

# Inspection of St George's Primary School

St George's Road, Hull HU3 6ED

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Inspection dates:	2 and 3 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Louise Oddy. This school is part of the Thrive Co-operative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jonathan Roe, and overseen by a board of trustees, chaired by Ken Battye.

## **What is it like to attend this school?**

St George's is a school where 'every child matters'. Leaders have created an oasis where children are welcomed, nurtured and prepared effectively for their next steps. Pupils enjoy coming to school. They rise to the high expectations that staff have of them. Lessons are calm and productive. Staff understand pupils' individual needs, including those with special educational needs and/or disabilities (SEND) or those who speak English as an additional language. Staff use this understanding to support pupils effectively. Most pupils achieve well as a result.

Staff forge strong relationships with pupils. Pupils feel safe. Every day starts with time for pupils to reflect and share how they are feeling. This enables staff to identify and help pupils who might have any worries.

The school is the hub of the community. Leaders have built strong relationships with parents and carers. The school provides parenting workshops, literacy sessions and well-being support, as well as food and uniforms to families who need it. The school works effectively with families to encourage regular school attendance. As a result, rates of absence are low.

Pupils gain an understanding of the world through the additional experiences the school provides. A recent highlight was the school's St George's Day celebration. Here, pupils and families came together to share the food and cultural heritage of families who are part of this vibrant school community.

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

The school has crafted a well-considered curriculum, including in the early years. The curriculum is relevant to pupils. For example, in history, pupils learn about the triple trawler tragedy. The school provides training for staff to help them understand how to teach each subject well and how to support pupils with SEND effectively. The school continually strives to improve pupils' experience and achievement. Recently, leaders have successfully worked to strengthen pupils' outcomes in phonics and writing.

In lessons, teachers' explanations are clear. In most cases, staff check carefully to make sure pupils have the knowledge they need to deepen their learning. Teachers use this information to provide tasks that consolidate and build on what pupils already know. As a result, pupils achieve well. Occasionally, these checks are not as precise. Where this is the case, staff's explanations or their choice of activities are not as carefully matched to pupils' stage in learning as they should be. This can limit the depth of pupils' understanding.

Many pupils speak English as an additional language. The school's focus on oracy and talk is skilfully woven through the curriculum. This helps all pupils, especially those who are new to English, understand and discuss what they are learning. Adults successfully adapt the curriculum to help pupils with SEND learn alongside their peers. Some pupils access

the school's 'nurture' provision. Here, some pupils with SEND are taught a bespoke curriculum that is well matched to their needs.

The school ensures that pupils learn to read quickly and with confidence. Staff teach the school's established reading curriculum well. Pupils develop fluency in reading by regularly practising the sounds they are learning in words, sentences and books. Those pupils who need a little extra help in reading receive regular and effective catch up support. Pupils are enthusiastic about reading. They are particularly inspired by the school's participation in the annual 'Big Malarkey', where pupils preview unpublished books and meet different authors.

Staff in the early years help children get off to a good start in their education. Adults teach children the routines and expectations of school. Children are calm and settled. They learn to play well together. Through skilful modelling and questioning, adults prompt children's thinking. Adults encourage children to use new words and phrases. For example, in Nursery, children were seen excitedly acting out the story of 'