

St George's Infant and Nursery School

Inspection report

Unique Reference Number	120972
Local Authority	Norfolk
Inspection number	339816
Inspection dates	10–11 December 2009
Reporting inspector	Colin Henderson

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Mrs Margaret Ellis
Headteacher	Mrs Anne Robinson
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a wide range of documentation, 33 parent questionnaires and 16 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how staff are helping pupils to improve their reading
- whether the tracking procedures are being used effectively to raise standards
- how the school contributes to the personal development and well-being of each pupil, their enjoyment and desire to achieve as well as they can
- how well the leadership team and governors focus on raising achievement.

Information about the school

This average-sized infant school has provision for the Early Years Foundation Stage in Nursery and Reception classes. Most of its pupils come from the local area, with a well above average proportion taking up the offer of a free school meal. The numbers of pupils who come from minority ethnic backgrounds and those who speak English as an additional language are well above the national average. The proportion of pupils who have special educational needs and/or disabilities is well above average. There is a very high level of mobility in some year groups. The school holds the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St George's School has made good progress since the last inspection and since it changed from a First and Nursery school to an Infant school. Improvements in the quality of teaching and the careful tracking of pupils' progress contribute significantly to its improved effectiveness. The school has established effective self-evaluation procedures that are raising standards. It has good capacity to sustain this improvement. Staff have created a vibrant, attractive learning environment with eye-catching displays of pupils' work and good relationships to encourage children to work and play together well. All staff maintain a strong and consistent focus on meeting the personal and learning needs of each pupil. This is reflected clearly in the outstanding care, support and guidance, which help children from a wide range of different backgrounds to get on well together and settle quickly into a harmonious community. The strong team approach of staff and governors has created a caring ethos in which everyone is valued and play a full role in the work of the school. Pupils who have weaknesses in their social and emotional development are given very effective guidance through the nurture group. As a result, pupils gain in self-confidence and learn to value and respect each other. Pupils enjoy school, behave well and are keen to succeed. This is reflected in their improving attendance and their excitement in achieving the weekly award for the class with best attendance.

Children join the Early Years Foundation Stage with skills and abilities well below those expected nationally for their age. They make good progress because of the good personal support and effective teaching in both the Nursery and Reception classes. Pupils continue to progress well in Years 1 and 2. The school has focused strongly on raising attainment by improving teaching and using regular assessments of pupils' achievements to identify and support any individual who is not on track to attain their end of year target. Consequently, standards at the end of Year 2 have improved year on year over the last three years from well below average to slightly below average in 2009. Current data shows that this improving trend is continuing and pupils are on target to attain standards that meet those expected nationally by the end of Year 2. Pupils' key basic skills in literacy and numeracy are being developed effectively. These skills are extended well through carefully planned opportunities that link subjects together successfully to enhance pupils' enjoyment. Pupils' key skills in information and communication technology develop well in specific lessons, although opportunities to apply these skills across the curriculum are limited.

The outstanding leadership of the headteacher, supported well by key staff, ensures that the development of every child is given high priority. The governors have invested heavily in maintaining high staffing levels. These are used successfully to support any

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pupils who are not on track to achieve well. For example, pupils with special educational needs and/or disabilities benefit from very effective systems that quickly identify what support is needed. This is carefully monitored and evaluated to ensure that it is enabling pupils to achieve specific learning targets and is good value for money. So pupils with special educational needs and/or disabilities make good progress. Similarly high quality support is given to the increasing numbers of pupils who do not speak English at home. The appointment of support staff who are equally fluent in English and the pupils' first language, for example Portuguese, helps them to make rapid progress in their basic English language skills and settle quickly into the school community.

Teaching is consistently good and has improved considerably since the last inspection. Teachers plan carefully to match activities to pupils' learning needs. They manage their classes well to ensure that pupils stay focused on their work. Some teachers mark pupils' work carefully with constructive comments and questions and are beginning to use improvement targets that help pupils to improve their work. However, this is not consistent across the school and pupils do not always understand how they can make their work better.

What does the school need to do to improve further?

- Raise standards in pupils' literacy skills by embedding procedures in each class to:
 - help pupils understand what they need to do to improve their work;
 - check carefully that they use their understanding to raise the standard of work.
- Provide more opportunities for pupils to apply and extend their skills in information and communication technology in a broad range of subjects.

