

# St George's Primary & Nursery School, Great Yarmouth

St Peter's Road, Great Yarmouth, Norfolk NR30 3BQ

## Inspection dates

19–20 June 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and assistant headteacher lead by example. They are passionate about improving the lives of pupils. Staff, many of whom are new to the school, are very proud to work at St George's.
- Children in early years get off to a flying start, often from low starting points, and make good progress. They enjoy a wide range of well-planned, motivating activities that interest and challenge them in different areas of learning.
- Many members of the governing body are new to their roles. They are committed to ensuring that pupils receive the best education that they can. They welcome the support from the local authority in guiding them in how to challenge leaders even more effectively.
- Relationships between adults and pupils are very effective. Pupils are proud of their school. Parents appreciate the considerable work that leaders do to support their families and keep their children safe. However, some pupils do not attend school as regularly as they should.
- The quality of teaching and learning across the school is typically good. A minority of teachers, however, do not plan learning that matches pupils' needs or challenges them. Nor do they routinely provide pupils with guidance about how to improve their work, or address misconceptions in mathematics quickly enough.
- Pupils' behaviour in lessons and conduct around the school are typically good. Pupils are friendly, respectful of each other and well-mannered. Where learning is not well matched to pupils' needs in some classes, pupils' learning behaviours are not always good.
- Middle leaders, many of whom are new, have a good understanding of their roles and the need to improve pupils' attainment. However, they have not yet had time to see the impact of their actions.
- Although slowly improving, pupils' attainment at the end of key stages for some years has been below the national average in reading, writing and mathematics. Not enough pupils, from a variety of starting points, are catching up quickly enough, particularly in mathematics.

## Full report

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

- Improve the quality of teaching and learning so that pupils' attainment is closer to the national average in writing and mathematics by ensuring that:
  - teachers plan learning that matches pupils' needs and challenges them to achieve as well as they can, particularly those pupils who are most able and those who are disadvantaged
  - teachers consistently address pupils' misconceptions, provide them with the next steps in their learning and give them guidance on how to improve their work
  - teachers plan regular opportunities for pupils to use their mathematics skills and knowledge in problem-solving and in other subjects in the curriculum
  - all adults set consistently high expectations of pupils' learning behaviours
  - teachers plan regular opportunities for pupils to practise their basic English skills in all areas of the curriculum and to write at length.
- Improve the effectiveness of leadership and management by ensuring that:
  - middle leaders understand fully the part that they play in raising pupils' achievement in the subjects for which they are responsible
  - they make the best use of the good practice that exists within the school to improve pupils' outcomes, particularly in mathematics
  - leaders continue to work with parents to address the absence of some pupils who do not attend school regularly enough and to support their children's progress
  - governors who are new to their roles are developed so that they are more able to hold leaders effectively to account for pupils' progress and attainment.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders are passionate about ensuring that pupils in their school achieve well and enjoy coming to school. They know the school and its community well, having worked hard to address the areas for improvement identified at the previous inspection. Governors work closely with leaders to check on the progress of the school's priorities, and they support the school effectively to ensure that they are successful.
- The headteacher has prioritised ensuring that teaching is consistently good. She and governors have tackled any underperformance of teachers with support and challenge. The headteacher has worked tirelessly in her drive to unite staff in understanding the school's aims. Support from staff, evidenced in the Ofsted online questionnaire, is overwhelmingly positive. All staff are proud to work at the school. Staff work towards a common goal and teaching continues to improve.
- Leaders promote a welcoming school environment where links with parents and the local community are strong. For example, the outdoor environment has been developed considerably with the support of parents and local charities. Leaders have ensured that pupils are involved in the design of the school garden, for example, and in writing letters to businesses asking for financial support.
- Leaders and governors have made effective use of external support and advice, including that provided by the local authority, to improve teaching and learning and develop middle leaders. Leaders welcome this advice as they continue to improve mathematics and the leadership of other subject areas.
- Targeted professional development and effective leadership have led to the teaching of reading, writing and phonics being consistently good across the school. Sharing strong practice and making effective use of good role models within the school have had an impact on the progress that pupils make in these areas of the curriculum.
- Leadership of special educational needs (SEN) and/or disabilities is good. Effective use is made of the additional funding the school receives for pupils who have SEN and/or disabilities to provide adult help and relevant resources. Appropriate training has been put in place to ensure that staff are equipped to manage and support the growing emotional, social and mental health needs of pupils. There are many examples of these pupils making very good progress from their starting points.
- The additional pupil premium funding is used effectively to improve the academic and personal achievement of disadvantaged pupils. The majority of pupils in this group currently in the school make good progress from their starting points, although the most able pupils are not progressing as well as they might.
- The curriculum offered to pupils is a strength of the school. It is creative, uses the school's grounds and local community well, and enthuses pupils. Pupils say that their learning is 'fun, exciting and fantastic'. They like the many different activities that teachers provide for them, especially the outdoor curriculum. As one pupil put it: 'It gives us a chance to learn about nature and be in the fresh air. It isn't like being in the classroom.' Teachers link subjects well through a variety of topics and search out

innovative ways to stimulate effective learning. As a result of the well-planned curriculum, the school effectively promotes pupils' spiritual, moral, social and cultural development.

- Learning in lessons helps pupils to understand the part that they play in the school and the wider community. They are taught important British values, such as democracy and respect for others. For example, in one lesson seen during the inspection, pupils in Year 5 were given a variety of quotes from a range of religions. Pupils were asked to give their views on, for example, 'An eye for an eye' from one religion, and 'An eye for an eye will make the whole world blind' from another. The quality of discussion was impressive both between pupils themselves and between adults and pupils. As a consequence of such work, pupils are well prepared for life in modern Britain.
- The teaching of mathematics is less well developed. Leaders have been slow to prioritise what needs to be done to improve mathematics across the school. They have not focused enough on ensuring that all staff understand the demands of the national curriculum at different ages and stages. They have not always used the good role models that exist within St George's to ensure that staff systematically develop pupils' skills, knowledge and understanding. As a result, the progress of mathematics is slower than in other areas of the curriculum.
- The leadership of areas of the curriculum such as science, art, history and geography is developing well. Subject leaders have a good understanding of their roles. They are beginning to develop effective systems of monitoring and checking on the impact of the actions that they are taking on pupils' outcomes. However, this is still at an early stage.

## **Governance of the school**

- Governors' ambition for the school is to provide pupils with an aspirational educational experience in a caring and very supportive environment. This is realised in the school's effective provision for all pupils, especially those who are the community's most vulnerable families and pupils.
- Many governors are new to their roles. They have made every endeavour to get to know the school and its community and are aware of their responsibilities. They are developing in their ability to hold leaders to account and working with the support of the local authority to undertake the headteacher's appraisal process.
- Following an audit of the school's effectiveness in November 2017, an improvement board was set up, chaired by a representative from the local authority. The governing body has welcomed the support from the local authority in more effectively challenging leaders about pupils' achievement.
- Many governors regularly visit the school to meet with leaders, staff and pupils. Governors say that this helps them to ensure that they understand the performance of the school and the many barriers that leaders overcome to ensure that pupils are safe at school.
- Governors understand the importance of monitoring the use of additional funding, such as the pupil premium and physical education and sport funding. They check, for example, that this additional funding is being used wisely to have an impact on the

