

St George's Catholic Primary School

Woodcock Road, Warminster, BA12 9EZ

Inspection dates 26–27 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching across the school is now good. Consequently the pupils make good progress in reading, writing and mathematics across the school. This is an improvement since the last inspection.
- Children make good progress from their individual starting points in the Reception class and achieve well. They are well prepared for Year 1.
- Younger pupils develop their reading skills quickly and use their understanding of phonics (the sounds linked to groups of letters) effectively when reading.
- The school is closing the gaps in the literacy skills and mathematical understanding of disadvantaged pupils compared with other pupils in the school and nationally.
- Disabled pupils and those with special educational needs make good progress and this is in line with that of other pupils.
- To raise boys' engagement and enthusiasm for writing the school has adapted its programme of writing topics and tasks. As a result, boys now make faster progress than in previous years.
- The behaviour of the pupils in the school is good. They focus on their work in class and try hard.
- Pupils say they feel safe and that they are well cared for, parents echo this view. The work the school does in this area is excellent.
- The headteacher has shown great determination to make the school better. She has driven the improvements in the quality of teaching and the progress pupils now make. The new senior and middle leadership teams have ably supported her efforts.
- The governing body now monitors the work of the school more effectively than previously. The governors hold school leaders to account for the progress the pupils make.
- The ethos of the school fosters good relationships and, along with well-planned activities, nurtures carefully pupils' spiritual, moral, social and cultural awareness.
- The headteacher has successfully led the school to be more effective, despite a high turnover of staff in the past two years.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Teachers' marking, although often detailed, does not always help pupils correct their work to make it better.
- Pupils are not always clear about what they are expected to learn in lessons, particularly in writing and mathematics.

Information about this inspection

- The inspector observed learning in 10 lessons or small group activities. Some of these sessions were observed jointly with the headteacher.
- Meetings were held with groups of pupils and senior leaders. The lead inspector met with the Chair of the Governing Body and five other governors. The lead inspector also met with a representative of the local authority
- The inspector listened to pupils from Years 2 and 6 read. Samples of pupils' workbooks were scrutinised.
- The inspector examined a wide range of documents, including the school's information on pupils' recent progress. He also looked at planning and documentation about checks on teaching and records relating to behaviour, attendance and safeguarding.
- The opinions of parents were taken into account through the 33 responses to the online questionnaire (Parent View). The views of staff were considered through the 22 staff questionnaires.

Inspection team

David Hogg, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. All pupils in the Reception class attend full time.
- The school has two mixed-age classes in the upper part of the school.
- The proportion of girls attending the school is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs is lower than the national average.
- The proportion of the pupils in the school receiving support funded by the pupil premium is in line with that seen nationally. The pupil premium funding is provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is below the national average. The proportion of pupils who speak English as an additional language is also lower than that seen nationally.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has seen a significant turnover in staff over the last two years. Only the headteacher and one other teacher remain from the teaching team present at the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement to outstanding levels by ensuring that teachers:
 - provides pupils in Years 1 to 6 with effective guidance, including in written feedback, in all subjects that will help them to improve their work more quickly
 - ensure pupils in Years 1 to 6 are clear which skills in writing and the areas of mathematical understanding they need to focus on in a lesson to make their work better.

Inspection judgements

The leadership and management are good

- The determined efforts of the headteacher have secured improvements to the school over the last two years. As a result, the quality of teaching is now good and pupils of all abilities make more rapid progress in reading, writing and mathematics than previously. The expectations of both staff and pupils have been raised since the last inspection and there is a determination amongst the staff to improve the school still further.
- Through a series of very good appointments, the school now has a strong senior and middle leadership team. The team members have been able to take an active role as school leaders, with responsibilities being more widely distributed. Middle leaders monitor the progress pupils make closely, to ensure that pupils who may be struggling receive extra help promptly. Through this work, the progress of groups of pupils, including disadvantaged pupils and those with additional needs has improved and is now good.
- The middle leaders monitor the effectiveness of teachers' work by checking the quality of the work in pupils' books. This, along with direct observations of the learning in lessons, allows school leaders to assess the effectiveness of teaching. The level of review is rigorous and helps the headteacher and governors to decide if teachers are meeting their targets and are eligible for salary increases or promotion. When necessary, the senior teachers have provided help and coaching to teachers to develop their skills. Work to improve the impact of teachers' marking of pupils' work is in hand but not yet fully effective.
- The local authority has provided good support that has enabled the school to move forwards and improve. Training has been provided through the local authority to help improve the quality of teaching in the school and the governing body's understanding of their role within the school..
- The school has designed a well thought out programme of lessons in each subject. Teachers have recognised the need to improve boys' interest in writing. As a result, adventure stories and dramatic events in history and literature are often topics used to spark their interest. This has had a positive impact with the boys' progress now being more in line with that of the girls.
- The school successfully nurtures and develops pupils' spiritual, moral, social and cultural awareness . This fosters good relationships across the school. Activities in religious education help to develop pupils' understanding of the beliefs and cultures of other people in the United Kingdom well. During religious education lessons, pupils have good opportunities to reflect on philosophical questions and reflect on their own ideas. For example, Year 6 pupils posed the question, 'Do you need to feel sad sometimes in order to appreciate being happy?' Pupils thought carefully about the question and felt confident to share some quite personal thoughts. Overall, pupils have a good awareness of fundamental British values and attitudes of respect and acceptance. Pupils are well prepared for the next stage in their education and life in modern democratic Britain.
- The school uses the primary sport premium funding effectively. Professional coaches work with teachers and teaching assistants as part of the school's training programme. This approach is helping to develop and improve the staff's skills in teaching high quality physical education lessons. More pupils than in previous years take part and enjoy sports and other clubs alongside other activities, for example music, drama and crafts.
- Parents are very supportive of the school's work. They feel the staff are very approachable and welcoming. Regular newsletters and the school website keep parents up to date about what is happening in each year group.
- Safeguarding and child protection procedures and policies are carefully reviewed and meet statutory requirements. The work of the school to keep pupils safe and well looked after is excellent.
- There is a determination by all staff for pupils to succeed and achieve as well as they can. The staff successfully support and challenge pupils of different abilities. The school provides all pupils with an equal opportunity to succeed and tackles discrimination effectively if it occurs.
- **The governance of the school:**
 - The governing body now has a much clearer understanding of its role and responsibilities than at the time of the last inspection. The review of the school by the governors is astute. They hold the school to account for pupils' progress. Their examination of the progress different groups of pupils make is now more rigorous than previously, which enables them to compare the achievement of pupils with other local schools and the national averages.
 - The governors have worked alongside the senior leaders and understand how the school has tackled underachievement in all areas. They understand the link between pupils' achievement and the salary improvement and promotion opportunities for teachers. They recognise that this has had a positive impact on the quality of teaching.

- Governors review the financial position of the school carefully to ensure the resources, including the primary sport funding premium, are spent wisely. The policies and procedures the school has to keep pupils safe are checked annually to make sure that they are operating effectively and meet the required standards. The governing body takes its child protection and safeguarding responsibilities very seriously.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils typically have good attitudes to learning and their focus on their work is generally very good. However, on occasions, a few pupils can drift off task or are slow to follow instructions and, as a result, they do not make the progress they should.
- Pupils have good opportunities to take on roles and responsibilities within school. The school council is active and the pupils in the eco group are currently collecting plastic bottles to make a greenhouse. Older pupils act as buddies to the younger pupils. Pupils are very proud of their school and enjoy their time there.
- Acts of unkindness between pupils are rare and bullying is almost unheard of. Pupils have a good understanding of the damage unkind acts, such as unpleasantness, can do.
- Pupils are polite and well mannered. They move around school sensibly. Their playground is small and pupils take care not to bump into each other. If accidents happen, the pupils are cared for well by staff, who have all completed appropriate first aid training courses.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel very safe and well looked after by the staff in school. Pupils have a good understanding of how to keep themselves safe. The school provides guidance to younger pupils on road safety and offers good opportunities for older pupils to improve their cycling skills on the road.
- Pupils have a good awareness of e-safety and can explain in detail why they should be careful when using social media sites or playing games online.
- The school has worked hard over the last two years to improve attendance. As a result, pupil absence has reduced and attendance is now above the national average.

The quality of teaching

is good

- The quality of teaching has improved and is much more effective in promoting learning now than when the school was last inspected. As a result of the improvement, pupils across the school make good progress in reading, writing and mathematics.
- Pupils are encouraged to discuss their work to improve their ideas. Through this collaborative approach, pupils develop their understanding of particular concepts. This strategy has also provided opportunities for pupils to share their opinions on the quality of the work of others.
- The activities teachers prepare build on what pupils have learned previously and then go on to extend their skills. As a result, pupils make good progress. Teachers use the information they have carefully to ensure activities challenge the different groups of pupils in their lessons. However, pupils are not always clear about what they should be aiming to achieve, particularly in terms of writing and mathematics.
- Teachers use a range of resources to develop pupils' skills. For example, a group of Year 5 pupils made a video recording of their abridged version of Macbeth. The pupils acted out the scenes with great confidence and gusto. The school was then able to draw on expertise from outside the school to add backgrounds digitally to the production. The resulting film was excellent, both in terms of the production and the story that the pupils acted out.
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- The school celebrates the quality of the pupils' work in displays along the corridors and in the classrooms. The pupils are able to refer to these as good examples to aim towards. Across the school their work is presented well and their handwriting is neat.
- Teachers mark pupils' work thoroughly, but the feedback they give is inconsistent. Pupils, in turn, do not always make the necessary improvements and work can remain uncorrected; often pupils will initial the comments rather than addressing the points raised.

The achievement of pupils is good

- The proportions of pupils making good progress in reading, writing and mathematics have improved across the school. Pupils' attainment, at the end of Year 6, dipped in 2014 in writing and mathematics due to specific circumstances within that year group. The school's own information for the pupils currently in Year 6 indicates that their attainment is already higher than that seen in previous years. In addition, their progress in these subject areas is more rapid than that in the previous year. Scrutiny of the workbooks of pupils currently in school confirms that the quality of their work has improved and that pupils are making good progress.
- Younger pupils develop their phonics understanding quickly and are able to use their skills to build up unfamiliar words when reading. The school builds on this and their reading develops well as they move through the school. By Year 6, pupils read with growing confidence and fluency. Pupils, from both Year 2 and Year 6, spoke enthusiastically of their love of reading.
- Support for disabled pupils and those with special educational needs is effective. Teachers monitor the progress of these pupils regularly and plan appropriate activities that help them to make progress. Teaching assistants provide good support in class. They question the pupils skilfully which helps to develop their understanding of difficult ideas. As a result, pupils with additional needs make broadly similar progress to other pupils in their classes. The school's work to ensure all pupils have an equal opportunity to achieve as highly as they can, no matter what their starting points are is effective.
- The results from national assessments at the end of Year 6 indicated that there were some inconsistencies in the attainment of boys and girls. In lessons and in pupils' current workbooks, inspectors found no evidence of significant differences in the work of boys and girls.
- The number of disadvantaged pupils in each year group is very small. Consequently, comparisons of their progress and attainment with the national picture are not possible. That said, the school's own information for this year indicates the progress of disadvantaged pupils across the school is more rapid than that of other pupils. As a result, gaps in their skills in writing and mathematical understanding, compared to other pupils, are closing.
- The school now provides a good level of challenge for the most able pupils in all year groups. In 2014, the proportion of Year 2 pupils achieving Level 3 or above in reading, writing or mathematics was higher than that seen nationally. The number of most able pupils in Year 6 was very low in 2014, so comparisons with the national picture are not reliable. However, the information the school holds on pupils currently in school indicates that the most able in all year groups are making at least good progress, especially in writing and mathematics.
- The support the school provides for pupils from minority ethnic backgrounds or those pupils who speak English as an additional language is good. Consequently, they make good progress as they develop their skills and understanding of English and achieve in line with other pupils.

The early years provision is good

- Children join the Reception class with skills that are generally typical for their age, although a little lower in the areas linked to their knowledge and understanding of the world. Through effective teaching, the children make good progress, and in 2014 three quarters of them had achieved a good level of development. This ensured they were well prepared for the move into Year 1.
- The Reception class is well resourced. The children have a wide range of interesting items and activities to explore. They work well with the adults around them and learn alongside each other. They are chatty and can act out specific stories they have learned. For example, a group dressed up and played the parts in the story of Jesus and the paralysed man.
- Teaching is typically good. The teacher and teaching assistant check the progress the children make carefully. The teacher makes good use of her records to decide how the learning of particular individuals is to be supported or extended further. Learning journals show the progress the children make through photographs and examples of their work. Activities are matched well to the children's different abilities, which ensures that they all make good progress.
- The Early Years Foundation Stage is managed and led well. The team has good links with the local pre-schools. Parents are welcomed and are able to discuss the progress their children make on a regular basis.
- The safeguarding arrangements are good. Staff ensure the children are kept safe at all times, and that they are well cared for. This also ensures that they behave well.
- The Early Years Foundation Stage provision is not yet outstanding as some teaching does not always engage the children fully. For example, when they are not working with an adult, a very small number of

children sometimes lose interest in an activity and do not make the progress expected.

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	126481
Local authority	Wiltshire
Inspection number	453434

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	David Morris
Headteacher	Louise Croker
Date of previous school inspection	5–6 March 2013
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