Outcomes for individuals and groups of pupils

2

Pupils achieved well in the lessons observed because teachers provided a good range of activities matched well to different learning needs. Pupils are enthusiastic in their approach and benefit from the effective support given by teachers and teaching assistants. The school is particularly effective in using assessments to check on the progress of individuals and groups of pupils. All pupils are tracked closely and data is updated and analysed each term. Where there is evidence of groups of pupils not being on target to achieve their expected attainment, additional support is quickly put in place. This is particularly effective for pupils with special educational needs and/or disabilities and those who are at the early stage of learning English. The high numbers of pupils who move into the school during the school year are helped to make good progress by quickly assessing their levels and providing targeted support.

Pupils enjoy their learning. They are attentive in lessons and their behaviour is good. Pupils say that they feel safe in school. They keep fit by participating in a good range of physical activities. Most know what is meant by a healthy diet. The school has worked hard to encourage parents, for example by running workshops, to promote healthy eating. Pupils contribute to the local community, for example by raising money for local

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charities and participating in musical festivals and other local events. Preparation for their future economic well-being is satisfactory. The school, through its Parent Support Adviser, encourages parents to help their children to attend regularly and punctually and improve their key skills such as reading. Pupils' spiritual, moral and social development is good and they develop a good understanding of right and wrong. Pupils enhance their knowledge of different cultures through curriculum themes, for example, an annual multi-cultural week and learn effectively about the cultures represented in the school. They know less about life in other countries as opportunities to link with schools abroad are only just starting to develop.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good class management, effective planning and a very effective partnership between teachers and teaching assistants ensure that all pupils are included purposefully in lessons and achieve well. Teachers use resources successfully to grasp pupils' interest, for example when using a computer program to create colourful mathematical shapes. They provide a good range of activities matched closely to pupils' learning needs. In

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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most classes, teachers use questions successfully to encourage pupils to contribute their ideas, although few use additionally challenging questions to help more able pupils apply their skills and knowledge. Some teachers mark pupils' work diligently or discuss it with them, pointing out what needs to be done to raise the standard. However, they do not always follow this up to ensure that it leads to improvement. Discussions with some Year 2 pupils show that they do not always have a clear understanding of what they need to do next to improve their work.

The imaginative and well-organised curriculum offers a broad range of experiences that are particularly effective in promoting pupils' personal development and well-being. For example the Nurture group programme is particularly successful in meeting pupils' behavioural and emotional needs and supporting their learning. Effective planning of cross curricular themes and topics ensures that pupils are given good opportunities to extend their literacy and numeracy skills. However, opportunities for them to apply their skills in information and communication technology are less developed.

The outstanding care, guidance and support are key factors in helping pupils to enjoy school and to achieve well. The arrangements ensure that excellent attention is given to all aspects of care. Vulnerable pupils in particular benefit from lots of individual attention and the school's effective links with external agencies and families. There is strong evidence that they gain in confidence and make good progress in their academic and personal development. Pupils say that they feel safe and that their ideas are valued.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides excellent leadership and a persistent focus on raising standards. She works closely with an increasingly effective leadership team and supportive governing body. They have created a stimulating learning environment with attractive displays of work and have transformed plain brick walls into a kaleidoscope of interest and fun. The headteacher, subject leaders and other key staff evaluate teaching carefully. This has led to good improvements and better achievement. Improved tracking of pupils' progress and the increasingly effective use of different intervention strategies support pupils in their learning and are helping to raise standards. Some senior staff are beginning to introduce other strategies aimed at helping pupils to raise their standards even more, for example by carefully targeted marking of their work in literacy; many of these are planned for further development. Governors continue to be

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supportive. They promote equal opportunities well, given the wide range of pupils' needs and interests and tackle any discrimination. Governors are kept well-informed about how well the school is doing. Their evaluation of the education it provides is becoming more rigorous and an action plan is targeting further developments.

