenny
Headteacher	Lynne Evans
Date of previous school inspection	16 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	St Paul's Road: Off Orme Road Newcastle ST5 2NB
Telephone number	01782 297040
Fax number	01782 297044

Age group	3–11
Inspection dates	26–27 November 2008
Inspection number	314865

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

The school is of average size and serves pupils from a diverse range of socio-economic backgrounds. The proportion of pupils who are eligible for free school meals is above average. The majority of pupils are from White British backgrounds and there is a small number who do not speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is slightly below average. The school makes provision for Nursery and Reception aged children in the Early Years Foundation Stage (EYFS). There is a 'before and after school care club' which operates within the school buildings and is managed by the school's governing body. The school has gained the Healthy School award, Eco-school silver award, Britain in Bloom silver and bronze awards and the Inclusion Quality Mark in recognition of its work in these areas.

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 where pupils' personal development and well-being are outstanding. Pupils say that they feel safe and highly valued, and enjoy coming to school because they are treated with kindness and consideration. Most parents hold the school in high regard and value the support given to their children. Pastoral care is outstanding. Staff know the pupils exceptionally well and work very effectively with external agencies to support all pupils, especially the most vulnerable. Behaviour is excellent. Pupils show a high degree of respect for each other and cooperate very well. The headteacher and senior leaders have an accurate view of the school's strengths and weaknesses and know what needs to be done to improve. Purposeful and dedicated leadership, good teaching and a vibrant and exceptionally well structured curriculum enable pupils to achieve well.

A carefully planned induction process helps children settle quickly into the routines of the school, and they make good progress in the EYFS. Good teaching ensures that pupils continue to achieve well as they move up through the school, and in some classes progress is outstanding. At the end of Key Stage 1 and Key Stage 2, standards overall are average and rising, although standards in reading at the end of Key Stage 1 are lagging behind. Although much of the teaching is now outstanding, the key reason why standards are not higher is that in recent years, some of the teaching was inadequate and pupils' progress in those classes was too slow.

Regular assessments and a detailed tracking system now help the school keep a careful check on the progress made by the pupils. Rigorous monitoring of the most vulnerable pupils helps teachers match well the work for these pupils to their needs and skilled teaching assistants guide them effectively towards their challenging targets. In the majority of lessons, targets for improvement are well matched to the main content of the lesson and are integrated very well into pupils' daily learning. However, pupils' learning in a few lessons is still no better than satisfactory, mainly because the small steps which help ensure effective learning are not planned carefully enough, and in a few lessons pupils' targets are not clearly understood. Pupils' spiritual, moral, social and cultural development is outstanding. This is evident in pupils' positive attitudes to their learning and the way in which they willingly participate in community projects such as the concert for local residents in sheltered accommodation. Pupils willingly take on responsibilities and are proud of their work in raising money for local and national charities. Older pupils show a great deal of care for the younger ones and ensure that they are happy and content. Pupils' high level of social responsibility and good academic achievement give them a good grounding for their future learning.

The curriculum is outstanding. It provides a wide range of first-hand experiences and a high number of after school clubs which pupils find exciting and interesting. The school has successfully developed a clear progression of skills and knowledge which helps pupils to learn well in all subjects. Because of the emphasis placed by the school on promoting a healthy lifestyle, pupils have an excellent understanding of how to eat healthily and the importance of taking regular exercise.

Leadership and management are good. The headteacher provides strong and determined leadership and is held in high regard by staff, governors, parents and pupils. All leaders are committed, hard-working and focused on improving standards and achievement. They monitor and guide the school well by observing teaching, checking pupils' books and planning for improvement. Governors are very committed to the school, have a good understanding of the

school's strengths and weaknesses and effectively check on progress made by the school through their 'link' roles. The school has good capacity to improve and provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with skills and abilities that are below those typically found in children of their age. Good provision and a nurturing environment help children to make good progress throughout the EYFS. By the time children enter Year 1, standards are close to those expected. There is a good balance between adult-led activities and those that children choose for themselves. However, observations of children's learning are not always carried out systematically and consequently the small steps for learning are not always clearly identified. Children's personal development is good. They behave well and have good attitudes to learning. They make choices confidently, work together effectively and concentrate well on their tasks. The recently appointed EYFS leader leads a committed hardworking team.

What the school should do to improve further

- Raise standards in reading by the end of Key Stage 1.
- Increase the proportion of good and outstanding teaching by ensuring that in all lessons, the small steps which help ensure effective learning are carefully planned.
- Ensure that in the EYFS observations of children's learning are carried out systematically.