most vulnerable pupils' progress.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff and governors understand their responsibility for safeguarding and child protection and have undergone appropriate and regular training. A culture of safeguarding permeates the whole school. All adults are vigilant and fully aware of different forms of abuse.
- A robust system is in place to enable staff to report any safeguarding concerns that they may have. Leaders provide regular opportunities for staff to raise any potential concerns and update others about the impact of actions taken.
- The designated safeguarding leaders ensure that, when required, pupils and their families are referred to external support agencies promptly. Senior leaders are tenacious in pursuing what pupils and families need and they will 'go the extra mile' to ensure pupils' safety. Records relating to safeguarding are kept in a well-ordered and regularly maintained system.
- Leaders and the pastoral team know the school community exceptionally well and work very effectively with families to ensure the well-being of children whose circumstances may make them particularly vulnerable. They ensure that all safeguarding arrangements are fit for purpose.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching across the school is improving as a result of effective training and support. Observations of learning and scrutiny of pupils' work and the school's assessment information show that teaching is typically good. Where it has historically been less strong, senior leaders have provided effective guidance and support.
- The majority of adults use questions well to reinforce learning and clarify misconceptions. Where questioning is most effective, it extends and deepens pupils' understanding and knowledge by encouraging pupils to explain what they are learning. As a result, pupils make good gains in their learning.
- In key stage 1 and the early years in particular, teaching assistants support teachers well to establish good learning and behaviour. Across the school, teaching assistants provide timely intervention that gives pupils helpful guidance and support. There were instances during the inspection where teaching assistants were less well deployed during whole-class teaching. However, when teaching assistants encouraged pupils to think for themselves and work on their own, pupils moved on well in their learning.
- The teaching of phonics is effective and provides pupils with a secure base on which to build their wider reading and writing skills. Pupils make good progress from often low starting points. Pupils who read to the inspector were able to use their phonics knowledge to read unfamiliar words, helping them to read fluently. Younger pupils use their phonics skills to support their spelling in their writing.
- The teaching of reading is effective throughout the school. Teachers use good-quality

texts to encourage an enthusiasm for reading. The new English subject leaders, ably supported by the assistant headteacher, keep a close eye on how teachers apply the school's chosen reading programme. Pupils said that they enjoy reading. As one pupil said: 'It allows you to get lost in a different world using your imagination.' Older pupils are beginning to see themselves as authors and understand how to 'grab the reader's interest'.

- Pupils who have SEN and/or disabilities receive effective, and often individual, support. Leaders work hard to ensure that adults understand the needs of this group of vulnerable pupils. Currently, the leadership of SEN lies with senior leaders, who work closely with parents to ensure that additional support meets not only the pupils' needs but also those of their families. As a result, pupils who have SEN and/or disabilities, many of whom are also disadvantaged, make good progress socially, emotionally and academically.
- Leaders have raised the profile and expectations of pupils' presentation of their work. Inspectors scrutinised many pupils' books in the classroom and with leaders. Teachers generally set high expectations across all subjects. The headteacher and assistant headteacher have recognised that the pupils' work in their current topic books does not always demonstrate their best efforts. The plan is already in place to incorporate theme-based work into writing and mathematics books, where expectations of presentation are more secure.
- Over the last few years, the most able pupils have not been consistently challenged to achieve as well as they could across the school, and particularly in key stage 1. Evidence seen in lessons and in books shows that pupils are now offered challenges in the majority of classrooms. Pupils will eagerly choose challenge 4, for example, from the range of 1 to 7. In one key stage 2 class, the teacher moved pupils on quickly if she could see that they were capable of more challenge. In a small minority of classes, pupils spent too long practising something they could do before they could move on. Pupils said that they found their work, particularly in mathematics, 'too easy'.
- Teachers plan lessons that motivate and interest pupils, as seen during the inspection. On some occasions, however, the learning does not wholly match the needs of pupils. Pupils, therefore, are confused or lose interest in their learning. Progress for some pupils is then slow.
- The teaching of mathematics is improving. Some historical weak teaching has meant that many pupils have gaps in their mathematical skills and knowledge. The school's own assessment information and work in pupils' books show that progress is variable in a minority of classes. Leaders have already identified that there are still not enough opportunities for pupils to practise their mathematical skills in problem-solving and across other subjects. In a minority of classes, teachers do not routinely provide next steps or challenge to move pupils on in their learning.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders ensure that pupils' welfare and personal development are at the very heart of everything the school does. During the inspection, leaders demonstrated numerous examples of the considerable progress that many individual pupils have made in this area. This is because leaders ensure that pupils and families are given the support that they need.
- Pupils are resilient and confident because they are taught about learning from their mistakes and to never give up. 'It is not that you can't do it, it is that you can't do it yet,' said one teacher to a pupil who was struggling.
- Effective teaching ensures that pupils have a good understanding of how to keep themselves safe in school, in the community and when using the internet. For example, they know not to 'friend' people they do not know when they are playing games on the computer.
- Pupils know that bullying is 'when someone is mean to you over and over again'. They know the different types of bullying and are clear that it is rare at St George's. However, if it does occur, pupils show a mature attitude to how to deal with it. 'I would ask them if they are ok and go and tell an adult,' said one pupil.
- The school's pastoral work is a strength of the school. Leaders have invested in staff who manage the school's 'nurture' provision. Governors have supported leaders in recruiting a parent support adviser and an in-house social worker. Alongside leaders, the pastoral team contributes significantly to improvements in pupils' attendance and their readiness to learn when they arrive at school each day.
- Parents are supportive of the school and its leaders. One parent said of her child's time at the school: 'I have not only seen my child grow academically, but also his personality has developed immensely.' Up to 30 pupils attend the school's breakfast and/or after-school club, both of which are enjoyed by pupils on a regular basis.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and well mannered around the school. They hold doors open for others, and greet visitors warmly. During breaktimes and lunchtimes, pupils play well together and enjoy taking part in the different activities on offer.
- When asked, pupils said that behaviour is good most of the time, and when it is not, adults deal with it very quickly.
- The school has a growing number of pupils who have a range of barriers to learning. The nurture provision helps pupils to develop strategies to manage their own behaviours. The school's own assessments show that pupils who have accessed the

