

# St George's Church of England Aided Primary School

Kesteven Road, Stamford, PE9 1SX

**Inspection dates** 24–25 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although pupils leaving school in 2012 made good progress in English and mathematics, pupils in Key Stage 1 and those of higher ability do not achieve well enough.
- Children in Reception make good progress from their starting points but they do not have enough opportunities to develop their understanding of shape, space and measure.
- There are some examples of good and better teaching, but this good practice is not regularly shared with all staff.
- Not all teachers use accurate information on pupils' progress to plan work that is demanding enough, so learning is sometimes too slow.
- Pupils do not have enough opportunities to work things out for themselves or work on their own to solve interesting problems.
- The consultant headteacher has raised staff morale and made improvements to teaching and achievement priorities and governors understand the school's strengths and weaknesses, but the arrangements for the future leadership of the school are unclear.

### The school has the following strengths

- This is an improving school. Despite changes in teaching staff and the delay in appointing a new headteacher, pupils are reaching higher standards than at the time of the previous inspection.
- Reading is given a high priority across the school. The teaching of phonics (the sounds that letters make) is particularly effective so that by the end of Key Stage 1, pupils are very confident readers.
- Pupils are eager to learn and behave well at all times. They are happy, feel safe at school and are kind to one another.
- The school takes great care of its pupils, especially those whose circumstances might put them at risk.

## Information about this inspection

- The inspectors observed 15 lessons, two of which were joint observations with the headteacher and the deputy headteacher. In addition, the inspectors made a number of other short visits to lessons and learning areas.
- Discussions were held with two groups of pupils, the Chair of the Governing Body and another governor, the three managers of Reception, Key Stage 1 and Key Stage 2, the coordinator of support for disabled pupils and those who have special educational needs, and two professional advisers for Lincolnshire local authority.
- The inspectors took account of the 13 responses to the online questionnaire (Parent View), and spoke individually with several parents during the course of the inspection.
- The information from 20 staff questionnaires was taken into consideration.
- Inspectors looked at pupils' books and at a number of documents, including: the school's own data on pupils' achievement and monitoring of how well pupils progress, planning documentation, records of behaviour, attendance, punctuality and safeguarding.

## Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Philip Drabble

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average primary school.
- The proportion of pupils supported through school action is higher than average. The proportion supported at school action plus or with a statement of special educational needs is lower than average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding) is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of alternative provision for pupils.
- Since the last inspection, changes in staffing in Year 3 have been considerable and a new consultant headteacher has been temporarily appointed to the school.

### What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better in all classes by ensuring:
    - teachers use accurate information about how well pupils are doing to plan interesting activities at the right level for all pupils, especially the more able and those in Key Stage 1, so that all do as well as they can
    - pupils have time in lessons to respond to teachers' verbal and written comments in order to work more independently and check their own learning and progress
    - children in Reception are given more tasks which help them to investigate numerical problems and develop their numeracy skills
    - staff share the existing outstanding practice in the school to further improve the quality of teaching.
  - Ensure that the leaders, managers and governors, rapidly improve the strategic leadership of the school by:
    - improving the systems for tracking pupils' progress and identifying those at risk of underachieving
    - providing sufficient time to enable subject and other leaders to implement effective plans to improve the progress of pupils
    - formalising the arrangements for the future leadership of the school.
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## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because, although standards are now around those expected in English and mathematics, improvements are not yet well established. Pupils do not all make the progress they should. This is because tasks set are often too easy for the more-able pupils and systems for identifying those at risk of underachieving have only recently been introduced.
- Children settle quickly into the Reception class as a result of the close links between school and home. The teacher and teaching assistants ensure a secure and happy environment where parents said that their children 'love coming to school'. Children make good progress from starting points typical for their age, especially in the areas of language and communication, but they are not always able to develop their understanding of shape, space and measure in lessons.
- Standards on entry to Key Stage 1 are above average and although most pupils make expected progress too few do better than that. Pupils in Year 3 have had a number of different teachers. This has led to weakness in the quality of teaching and slowed their rate of progress at the start of Key Stage 2.
- Pupils leaving Year 6 in 2012 made rapid improvement from below to above nationally expected standards, particularly in mathematics. Work in pupils' books in the current Year 6 indicates a similarly improved level of attainment.
- In 2012, the progress of disabled pupils and those with special educational needs supported through school action and those with a statement of special educational needs was higher than that usually expected nationally. Although not all disabled pupils and those who have special educational needs achieve well, in most classes and in most subjects, these pupils are currently making the progress they should because they receive regular support from effective teaching assistants.
- Pupils known to be eligible for free school meals and for whom the school receives additional funding (pupil premium) make better progress than similar pupils nationally. However, their attainment in English and mathematics is below that of all pupils nationally, and the proportion reaching the higher grades at the end of Key Stage 2 is too low in mathematics.