Achievement and standards

Grade: 2

Children enter into the Nursery with fewer skills than most children of the same age. From these low starting points on entry into the school, the majority of pupils, including those who find learning difficult and those who are learning English as an additional language, make good progress. Over recent years, despite some inadequate teaching and slow progress made by pupils in some lessons, there has been a steady rise in standards at the end of Key Stage 1 and Key Stage 2. Standards are now average. However, over recent years, Key Stage 1 pupils have not achieved as well in reading as in writing and mathematics. Consequently, standards in reading at the end of Key Stage 1 are below average. The school is aware of the issue, but the steps taken to deal with it have not yet had an impact on standards.

Personal development and well-being

Grade: 1

Pupils are confident, show a very high degree of independence, are eager to help each other if required and attend well. Older pupils show a great deal of care for the younger ones. Pupils of all ages want to please the teachers by working hard. Even the youngest children enjoy the responsibilities given to them and take pride in helping the school to improve, often through the school council and eco-committee. Pupils say that there are only rare instances of bullying and are confident that the adults would deal with them if necessary.

Quality of provision

Teaching and learning

Grade: 2

Good class management skills and strong relationships between teachers and pupils are evident in most lessons. Most pupils respond to this well and work hard. This helps pupils make good progress and have positive attitudes to their learning. Pupils say that they enjoy the lessons and like their teachers. The teaching assistants are mostly used well and make a valuable contribution to the progress made by pupils, especially those most vulnerable. In recent years, there has been some inadequate teaching and, consequently, the progress made by pupils in some lessons has been too slow. Teaching is improving and currently there is a significant amount of outstanding teaching, enabling pupils to achieve exceptionally well. However, there is still a small amount of teaching which is no better than satisfactory because there are no clear steps which help pupils learn well. Consequently, some pupils do not make as much progress as they could.

Curriculum and other activities

Grade: 1

The stimulating, exciting and exceptionally well-structured curriculum makes a major contribution to pupils' good academic progress and outstanding personal development. All subjects, especially music, art, and design and technology, are developed very well throughout the school. All pupils enjoy frequent opportunities to improve their skills in singing, which is a strength of the school. Recently extended ICT provision, including laptops, programmable toys and digital cameras, is used effectively to enhance learning in a variety of subjects. The outdoor environment is also well used to give pupils rich and varied experiences. The curriculum is strongly enriched through a very well planned programme of visits and visitors. Pupils are very enthusiastic about the many sports opportunities, especially the competitions against other schools.

Care, guidance and support

Grade: 2

Many parents speak highly of the efforts made by the school to support pupils and their families, especially if problems occur. The Parents/Carers Toddlers group, the care clubs and the breakfast club provide a good service for local families.

Procedures for ensuring the protection, safety and well-being of pupils are robust. Pupils' targets are usually well integrated into their daily learning. The majority of pupils, especially the older ones, know their targets and use them well to promote learning. However, this is not consistent. Pupils are often involved in checking their own progress and older pupils are beginning to contribute to the setting of their targets. The best marking of pupils' work refers to their targets and gives helpful advice on how to improve. Well-developed links with local secondary schools and colleges help pupils to make a smooth transition at the end of Year 6.

Leadership and management

Grade: 2

The headteacher's excellent understanding of the curriculum and her commitment to pupils' personal development and well-being are major factors in the success of the school. Through her skilled leadership, the headteacher has successfully developed an ethos where all are committed to improvement. As a result, teamwork is a strength. All senior leaders monitor the progress of pupils well and middle leaders are beginning to develop these skills. Rigorous systems for school self-evaluation help leaders know the school well and provide a clear direction for improvement. The school provides regular opportunities for pupils to participate in the community and has an effective strategy for engaging with parents of pupils of all local groups. However, the school has only recently begun to increase pupils' understanding of the range of communities throughout the world. The headteacher and other leaders provide the governors with detailed information on standards and achievement of pupils and quality of provision. This helps governors monitor the work of the school and effectively hold the leaders to account.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

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

28 November 2008

Dear Pupils

Inspection of St Giles' and St George's CofE Primary School, Newcastle, ST5 2NB

Thank you for making our recent visit to your school such a pleasant experience. We enjoyed visiting your lessons, looking at your books and talking with you. We were pleased to find that you very much enjoy coming to school and are very happy. We particularly liked how well you play together and were very impressed with your excellent attitudes to learning in lessons. Well done! Thank you for telling us how many exciting activities you take part in during lessons and after school. You were right! The school works hard to make your time at school as enjoyable as possible. The teachers are kind and helpful, and want you all to do your best.

You go to a good school. Most of you are making good progress but some of you could do even better, especially in reading. Although teaching is good, we have asked the headteacher to make sure that you learn well in even more of your lessons by ensuring that all teaching identifies clearly the next steps for your learning. We have also asked those adults who teach the very youngest pupils to look more often at how well you are learning so that they can help you make even better progress.

You can help all the teachers by continuing to work hard, especially with your reading.

We shall take away many good memories of your school and have very much enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector