

Inspection of St George's Catholic Primary School, Warminster

Woodcock Road, Warminster, Wiltshire BA12 9EZ

Inspection dates: 21–22 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

St George's Catholic Primary is a nurturing school. Pupils are proud of their school and they feel looked after and cared for. They are happy and feel safe because of the good relationships between staff and pupils. Pupils enjoy taking on areas of responsibility such as house-captains, play-leaders, school council and eco-group members. Pupils are delighted with their new vegetable composter, which they say helps make the school a better place.

Pupils develop new interests through the many clubs on offer which they enjoy, such as computing and drama clubs. Sport is popular with pupils and many take part in the varied sporting events that take place. Teachers plan visits to make learning more interesting. However, in lessons, some pupils are not supported well, including pupils with special educational needs and/or disabilities (SEND).

Pupils usually behave well at breaktime. Pupils play together cooperatively, and they say that new playground equipment has made playtimes more fun. Pupils are adamant that they can be friends with anyone and they enjoy learning about different religions and faiths. Pupils agree that bullying does not happen very often at school. If it does, they say adults sort it out quickly. Sometimes in lessons, pupils' behaviour disturbs the learning of others. This is because teachers' expectations for what pupils can achieve are not ambitious enough.

What does the school do well and what does it need to do better?

Leaders are beginning to identify the important things that pupils should know, understand and be able to do in each subject.

Leaders have recently introduced changes to the school curriculum. Some plans identify what pupils should know and when this is to be taught, so pupils build up their knowledge and skills. For example, in science and geography, plans are ambitious and show what pupils are expected to know and learn. However, this is not the case across the curriculum. Some long-term plans are not securely in place.

The writing curriculum is weak. Pupils are keen to write but they do not have the skills and knowledge to write well. Pupils struggle to spell words accurately. Teachers are not checking misconceptions in pupils' work so pupils continue to make errors. Teachers' expectations are low, and leaders have not prepared them for what needs to be taught in each year group.

From Reception, children learn sounds and letters to help them read. However, teachers do not build upon what pupils know sufficiently well. Staff do not make sure that pupils have reading books that match the sounds they know. Pupils who struggle with their reading are not supported to catch up quickly. Teaching assistants help pupils whenever they can but they have not received suitable training. This reduces the impact of their support.

Pupils with SEND do not achieve as well as they could. In some classes, pupils with SEND have work that is not adapted to meet their needs. When this happens, they struggle to show what they know and can achieve. Leaders have not ensured that staff are supporting these pupils well.

Children in the early years enjoy learning. They are enthusiastic learners and staff in the Nursery plan the curriculum effectively. Leaders have not checked curriculum plans throughout the early years so Reception children do not do as well.

Governors are keen to support the school. However, they have a limited understanding of the strengths and weaknesses at St George's. They have not challenged school leaders effectively. They are not confident about planning for improvements. They do not have enough awareness of the impact of pupil premium spending for disadvantaged pupils.

Teachers feel that leaders consider their well-being and make sure that their workload is manageable. Teachers at the start of their careers are well supported. They receive guidance from more experienced teachers and are aware of where they need more support, especially in reading.

Pupils are prepared for life in modern Britain. They are taught about respect for others and pupils have a strong moral compass. As a result, pupils get on well with each other in and around school. The school celebrates different religions and cultures. Teachers provide nurturing support for pupils who need help with their well-being. Pupils know about healthy lifestyles and living in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to spot signs that a pupil may be at risk of harm. Staff promote pupils' welfare as a priority. They follow the school's procedures and policy for reporting concerns swiftly and effectively. Leaders act quickly when concerns are raised. Leaders work closely with agencies, including the school's family support worker, to provide pupils and their families with support.

Pupils learn about safety in the personal, social, health and economic (PSHE) curriculum. As a result, pupils know how to keep themselves safe online and to use the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not teach phonics well, particularly for pupils who find reading difficult. Training is not supporting teachers and teaching assistants to teach proficiently. Pupils who struggle to read are not given the support they need to

catch up. Reading books do not match the sounds pupils have been learning. Leaders must ensure that teachers support pupils who fall behind in their phonics understanding to catch up quickly. Leaders must make sure that pupils have reading books that match the sounds they know. Teachers and teaching assistants need appropriate training, so they have the skills to support struggling readers.

- Leaders have not yet put in place a coherent and sequenced writing curriculum. Teachers are not clear what they have to teach and when in writing. As a result, standards in writing are too varied across the school. Leaders need to make sure that the curriculum is planned so that teachers can build upon pupils' knowledge sequentially over time.
- Pupils with SEND do not learn as well as they could. They are not able to access the curriculum and show what they know. Leaders should ensure that staff are confident to plan and support pupils with SEND effectively. Leaders and teachers need to adapt subject planning so that pupils with SEND learn and remember important knowledge across subjects and achieve well.
- Governors do not yet have an accurate understanding of the quality of education. They do not challenge leaders well enough, especially about how disadvantaged pupils are managing the curriculum offer. Governors need to be more effective at challenging leaders and holding them to account, in particular about disadvantaged pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126481
Local authority	Wiltshire
Inspection number	10111506
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair of governing body	Sarah Shanks
Headteacher	Kate Saunders
Website	www.st-georgesrc.wilts.sch.uk
Date of previous inspection	23 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school opened an on-site Nursery in September 2019.
- Children start school either part time or full time in the Nursery or Reception class.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with senior leaders, governors and teachers.
- We did deep dives in these subjects: reading, writing, science and geography. This entailed discussions with subject leaders, visits to lessons, looking at examples of work, discussions with teachers, discussions with pupils and listening to pupils read.
- I had a telephone call with a representative from the Diocese of Clifton and met a representative from the local authority.
- We considered 38 responses to Parent View, Ofsted's online survey, as well as speaking to parents directly at the school gate and a telephone call. Also,

inspectors considered 18 staff and 17 pupil survey responses.

- We reviewed a wide range of documents relating to safeguarding, including the school's single central record and behaviour and bullying logs, and talked to different members of staff about the safeguarding training they have received.
- We reviewed other school documents, including minutes of governor meetings.

Inspection team

Richard Lucas, lead inspector Ofsted Inspector

Steph Matthews Ofsted Inspector

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