

Inspection of St George's Church of England Primary School

London Road, St George's, Telford, Shropshire TF2 9LJ

Inspection dates:	1 and 2 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school's motto 'everyone matters, everyone achieves' is at the heart of all it does. Staff know their pupils exceptionally well. They effortlessly remove any barriers to learning. This gives pupils the confidence to live up to the high expectations and do their very best in all aspects of school life.

Pupils enjoy attending school. They behave exceptionally well, are attentive in lessons and kindness permeates at playtimes. The nurture and care they are given help them to try and achieve to the best of their abilities. The 'thrive hive' is an area of the school that supports pupils to overcome any struggles they are having. Staff expertise coupled with bespoke activities help pupils to manage their emotions and persevere. As a result, the majority of pupils flourish at school.

Pupil voice plays an integral part of school life. School councillors are advocates for their peers and community. They organise fundraisers to raise money for local and international charities. 'Safety guardians' promote safeguarding and listen to pupils who need someone to talk to. 'Wellbeing ambassadors' promote positive mental health. The 'come and cope club' is a popular group where differences and commonalities are celebrated. This helps pupils to become responsible and independent.

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

The school works relentlessly to ensure that every pupil receives a high-quality education, develops independence and learns the importance of being responsible active members of the community. They achieve this wholeheartedly. Leaders constantly monitor what is working well and what needs further refining. They adapt and evolve with the changing needs of pupils. For example, leaders have made changes to strengthen the quality of mathematics by upskilling staff so that pupils can apply mathematical concepts to the real world. This helps pupils to remember and retain key knowledge.

Staff collaborate across all key stages to design an ambitious curriculum. The curriculum sets out what pupils will learn as soon as they start in the early years. It defines clearly how pupils will build their knowledge as they get older. Learning is revisited over time and careful thought is given to how pupils will deepen their understanding and knowledge. Staff use poems, stories, and rhymes to grasp pupils' attention. This helps pupils to remember what they have been taught. Staff effectively check what pupils know and can do. They adapt the teaching and activities for each pupil. This means that every pupil, regardless of their ability or starting point, makes excellent progress.

Pupils with special educational needs and/or disabilities (SEND) thrive at school. Staff are quick to identify and assess pupils. This means that pupils get the right help at the right time. Parents and carers, staff, and sometimes external agencies work together to create a support plan. Staff use this information to adapt the learning for these pupils and continually monitor their learning. As a result, all pupils, irrespective of their need are able to access the curriculum.

There is a sharp focus on teaching pupils to read. In Nursery children begin to learn the basic sounds letters and combinations of letters make. Staff effectively develop children's vocabulary using these sounds. The majority of pupils are fluent and accurate readers by the time they finish key stage 1. Pupils who struggle to read are given effective and appropriate support to help them catch up. The 'reading corners' in each class are populated with a vast range of literature. Pupils enjoy reading the books that celebrate different cultures and religions. They learn about key topics such as racism and inclusivity. Pupils highly value the books selected through pupil voice. This helps pupils develop a love of reading while preparing them for life in modern Britain.

Pupils benefit from an exemplary personal, social and health education (PSHE) that prepares them exceptionally well for life in and beyond the classroom. All aspects of the curriculum are linked to PSHE and enrichment opportunities. Pupils take part in rock climbing and gorge walking at the residential. They develop their understanding of food technology by creating their own pizza at a local restaurant. Visits to places of worship secure their understanding of the world religions they study. These visits enable pupils to develop their skills and apply their learning to the real world. Key messages such as road safety, staying safe online and recognising what a healthy relationship is, are embedded into pupils from the early years and revisited frequently. The school introduces pupils to a range of careers. This raises pupils' aspirations and develops them well for their next steps.

Staff report high levels of support for their personal wellbeing and are proud to be a part of the school. They benefit from an effective professional development programme that improves their subject expertise, develops their pedagogical skills and enhances their career ambitions. Governors effectively carry out quality assurance checks with rigour. They work alongside school leaders and provide challenge when needed so that pupils get the best deal.

Safeguarding

The arrangements for safeguarding are effective.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123527
Local authority	Telford & Wrekin
Inspection number	10343857
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	564
Appropriate authority	The governing body
Chair of governing body	Maureen Horton
Headteacher	Sally Sixsmith
Website	www.stgeorgesschool.org.uk
Date of previous inspection	27 and 28 March 2014 under section 5 of the Education Act 2005.

Information about this school

- The school uses no alternative provision.
- The school has a Church of England religious character. The last section 48 inspection was in June 2019. The next section 48 is due within two years.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, music and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors discussed the curriculum with subject leaders from science, geography and history.
- Inspectors met with a group of pupils to discuss their progress in other subjects.
- Inspectors held discussions with the headteacher, deputy headteacher, other senior leaders, the ECT mentor, the school improvement advisor, the quality assurance advisor for the local authority, the chair of the governing body, and other governors.
- Inspectors held meetings with leaders of these areas: behaviour, attendance, SEND, personal development, pupil premium and sports premium.
- Inspectors completed learning walks focusing on how well the curriculum is adapted for pupils with EHCP and for pupils who struggle to read.
- Inspectors met with early years leaders and visited the early years provision including Nursery.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with pupil leaders and spoke to pupils informally at social times.
- Inspectors spoke to parents before school and after school.
- Inspectors reviewed and analysed responses to the staff, pupil and parent surveys.
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Inspection team

Sultanat Yunus, lead inspector	Ofsted Inspector
Gill Turner	Ofsted Inspector
John Rowe	Ofsted Inspector

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