



St George's C of E Primary School

Inspection Report

Unique Reference Number 112860
LEA DERBYSHIRE LEA
Inspection number 279038
Inspection dates 13 June 2006 to 14 June 2006
Reporting inspector Mrs. Joyce Cox LI

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

Type of school	Primary	School address	Church Street
School category	Voluntary controlled		DE11 9NP
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01283 217199
Number on roll	183	Fax number	01283 551980
Appropriate authority	The governing body	Chair of governors	Mrs. Audrey Byford
Date of previous inspection	31 January 2000	Headteacher	Mrs. Elizabeth France (Acting)

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average sized primary school situated in south Derbyshire. The school has a small proportion of minority ethnic pupils. Relatively few pupils are entitled to free school meals. A below average number have learning difficulties or disabilities. An adjacent refuge for women and children means that a relatively high proportion of pupils move in and out of the school during the course of the year, causing disruption to their education. Many of the children entering Reception have little pre-school experience. Their attainment on admission is below the expected levels particularly in their personal, social and communication skills. The accommodation underwent extensive refurbishment in 2002 following a long campaign to improve facilities. The school is currently being led and managed by the acting headteacher because the headteacher is on long-term sick leave.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors feel that the school is being too modest in judging its effectiveness to be only satisfactory. The school's effectiveness is good because pupils' achievement is good. From a below average starting point, pupils attain above average standards in mathematics and science and average standards in English by the end of Year 6. The school has correctly identified improving writing standards as an on-going priority. Teaching and learning are good overall and the school has begun to use assessment information effectively to track pupils' progress, but recognises that further work is needed. Older pupils say they have enjoyed their time at the school and feel well prepared for the next stage in their education. Parents are extremely happy with the school. One wrote 'I am one hundred per cent pleased with the school and how staff mix learning with fun, so children really enjoy lessons.' Provision for children in the Foundation Stage is good. From a below average starting point, these children achieve well and most reach expected standards by the end of Reception. The personal development and behaviour of pupils in all age groups are good. There is an effective curriculum and pupils are cared for well. Leadership and management are good. The acting headteacher, with high quality support from a local headteacher and the local authority, leads the school effectively in the headteacher's long-term absence. Governors are very supportive and receive good information from the leadership team. Some are very new to their roles and are gradually becoming more confident in asking searching questions. The school has made good improvement since the last inspection because standards are higher and issues from the previous report have been tackled successfully. The rising trend in test results, together with a hard working and conscientious staff team, means the school has a good capacity to improve further. It gives good value for money.

What the school should do to improve further

- Continue with the measures to raise pupils' attainment and achievement in writing.
- Further develop how pupils' attainment is recorded to make it easier for staff to track their progress throughout the school.

Achievement and standards

Grade: 2

Children make good progress in the Reception class because of a very good curriculum and high quality teaching. Most children attain the expected levels on entry to Year 1, apart from in their communication skills which are lower than average. Year 2 pupils' achievement in teacher assessments is good and they reach average standards. By the age of 11, standards are above average in mathematics and science and average in English. The school sets challenging targets for Year 6 pupils to attain in the 2005 national tests and pupils exceeded these expectations particularly in relation to the number attaining the higher Level 5. Although writing standards are not as high as other subjects, they are improving steadily. The school has introduced many successful

strategies such as home-school 'writing boxes' to encourage pupils to write more. Parents and pupils enjoy the writing boxes, which have had a very positive impact on improving standards throughout the school. Pupils with learning and social difficulties and those from minority ethnic backgrounds make good progress as their needs are quickly identified and they receive good support from teachers and teaching assistants.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They are very happy at school because they feel safe, well cared for and enjoy learning. Behaviour is consistently good and this makes a significant contribution to the safe and friendly atmosphere throughout the school. Attendance and punctuality are satisfactory. Pupils' spiritual, moral, social and cultural development is good. They take on responsibility readily and make a good contribution to the school through, for example, the well-established and effective school council. They are pleased that such things as shaded areas on the field have resulted from their suggestions. They also contribute to the local community, through performances to senior citizens and through involvement with the church. Activities such as planning the interior of the new library, organising the summer fair and applying for responsibilities successfully equip pupils with important life skills. Pupils are aware of the need to adopt healthy lifestyles and enjoy taking part in the many opportunities for sport and physical activity. They have a good appreciation of how to keep themselves safe both in and out of school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and, as a result, all pupils make good progress. Some aspects of teaching are outstanding, for example, in Reception where lively, exciting teaching results in children achieving well in all areas of learning. However, in a minority of lessons in some other year groups the lack of challenge in tasks prevents pupils learning as much as they could. Teachers manage the pupils very well and this results in very positive relationships. Pupils with learning difficulties are supported effectively by teachers and other staff and consequently do well. Teachers willingly embrace new technology and the interactive whiteboards introduced in some classrooms are being used well to demonstrate important teaching points. Careful monitoring of lessons gives the school good information about the quality of teaching and learning and this is used to improve provision further. Procedures for assessing and tracking pupils' progress are still being developed and are not yet contributing fully to help teachers plan the next stages of pupils' learning.

Curriculum and other activities

Grade: 2

Exciting and enticing opportunities are planned for children in the Reception class to explore, investigate and use their imaginations. Particular emphasis is given to extending the children's language development and personal skills because many start school with poorer skills in these areas. The curriculum in Years 1 to 6 is broad and meets the interests and abilities of all pupils well. Visits and visitors make lessons fun and bring subjects alive so pupils enjoy learning. The wide range of extra-curricular clubs, including football, netball, school newspaper and 'eco club' meets many interests and enriches the curriculum well. Pupils enjoy the many regular opportunities for physical education and sporting activities. The school plans special curriculum days and other additional activities to interest all pupils and to make sure the needs of pupils with a particular gift or talent are met. A well-planned programme for pupils' personal, social and health education ensures they have good knowledge of matters such as social relationships and drugs awareness. A good range of well-planned topics provides good contexts for pupils to develop literacy, numeracy and computer skills.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and this contributes well to their progress, sense of well-being and to their great enjoyment of school. Pupils feel safe and are confident that they can talk to adults if they have any concerns. Procedures to ensure they are kept safe and secure, including those relating to child protection, are well established. Pupils talk warmly of how their teachers help them learn and they greatly appreciate the sports and other activities organised outside the school day. Support for pupils who are vulnerable or who have learning difficulties or social and emotional needs is good. Initiatives such as 'playground pals' successfully give responsibility to pupils to be involved in the care and welfare of each other. Adults in the school know the pupils well and are sensitive to any who may be upset or needing support. The school makes good use of help and advice from outside agencies. Teachers are beginning to give pupils targets for their learning and this is helping pupils to have a full and clear understanding of how to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The school has managed to carry on improving provision successfully despite the unexpected illness of the headteacher. Several parents have written to praise the way the school has managed to move forward at this difficult time. The acting headteacher, with very good support from a local headteacher and the local authority, has successfully built on the well-established clear vision for the school that is shared by all staff. They go out of their way to ensure that all children, whatever their background, gender, ability or disability are included in all school activities. Senior leaders have succeeded in making sure that a relatively

new staff team has quickly jelled to work closely together to improve pupils' achievement. Standards are rising and the school has successfully tackled the issues for improvement from the last inspection. Consequently, it is well placed to carry on improving. The school has good systems for checking how well it is doing. Although senior leaders are somewhat modest as to precisely how good the school is they are very clear about what to do to make it better still. Subject leaders are becoming increasingly involved in reflecting on what is going well and what could be improved. Staff regularly seek and act upon the views of parents and pupils through surveys and the school council. There is a clear and detailed school improvement plan outlining priorities and how these will be tackled. Governors are very supportive of the school; some are new to their roles and are becoming increasingly confident in checking the school's performance. The school maintains very close links with other local schools, and in particular the local secondary school, to ensure that the move from one to the other is as easy for pupils as it can be.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We enjoyed our visit to St George's. We discovered a great deal about your school by talking to you and watching you learn. We thought that you would like to know what we liked about your school and how we thought it could get even better. - You made us both feel very welcome and greeted us with a smile. - You enjoy coming to school because you feel safe and you really like your teachers. - You all get on well together and you know right from wrong. - You work hard. - You are good learners. - Every year that you are at the school, you make good progress. - Children in the Reception class have a good start to their education. Your headteacher and acting headteacher run the school well and your parents are right to think that you go to a good school. What we have asked the school to do now to make it even better is: - To carry on making sure you do as well in writing as you do in mathematics and science. - To make it easy for teachers to check how well you are doing as you move up the school. We wish you all the very best in the future.