

St George's Church of England Primary School

London Road, St George's, Telford, TF2 9LJ

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- From starting points which are below average, pupils make outstanding progress and reach high standards.
- Most pupils make rapid progress because teaching is outstanding. Teachers use their excellent knowledge of what pupils already know to plan suitable work for all ability groups.
- Pupils know how well they are doing and how to improve their work because teachers mark work thoroughly and give excellent feedback about their learning.
- Teaching assistants and support staff give exceptional support which helps pupils to make very rapid progress.
- Pupils are very excited about the wide range of interesting activities both in school and beyond the school day. They also enjoy greatly their work finding out about people of other backgrounds and faiths.
- Pupils are very proud of their school and say that staff value them highly.
- Pupils know how to stay safe both in and out of school. They say that they know who to ask if they need help.
- Pupils concentrate well and persevere so that they understand their work and develop skills to a high level. Their behaviour and attitudes make an outstanding contribution to their learning.
- The headteacher's outstanding understanding of the progress made by pupils, and his drive and determination, are shared by the governors, other leaders, and all members of staff.
- Governors undertake regular training so that they are highly skilled. Their thorough checking of pupils' achievement and close involvement in school life mean that they understand the strengths of the school, hold leaders accountable and plan appropriate priorities for the school to improve further.

Information about this inspection

- Inspectors observed teaching in all classes and visited 26 lessons or parts of lessons.
- Discussions were held with pupils, parents, the governors, a representative of the local authority, the headteacher and other leaders.
- Inspectors took account of the 28 responses to the online questionnaire Parent View and the responses to the staff questionnaire.
- Inspectors listened to pupils read, talked to them about their learning and looked at work in their books.
- Inspectors looked at the school's evaluation of its work, the improvement plan, current achievement information, minutes of governors' meetings, and records of behaviour, attendance and safeguarding.

Inspection team

Lynne Bradbury, Lead inspector	Additional Inspector
Sandra Ewing	Additional Inspector
Dennis Brittain	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils come from white British backgrounds.
- The proportion of pupils eligible for support from the pupil premium, which provides additional funding for those pupils in receipt of free school meals, in the care of the local authority and from service families, is lower than average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is higher than average.
- The school meets the government's current floor standards which set the minimum expectations for attainment and progress.
- The school works closely to support another local school, Millbrook Primary School.

What does the school need to do to improve further?

- Extend the school's use of the outcomes of the National Oracy Project to further support the current improvement in phonics understanding (the link between letters and the sounds they make).

Inspection judgements

The achievement of pupils is outstanding

- From low starting points, pupils make exceptional progress, develop confidence, resilience and reach high standards.
- Most children enter the Early Years Foundation Stage with skills and abilities below those typical for their age group. They develop positive attitudes to learning and establish strong relationships. They make good progress in Nursery and Reception so that they enter Year 1 at standards closer to those nationally.
- In Year 1 in 2013, the school improved its performance in the phonics screening check over the previous year. Current attainment in phonics, including standards observed during the inspection, shows that this aspect has now improved and is in line with national expectations.
- The school is part of the National Oracy Project which focuses upon improving speaking and listening skills in order to support learning in all areas. This has been particularly effective in raising achievement in phonics, and this work is continuing to develop to support all aspects of literacy and higher thinking skills across all subjects.
- In Years 1 and 2, pupils make excellent progress. At the end of Year 2 in 2013 pupils attained standards in line with those nationally in reading, writing and mathematics.
- At the end of Year 6 in 2013, pupils attained standards above those nationally, and large proportions of pupils had made much better progress than others nationally. Pupils eligible for the pupil premium were a term behind their classmates in mathematics, reading and writing. However, the progress made by these pupils was ahead of their classmates except in writing, where it was in line with them. Pupils currently in school and eligible for support from the pupil premium funding are attaining as well as their classmates. The funding is used to provide one to one tuition, small group work, visits and equipment.
- Disabled pupils and those who have special educational needs made better progress than those in their group nationally.
- The systems in place in school make sure that any pupils who start to fall behind are given immediate extra support.
- The school's system for tracking the progress of pupils currently in Years 1 to 6 shows that, in most year groups, all groups, including the most able, are making outstanding progress. There is further evidence of this in the work in most pupils' books and during many lessons.
- Pupils of all abilities show determination to succeed because they believe that they can achieve to high standards. In a Year 5 mathematics lesson, pupils were working out missing angles on a straight line and from within triangles which they found very challenging but they had great confidence which helped them to succeed.
- Pupils develop a love of reading, read enthusiastically and regularly across a wide range of topics and talk excitedly about their favourite books and authors. One child said that she loved to read because it was as if you were inside the book and this reflected what many felt about reading.
- Rapid progress in writing and mathematics is also supported across all subjects for all pupils.

They write well across many topics and their work is constantly improved by their discussions with other pupils and their developing skills in assessing their own work.