nurture group are more ready to learn and make good progress from their varying starting points.

- Pupils are typically attentive in lessons. They listen to their teachers and contribute their ideas willingly, particularly in key stage 2. On occasion, when activities do not challenge pupils effectively, they are not as focused as they could be and learning behaviours deteriorate and progress slows. Although adults adhere to the school's behaviour system, some do not set the highest expectations of pupils during lessons.
- Leaders do everything that they can to ensure that pupils attend school regularly, and they follow up any absences tenaciously. A range of adults have specific responsibilities to work closely with families. Staff follow up promptly with pupils whose attendance is of concern. Leaders do not shy away from issuing parents with fines and penalty notices to reinforce the importance of pupils attending school regularly and on time. Records of actions that have been taken show there has been an increase in individual pupils' attendance as a direct result. There do, however, remain a few pupils whose attendance is not good enough.

### Outcomes for pupils

### Requires improvement

- Outcomes for pupils require improvement because key stage 1 attainment in 2017 was well below the national average in reading, writing and mathematics. Attainment for the last two years for all pupils has been in the bottom 20% in all subjects.
- The proportion of pupils who achieved greater depth at the end of key stage 1 was below average in reading, writing and mathematics. Writing was closer to the national average in 2017.
- The progress of pupils across the school is increasing at a faster rate than in previous years due to the improved quality of teaching. The proportion of pupils who make good progress is rising across the school, particularly in reading and writing. However, the rate of improvement in mathematics is slower.
- The proportion of pupils who achieved the expected standard in the phonics check in Year 1, while below the national average in 2017, was greatly improved from 2016. There is a three-year improvement trend.
- Disadvantaged pupils' attainment at the end of key stage 1 was below what is expected at the end of 2017 in reading, writing and mathematics. The proportion of disadvantaged pupils who attained greater depth in 2017 was particularly low in mathematics. Progress of this group of pupils currently in the school in reading and writing is often better than other pupils, although less so in mathematics.
- The proportion of pupils in each year group who are on track to achieve the higher standard at the end of this academic year has improved from the same period in 2017. However, it is not consistent across all year groups, and especially in key stage 2.
- The most able pupils, including those who are disadvantaged, make at least expected progress, with a growing proportion making good progress in reading and writing. Early indications are that more pupils will achieve the higher standard at the end of key stage 1 in 2018.

- Because the school currently has no Year 6 pupils, there will be no outcomes for the end of key stage 2 until 2019.
- The large group of pupils currently in the school whose first language is not English make good and often substantial progress across the school in reading and mathematics, and expected progress in writing.

