

St George's Infant and Nursery School, Great Yarmouth

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

Inspection dates 19–20 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is consistently good. Teachers know their subjects well, plan tasks carefully to meet pupils' different needs and manage behaviour effectively. Consequently, achievement is good in both reading and mathematics.
- Pupils make progress at rates which compare favourably with those achieved by pupils nationally.
- Pupils behave well and feel safe in the school. They are well cared for by their teachers and the other adults who help them.
- Pupils enjoy school and their attendance is above average.
- Leaders and managers have had a strong and positive impact on the quality of teaching and the levels of achievement at the school and have maintained the strengths that were identified at the time of the last inspection.

It is not yet an outstanding school because

- Pupils do not make as much progress in writing as they do in reading and in numeracy.
- Pupils are not given enough opportunity to apply what they are learning and work independently.
- Although school leaders have the confidence of parents they do not yet involve them fully in their children's learning.

Information about this inspection

- Inspectors visited 14 lessons and observed pupils as they moved around school, at break and lunchtimes and when they were assisted in small groups or on a one-to-one basis.
- Meetings were held with the headteacher, school leaders and managers, teachers, other staff who support them in their work, the Chair of Governors, a parent Governor and groups of pupils.
- There were not enough responses to the online Parent View questionnaire to complete a meaningful analysis. The views of those parents who communicated with inspectors during the inspection by telephone or other means, and those of other parents inspectors met at the school gates, were considered along with records of their views previously shared with the school.
- The inspection team observed the school's work, scrutinised the school's data about pupils' achievement, examined records relating to behaviour and attendance and looked at documents used by leaders to monitor and evaluate the school's performance. It also examined the work in pupils' books and the homework set by teachers.

Inspection team

James McAtear, Lead inspector

Additional Inspector

Jennifer Carpenter

Additional Inspector

Full report

Information about this school

- St. George's is a smaller than the average-sized Nursery and Infant school, with two forms of entry.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for students in the care of the local authority, those known to be eligible for free school meals and those with a parent in the armed services, is well above that found nationally.
- The proportion of disabled students and those who have special educational needs supported through school action is above average. The proportion of students supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils whose first language is not English is 30%.
- The headteacher was appointed in January 2011.

What does the school need to do to improve further?

- Improve the progress pupils make in writing by ensuring pupils:
 - are taught in small enough groups for them to receive individual attention and support
 - are given a specific purpose to write to by teachers so that writing tasks have a clear meaning for pupils.
- Improve the proportion of good or outstanding teaching by ensuring that teachers give pupils greater opportunities to apply what they are learning and to work independently of the teacher and find out things for themselves.
- Improve leadership by ensuring the school works more closely with parents so that they are fully involved in their children's learning.

Inspection judgements

The achievement of pupils is good

- In most cases pupils start school with attainment that is well below that typically found in children of this age. About half of the pupils who join the school have also attended its Nursery, where they make good progress as a result of the high standard of teaching there. Many pupils join the school during the Reception year and many others join the school later still. Pupils continue to progress well in Reception and this momentum is carried on in Years 1 and 2, where progress is also good.
- Pupils learn to read well because the teaching of phonics is good. As a result of their low starting points they attain less well than pupils nationally during Year 1 but have usually caught up as readers by the end of Year 2. Pupils are also well supported in reading and encouraged to read widely and often by their teachers. Pupils follow a programme of reading that is set at the correct level for them and they receive extra help if they have fallen behind.
- Rates of progress in numeracy are good. This is because the school trains teachers well so that their skills in teaching number based skills are very secure. Progress is also good because teachers' assessments are accurate and they use them to carefully plan work that will take pupils to the next level.
- Good progress is made by those pupils who are supported at school action, school action plus and through a statement of special educational needs. These pupils receive highly effective support from the other adults who assist their teachers. The school also sets up support to intervene with small groups of pupils so that those who have fallen behind can get back on track with their learning.
- Pupils who receive pupil premium funding make progress that is usually better than that of other pupils in the school. The school has used this funding to provide additional support for individuals in the classroom and to support other pupils in small groups. During 2011 they were ahead of other pupils by about a half a term in reading, performed at similar levels in numeracy and were a little behind in writing. These gaps have been maintained in both English and mathematics during 2012.
- Pupils whose first language is not English make good progress because they are given effective additional help by the school to overcome the barriers they face in learning English.
- Children in the Early Years Foundation Stage make good progress because they are assessed accurately and are taught well. The environment in the Early Years area is of a high standard and supports the good progress made by the children who are taught there.
- Levels of achievement in writing are not as high as those in reading and numeracy. This is because pupils have not always written with a specific purpose in mind or been taught often enough in small group where they can get the support and individual attention they need in this key area of their learning.