### The quality of teaching

### requires improvement

- Although the quality of teaching is improving, it requires further improvement to become consistently good or better. Pupils achieve well when activities are interesting and exciting but in the weakest lessons, pupils frequently sit listening to the teacher for too long and are not able to take an active enough part in their learning.
  - In the Reception class, adults provide many opportunities for early writing experiences and children enjoy writing letters and messages for the three bears. Adults regularly record helpful information about children's progress in their 'learning journey' folders and use it well to plan stimulating activities. This information is not always used to check that all children are able to extend their learning of shape, space and measure, especially when playing outdoors.
  - There are strong working relationships between staff and pupils. Teachers use praise well to build pupils' confidence but reviews of progress during lessons are too often directed at the
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whole class. Pupils are not always given enough time to respond to teachers' verbal and written comments in order to check their own learning and progress and solve problems for themselves.

- Teachers are beginning to use accurate information about pupils' progress to help them plan activities which allow pupils of all abilities, especially the more able, to improve. Where teaching was outstanding, the teacher used her assessment of Year 5 pupils' abilities to plan inspiring learning for all, including carefully designed activities and expert questioning, to enable pupils to investigate and discover the relative sizes of planets. They clearly enjoyed the challenge and extended their skills in both mathematics and science. This excellent practice is not used by all teachers.
- Reading is given a high priority across the school and the teaching of phonics (the sounds that letters make) is effective so that by the end of Key Stage 1, pupils are very confident readers. Older pupils enjoy reading and talk with great enthusiasm about the range of books they have read.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good and at times, such as in assembly, it can be exceptional. Pupils are polite and courteous to each other, the staff and visitors to the school, and this leads to a calm atmosphere in which pupils are happy.
- Pupils say they feel safe in school and they learn how to stay safe in their community and online. They know and understand the different forms of bullying, including cyber-bullying, and are confident that any concerns that they report are managed quickly and effectively by staff.
- Pupils' enjoyment of school is reflected in their above-average attendance. They said there was nothing that needed improving and that they really enjoy the activities available at playtime, lunchtime and after school.
- The high expectations of staff that pupils will behave well, equal treatment, and very effective use of rewards and sanctions help pupils to develop good self-discipline, confidence and self-esteem. Consequently, there are few recorded incidents of misbehaviour. No disruptive behaviour was observed during lessons and school records show that good behaviour is typical in all classes.
- The school has a very strong commitment to pupils' personal development through the range of subjects and topics taught. Pupils readily take on responsibility around the school and senior leaders work effectively with specialist agencies to provide high-quality support for pupils whose circumstances make them vulnerable.

### **The leadership and management requires improvement**

- Changes to the senior leadership team have slowed the pace of improving the quality of teaching since the previous inspection. However, the local authority has worked effectively with the deputy headteacher and governors to provide good support and it is clear that the quality of teaching is improving and pupils are now making faster progress.
- The clear vision and ambition for the school's improvement of the consultant headteacher have been quickly acknowledged and welcomed by the governing body and by school staff. She has quickly gained the trust of staff and parents, which has enabled all parties to rapidly focus on improving the achievement of pupils. The leadership and management of the school still require

improvement because current leadership arrangements have yet to be made permanent.

- Recent checks made on the quality of teaching promote improvement and accurately identify the professional development needs of teachers. The national system to manage teachers' performance is being used well to effect further improvement. Staff are fully aware of their accountability for pupils' progress and leaders make sure this links to progression in their pay. They are already collaborating effectively with their partner school to share best practice, but there are too few opportunities to learn from one another's good practice in school.
  - The deputy headteacher has a heavy teaching commitment and does not always have sufficient time to carry out extensive checks on the quality of subject leadership. Systems to monitor the performance of pupils are not yet robust enough to secure the early identification of those who are in danger of underachieving in all subjects – another reason why leadership and management require improvement.
  - Pupils benefit from learning from a broad and interesting range of subjects and topics. Spiritual, moral, social and cultural development is strongly promoted through a wide range of activities, including the specialist teaching of art and physical education. Pupils pray and sing with enthusiasm during assembly and displays around the school show high-quality artwork and pupils' involvement in cultural activities.
  - Pupil premium funding is used well to support a number of initiatives, including providing strong pastoral support for eligible pupils. Evaluation of this extra help is extensive and enables governors and leaders to be sure that this funding is used effectively to improve learning for these pupils. The school has a strong commitment to ensuring the welfare and safety of all pupils and safeguarding procedures meet requirements.
  - **The governance of the school:**
    - Governors know accurately the strengths and areas of the school's performance that require improvement. They have received effective training to enable them to analyse the data showing pupils' progress and attainment and know how well the school is doing. They are committed and dedicated to improving the school, and there is clear evidence that school leaders are appropriately challenged and held to account. Governors know what the quality of teaching is because they are actively involved in appraising the work of teachers through lesson observations and make sure that pay is linked to teachers' performance in helping pupils to make progress. Governors play a central role in improving the school
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## 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

<b>Unique reference number</b>	120607
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	405950

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martyn Taylor
<b>Headteacher</b>	Fiona Griffiths
<b>Date of previous school inspection</b>	20 January 2011
<b>Telephone number</b>	01780 763654
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