

St George's Church of England Primary School

Inspection report

Unique Reference Number	123527
Local Authority	Telford and Wrekin
Inspection number	327931
Inspection date	10 February 2009
Reporting inspector	Martin Cole

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)	511
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	Stuart Hyde
Headteacher	S Tyas
Date of previous school inspection	7 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	London Road St Georges Telford TF2 9LJ
Telephone number	01952 387750

Age group	3–11
Inspection date	10 February 2009
Inspection number	327931

Fax number

01952 613577

Age group	3-11
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Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' personal development and well-being
- provision for the more able pupils
- the guidance pupils receive on their work.

Evidence was gathered from the school's assessment information, planning, monitoring and other documents, observation of lessons, discussions with staff and pupils, and from parents' written comments. There was no detailed investigation of other aspects of the school's work but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This school is much larger than average. Almost all pupils are White British. Overall, pupils start at the school with below average attainment. The proportion of pupils with learning difficulties and/or disabilities is above average.

The school's Early Years Foundation Stage provision consists of Nursery and Reception classes. There is an independently run childcare provision on the school site which is subject to separate inspection.

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 several very good features. Pupils' personal development and sense of well-being are outstanding. A substantial strength of the school is its success in helping the great majority of pupils to reach the level of attainment expected nationally at the time they leave the school. Over recent years, there has been very good improvement in the school, including significantly raised standards. This reflects the strong, determined leadership and management provided by the headteacher and senior colleagues.

The school staff form very caring and warm relationships with pupils, and pupils follow this lead in their good, respectful relationships with each other. Staff are very effective in helping pupils feel valued and thus to grow in confidence and self-esteem. The school welcomes and encourages pupils' own ideas, including those for improving the school. This all helps to make pupils increasingly self-assured, independent and responsible in the way they join in and contribute to school life. They take on many roles in supporting each other, such as school council members, peer mediators, tuck shop organisers, breakfast club helpers or the welcoming team who help to introduce new pupils to the school. Pupils suggest, plan and help to organise after-school clubs. Typical of praise for the school was one parent's reference to the 'special ethos' which gives this large school 'the personal touch – a village school feel'. Pupils' enjoyment of school is outstanding. They feel happy and safe at school and they know how to be healthy. They join very keenly in the very good range of opportunities for physical exercise the school provides.

Excellent attitudes and behaviour set the stage for pupils to learn well. Consequently, they make good progress at each stage of their primary education. Having begun in the Nursery with generally below average attainment, children are close to average attainment by the end of Reception. Further good progress leads to results in national tests, at ages seven and eleven, which are at least average and sometimes above average, depending on the profile of ability in each year group. The most recent confirmed test results for eleven-year-olds were significantly above average. This represents very good progress for these pupils since age seven. Boys and girls of all backgrounds achieve well. Progress is especially good for many pupils of lower ability or who have learning difficulties and/or disabilities. Most ultimately reach the nationally expected level of attainment by age eleven. A small number of pupils of particularly high ability benefit from special arrangements for extra challenges. However, some other pupils of above average ability make less progress than they might because the tasks set demand too little of them.

Good teaching and a good curriculum play a vital part in pupils' good achievement. Engaging lessons and much encouragement promote enjoyment in learning and result in pupils who concentrate well and try hard. Teachers and support staff give pupils a great deal of help. Pupils themselves stress this. The assessment of pupils to identify where extra support is needed, with work or behaviour, is extremely thorough and leads to well-planned intervention. Planning of the curriculum and teaching provides very well for pupils' needs, except in the case of the minority of more able pupils who are not always challenged by the work set for them. An outstanding strength within the curriculum is the wide range of ways that pupils' experiences and opportunities are enriched by the many well-attended after-school clubs, by educational visits and by community links, such as those with local sports clubs. The school helps pupils to value and fit well into the community of the school and its neighbourhood and to appreciate some of the cultural diversity within the wider society. Much less is currently done to help

pupils see their place in the wider, international world. The school has some ambitious plans to include a global perspective in its work which it hopes to implement soon.

The guidance of pupils in personal, social and academic matters is very good. Teachers mark pupils' work very helpfully so that they know how to improve. Pupils are sometimes forgetful, however, about formal targets they have been given. The school has a thorough knowledge of each pupil and the good quality of care is underpinned by careful recording of individuals' progress, both academic and personal. The school's many strengths reflect the enthusiastic and energetic leadership of the headteacher, which is well supported by strong teamwork amongst colleagues. The use of challenging targets in order to improve outcomes for pupils is excellent. There is a constant and successful search for improvement which is based on a good understanding of how well the school is doing and how it may be still better. This, together with the school's record of recent improvement, gives an excellent capacity for further improvement. Governors are very supportive and keep a good watch over the school's performance.

Effectiveness of the Early Years Foundation Stage

Grade: 2

All of the school's positive qualities are as evident in the Nursery and Reception classes. Very good induction procedures and an encouraging and caring atmosphere help the children quickly to feel confident and content. The well-managed provision includes good teaching and a good curriculum. These are firmly focused on children's very carefully assessed needs and progress. Children make rapid progress in response to lively teaching and activities which are suitable and enjoyable. Progress in personal, social and emotional development is outstanding, and in speaking and listening is especially good. By the end of Reception, overall standards are broadly average but significantly higher than when the children joined the school. Plenty of close adult support for individuals and small groups encourages the children to be more expressive and to interact constructively with adults and each other. There is a good mix of child-chosen and play activities with structured and intensive adult-led learning. Wide-ranging and carefully designed activities are both purposeful and fun. The curriculum is limited by nursery accommodation which is cramped and due for refurbishment, and the outside play area lacks adequate drainage. Staff do well to minimise the effect of these limitations.

What the school should do to improve further

- Ensure more able pupils are consistently challenged by the work set for them so that they make maximum progress.
- Implement plans to incorporate a global perspective within the school's work.

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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 capacity to make any necessary improvements	1

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?	1
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	2
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	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
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?	2
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	1
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?	3
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**

11 February 2009

Dear Pupils

Inspection of St George's CE Primary School, Telford TF2 9LJ

The inspectors who visited your school recently really enjoyed the day they spent with you. We want to thank all of you for your friendly welcome.

It was good to see that you really like coming to school. We also saw that you get on very well with each other and with the adults. You have a sensible attitude to school and to learning. We think you behave very well. You pay attention well in your lessons and try hard. All of this is helping you to make good progress.

Your good progress is also thanks to your teachers. They give you good lessons and provide you with good work that helps you learn a lot. Both the teachers and teaching assistants give you plenty of help and encouragement. They also make learning enjoyable and interesting. The school arranges a good variety of activities, after-school clubs and visits that you like. All the adults look after you very well.

We have said that yours is a good school with some very good features. The adults in charge of the school are doing a great job by seeing that you have a good education. However, we have suggested two ways that the school could be even better.

- We think that some of you could tackle harder work, so we have asked the teachers to provide it for those who can manage it.
- We think the school could help you understand more about the wider world, beyond the United Kingdom. The school already has plans to do this and we would like them to be put into operation as soon as possible.

We hope you will play your part by trying your best to tackle the new challenges the school sets for you.

We wish you all the best for the future.

Martin Cole

Lead inspector