The quality of teaching is good

- Lessons are well planned. As a result the varying needs of different groups and individuals in each class are cared for well. Teachers deliver lessons with warmth and enthusiasm. They make lessons interesting and fun and their pupils respond well to this.
- Those adults who support the teachers in the classroom and who provide extra help for small groups and individual pupils are highly effective in their work. This is because they work well with teachers as a team and are well informed about the varying needs of the pupils they care for.
- The marking of pupils' books and folders, including those in the early years, is regular, thorough and encouraging in its tone. Pupils are helped to know clearly and in detail what they have to do to improve their work and teachers check to see that they are applying the advice they are given.
- The teaching of phonics is effective. Pupils respond well because the content of phonics lessons is well planned and delivered confidently. As a result of this pupils participate actively and make good progress in learning to read.
- Teaching in the Early Years Foundation Stage is good. Questions are used perceptively to help children learn to use numbers and words accurately and to understand the world around them. For example, in one lesson children demonstrated a correct understanding of the vessels making use of the sea and the objects found in it.
- The quality of questioning is good across the school. Teachers use a variety of types of questions well to help pupils think matters out for themselves. They use these to ensure they know how well the pupils are learning and to help pupils develop their reasoning skills.
- When pupils are taught mathematics they progress well because their teachers make more difficult ideas real for them by using objects they are familiar with and placing their learning in real life situations. In one lesson, for example, younger pupils used seashells in some counting tasks.
- Pupils are not always given enough opportunity to take the ideas they are learning and apply them or to work independently. At times teachers are directing them too much so that they do not learn how to work things out for themselves as much as they should.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and when they move around the school. Low level disruption is uncommon. They show consideration for one another and respect for their teachers and other adults including visitors to the school. They move safely around the school stairwells and at break and lunch times, and show good social skills in taking turns and speaking politely to one another. They mix well together.
- Bullying in any of its forms is rare. Parents to whom inspectors spoke expressed confidence in the school's quickness in resolving any issues. They felt their children were safe in the school. Pupils also reported feeling safe and cared for by their teachers and the other adults who help them with their work. They are also confident that teachers deal quickly and well with any incidences that may occur and they know who to go to for help if they have a problem. School

records and logs of incidents confirm this. Exclusions are very rare.

- Pupils care for each other. They are helpful to others in their learning and during social times. They know what is expected of them and respond to the high expectations set.
- Pupils participate fully in lessons. They readily volunteer to answer questions, take on challenging tasks, to help others and to support their teachers and other adults. Their attitudes to learning are positive and they demonstrate this through their enthusiasm and by doing their best at each piece of work they are asked to complete.
- Levels of attendance have been improving over time and are now above the national average for all groups of pupils. Persistent absence is now rare. The school's use of its Parent Support Advisor has been effective in bringing about this improvement. Pupils are punctual in arriving to school and in returning to lessons after break and lunchtimes.
- Pupils are taught well about a range of dangers they may face in their lives. For example, they are made aware of some of the dangers they may encounter through water, fire and electricity and also through the use of the Internet.

The leadership and management are good

- Leadership and management at the school are good. Inspectors agreed with the school's judgement about the quality of teaching and about its performance as a whole. They found the views expressed by the headteacher and other school leaders about what the school needs to do to improve further to be accurate.
- The overwhelming majority of those parents to whom inspector spoke say they would recommend the school to others. They say they have confidence in the school's leaders and find them approachable. They are satisfied that when they raise concerns these are listened to and acted upon appropriately.
- The school has worked hard to develop teaching programmes that integrate opportunities for reading, writing and numeracy work in all subjects so that these 'come alive' for the pupils. This has proved to be highly effective in improving levels of progress.
- The school makes effective provision for the spiritual, moral, social and cultural education of the pupils. For example, pupils are provided with a range of enrichment opportunities, including visits to local cultural festivals and museums. Those experiences are then used in lessons within school. For example, a visit to the local 'Time and Tide' museum is used in a number of lessons to make learning more relevant to the real world.
- The Early Years Foundation Stage is well led and managed. Although many of the children join after Nursery or after the beginning of Reception, they still make good progress over time because of the careful level of planning that goes into meeting their needs. The school works particularly well to support those for whom English is not a first language and these pupils are quickly integrated into the life of the school.
- Although leaders and managers have ensured that parents have a high level of confidence in them they have not put in place sufficient opportunities for parents to become more fully involved with their children's learning, for example, in helping them learn to read.

- The Local Authority provides effective support on a light touch basis for the school. It has helped the school check the quality of its teaching and to set priorities for its further development.

■ **The governance of the school:**

- Governors know their school in detail and are very effective. They are able to explain the areas of teaching which are stronger and those that need to improve. They are aware of the school's standards and know how they compare to others. For instance, they recognize that the school has improved standards of reading and numeracy but also that it needs to continue to improve writing skills further. Governors know how much the pupil premium funding is helping eligible pupils to match or exceeded the attainment of their classmates and can explain the details of how the funding for this is being spent. They give strong backing to the headteacher's robust approach to performance management and ensure all requirements relating to safeguarding are met and maintained.

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	120972
Local authority	Norfolk
Inspection number	413377

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Ruth Raker
Headteacher	Melodie Fearn
Date of previous school inspection	10 December 2009
Telephone number	01493 843476
Fax number	01493 745398
Email address	office@stgeorgesinfant.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