The quality of teaching is outstanding

- Outstanding teaching over time helps all groups of pupils to make exceptional progress across most subjects.
- In the Early Years Foundation Stage, teachers make good use of children's play to develop basic skills and positive attitudes to learning.
- Outstanding teaching in most year groups is based upon teachers using their knowledge of what pupils can already do in order to plan work which challenges all groups of pupils across all subjects.
- Teachers plan interesting and exciting lessons which engage all pupils in practical activities and discussion. In English lessons in Year 3 and Year 6, they encouraged pupils to exchange exciting ideas for their writing, helping each other to improve their work and to reach for very high standards because they greatly enjoyed this work.
- Teaching assistants and other support staff make an outstanding contribution to pupils' progress through their support in lessons and their extra tuition and support programmes.
- Teachers and teaching assistants use expert questioning skills so that they can adapt the level of challenge based upon pupils' responses throughout lessons.
- Staff model excellent relationships and standards of respect, and these are evident in all subjects. They manage behaviour exceptionally well by making sure that work is never too easy or too difficult for pupils and by establishing a focus on success.
- Teachers make sure that pupils have appropriate targets for their learning and encourage them to measure their own success and plan what they need to do next during lessons.
- Marking gives excellent feedback to help pupils understand how to improve their work. It identifies successful learning and the improvements needed.
- Parents who met with inspectors expressed high levels of satisfaction with the quality of teaching in school.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Their attitudes make a significant contribution to their high levels of achievement. They are very proud of their school and work with great enthusiasm, showing high levels of concentration, perseverance and commitment to learning.
- There is a happy atmosphere across the school where pupils and staff show how much they enjoy working together. Relationships at all levels are respectful and supportive.
- Staff set very high expectations for themselves and their pupils. Praise and celebration of achievement is used well to encourage everyone to do their best.

- There is very little time wasted in lessons because pupils enjoy them. Those who experience difficulties with their emotional and social development are given excellent support and make good progress.
- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel safe in school and that they know how to stay safe in many situations outside school, and with new technologies like the internet. They understand the many kinds of bullying but say that this rarely happens in school and that they know who to ask for help if they need it. Most parents agree that behaviour is excellent and that their children are kept safe.
- Attendance is improving and is now above average. There are excellent systems in place in school to help those pupils who have problems in this area to improve.
- Pupils greatly enjoy the wide range of clubs and activities including music, drama, sport and visits, and join all activities with great enthusiasm.

The leadership and management are outstanding

- The headteacher is passionate about developing the school so that every pupil can achieve the very best. All staff and governors share this ambitious view for the development of the school.
- Careful checking of every aspect of the school's work by the headteacher and governors identifies focused priorities for development and these key priorities in the school development plan are financed appropriately.
- All judgements about the success of the school's work and what needs further improvement are based upon pupils' achievement. Following concerns about poor pupil performance in the phonics screening check two years ago, leaders set up extensive development in this area which brought about improvement the following year. To support this further, the school has become involved with the National Oracy Project.
- This is also the basis of targets for staff and the judgements about whether these targets have been met. Rigorous and extensive records of evidence about staff development inform plans for the extensive training offered and to hold staff accountable for their work.
- Senior leaders and those responsible for developing subjects monitor these areas carefully and take urgent action to make improvements if pupils begin to lose ground. They successfully ensure that all pupils have equal opportunities to succeed and that there is no discrimination within the school.
- Pupils' spiritual, moral, social and cultural awareness is promoted across all subjects. Pupils celebrate achievement during collective worship and have many opportunities to develop their spiritual and moral understanding throughout the day. Work in displays and pupils' books confirms their opportunities to develop understanding of the lives and cultures of people from other groups across Britain and the rest of the world.
- The government's extra sport funding is having a very positive effect upon pupils' attitudes and lifestyles because of the very wide range of clubs and activities offered. Staff training and development has also been strengthened through this funding.

- The school gives support to the development of a partner school through the work of the deputy headteacher, and this has been very successful and greatly appreciated.
- The school has established very positive relationships with parents. Their responses to the online Parent View survey and inspectors' conversations with parents show that they have a high level of satisfaction with the work of the school.
- The local authority holds the school in high regard and confirms the impact of its work to support another school. Senior staff and governors are keen to engage with development activities within the local authority.
- **The governance of the school:**
 - Governors are highly skilled and committed to continuous improvement in school. They undertake extensive training to prepare them for their roles in all aspects of the school's work, including finance, safeguarding and the curriculum. They have rigorous systems in place so that they can check the school's success for themselves and they are actively engaged in all aspects of school life. Governors set ambitious targets for the performance of all staff and measure success against pupils' achievement. They have identified appropriate priorities and built a development plan which is financed, monitored and evaluated. Governors manage finances well with a focus on identified priorities for improvement and they monitor the impact of the pupil premium funding and the extra sports funding carefully. Governors ensure that safeguarding meets statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123527
Local authority	Telford and Wrekin
Inspection number	431521

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	532
Appropriate authority	The governing body
Chair	Stuart Harris
Headteacher	Shaun Tyas
Date of previous school inspection	10 February 2009
Telephone number	01952 387750
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