The school has a good partnership with parents, which contributes successfully to their children's learning, for example, through the Parent Support Adviser. Effective links with other local schools enhance the range of learning opportunities for pupils. The school is successful in actively promoting cohesion within the school and local communities, for example, by engaging with different ethnic groups in the town and it evaluates the impact of this work. The school is beginning to promote a wider sense of the global community. For example visiting speakers are enabling links to be developed with schools in African villages to enhance pupils' understanding of life in different communities.

All safeguarding procedures are carried out diligently to provide a secure and safe learning environment. The headteacher and governors place high priority on pupils' safety and procedures are managed well, especially for vulnerable pupils. Regular training for staff, particularly in child protection issues, ensures that they are constantly vigilant and provide good support.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in both the Nursery and Reception classes because of the good teaching, the consistently high quality support provided by all staff and the very

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effective ongoing assessments. Staff know the children very well and have a good understanding of how they learn. Good induction procedures help children settle quickly and happily. Parents are pleased with the way in which their children settle and how they are kept informed and involved, including those who do not speak English at home. Good leadership and management have maintained a strong focus on checking carefully on how each child is doing. Staff make good use of very detailed assessment information to ensure that individual needs are met. As a result, children make good progress in all areas of learning; progress is particularly good in their personal, social and emotional development. By the time they enter Year 1, pupils attain standards overall that are better than when they began. However, standards remain below national averages, with particular weaknesses in communication, language and literacy. Resources are used well to provide a good balance between activities which are led by adults and those that the children choose to do themselves. Some limitations on outdoor provision are generally managed effectively to ensure that children have satisfactory opportunities to develop their skills outdoors.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents who responded to the questionnaire were very positive about the school. They value its caring, family-like approach, which helps their children to feel safe and enjoy school. Most parents are pleased with the quality of teaching and the progress being made by their children. A small number of parents are concerned about the behaviour of some pupils, particularly at lunchtimes. Inspectors confirmed the view of most parents that staff deal successfully with the few incidents of unacceptable behaviour and pupils know how they are expected to behave.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St George's Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	88	4	12	0	0	0	0
The school keeps my child safe	24	73	9	27	0	0	0	0
The school informs me about my child's progress	28	85	5	15	0	0	0	0
My child is making enough progress at this school	25	76	8	24	0	0	0	0
The teaching is good at this school	26	79	7	21	0	0	0	0
The school helps me to support my child's learning	23	70	10	30	0	0	0	0
The school helps my child to have a healthy lifestyle	26	79	5	15	2	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	55	13	39	0	0	0	0
The school meets my child's particular needs	22	67	11	33	0	0	0	0
The school deals effectively with unacceptable behaviour	20	61	12	36	1	3	0	0
The school takes account of my suggestions and concerns	20	61	12	36	1	3	0	0
The school is led and managed effectively	22	67	10	30	1	3	0	0
Overall, I am happy with my child's experience at this school	25	76	8	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



December 14th 2009

Dear Children

Inspection of St George's Infant and Nursery School, Great Yarmouth, NR30 3BQ

Thank you for making us feel so welcome when we visited your school recently. After spending two days in your school, talking with you about what you do in school, looking at your work, watching you learn and talking to your teachers, we have judged that your school is good.

You clearly enjoy school and value the care and help you receive. We were pleased to see how well you get on together. Your behaviour is good and this means that teachers can get on with the job of helping you learn. We found out that you make a good contribution to your school and local communities, for example by raising money for different charities, by talking to school councillors and some Year 2 pupils.

You told us that you learn a lot in school and enjoy your interesting range of activities. You are making good progress in your lessons. This is because your teachers and support assistants regularly check on how well you are doing and support and encourage you to do even better, especially in reading, writing and mathematics. They plan carefully to help you improve your skills, although we have asked them to give you more opportunities to use your skills on computers to help with your learning. You told us that you value the teachers' helpful comments when marking your work. Some of you are beginning to get a better understanding of how you are doing in your work, although you are not always sure about what it is you need to do to improve. We have asked Mrs Robinson and her staff to try to give you a clearer understanding of what it is you need to improve, then continue to check your progress carefully to see if you need any further guidance to make your work even better. We hope that you will try really hard to use this guidance and attain higher standards.

Thank you again for helping us to find out about your school and we hope that you will continue to be happy and to work hard.

Best wishes

Colin Henderson

Lead inspector

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