## Early years provision

**Good**

- Children in the early years get off to a good start. Teachers have consistently high expectations of children, based on accurate assessments of their needs. Teaching is consistently good, ensuring children's strong progress, often from low starting points.
- Good leadership supports staff and children well. Approximately half of the children in the school's effective Nursery move up into the Reception class. Leaders take every opportunity to gather relevant information from parents about their children's pre-school experience. Teachers work effectively with external agencies to ensure that individual children's needs are supported. As a result, teaching builds effectively on children's interests and abilities.
- The learning environment both inside and outside of the early years provision is bright, welcoming and stimulating. Staff provide practical tasks that interest children and develop their understanding. For example, during the inspection, children 'bought' vegetables and fruits from the school's farm shop. Children confidently used the cash register and added up the cost of the food on a calculator.
- Children have fun in early years and confidently told inspectors about what they were doing and learning about. Children take turns and listen well to each other when playing independently or when taking part in adult-led activities. They particularly enjoy the well-resourced outdoor area, which is used very effectively to develop fine and gross motor skills as well as early number and writing skills.
- The children in the Nursery class already have well-established routines. For example, they register themselves when they want their snack, pour drinks for each other and enjoy the social time with their friends. Adults support children extremely well to ensure that they make sensible choices and to understand why it is important to do so. When snack is finished, children know that they must clear away their plate and cup so that the next child has a seat at the snack table.
- Children's behaviour is good. They know how to keep themselves safe and have a good understanding of risk. For example, during the inspection, children in the Nursery class gingerly explored the climbing frame until they felt confident to use the slide. There were many times that inspectors saw children helping each other to tackle something new.
- Adults are very adept at sensitively refocusing and developing children's learning. Teachers ask searching questions, to which children respond with enthusiasm. For example, children in the Nursery were telling their teacher what they could remember about the life cycle of a caterpillar. The teacher, in a fun way, teased out specific language like 'antennae', 'proboscis' and 'cocoon'. Children not only knew the words, but also what each meant.

- Leaders have ensured that the early years provision is a language-rich environment. Children’s social and emotional development and their communication skills make good gains, often from very low starting points. They are well prepared for Year 1.
- Staff are well aware of, and take seriously, their responsibility for safeguarding. Any concerns are addressed consistently well. Leaders ensure that all statutory welfare requirements are met, and that children are safe in the early years environment.

## School details

Unique reference number	120972
Local authority	Norfolk
Inspection number	10046523

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Rebecca Hayton
Headteacher	Melodie Fearn
Telephone number	01493 843 476
Website	<a href="http://www.stgeorgesprimary.norfolk.sch.uk">www.stgeorgesprimary.norfolk.sch.uk</a>
Email address	<a href="mailto:office@stgeorgesprimary.norfolk.sch.uk">office@stgeorgesprimary.norfolk.sch.uk</a>
Date of previous inspection	19–20 June 2013

## Information about this school

- St George's Primary and Nursery School is a smaller than average-sized one-form entry school.
- Since the previous inspection, when the school accommodated pupils from Nursery to key stage 1, the school now admits pupils into key stage 2. Currently, there are pupils in each year group up to Year 5. In September 2018, there will be the school's first Year 6 class.
- The proportion of disadvantaged pupils is well above the national average.
- The proportions of pupils who have SEN and/or disabilities and of those who have an education and health care plan are above the national averages.
- The proportion of pupils whose first language is not English is above the national average and growing.

## Information about this inspection

- Inspectors observed learning in all classes, often with the headteacher and/or assistant headteacher, spoke to pupils about their learning and looked at work in pupils' books.
- Inspectors observed pupils as they moved around the school, in lessons, during break and lunchtimes, in the dining hall and in assembly.
- Meetings were held with senior leaders, a group of middle leaders, pupils, three governors, including the chair, and a representative of the local authority.
- There were too few responses to Ofsted's online survey, Parent View, to draw conclusions from. However, inspectors took into account three texts that were registered, the views of 10 parents in the playground before school, and also the school's own survey of parents from October 2017.
- Inspectors considered the responses from 28 members of staff who completed the Ofsted online survey, and the views of some staff who spoke with inspectors.
- A range of documentation was scrutinised, including the school's improvement plans, assessment information, policies relating to child protection and safeguarding, records related to attendance, bullying and behaviour, and leaders' monitoring of teaching and teacher performance.
- Inspectors, with the subject leaders of English and mathematics, scrutinised a range of pupils' work in their books.

## Inspection team

Ruth Brock, lead inspector

Her Majesty's Inspector

Heather Hann

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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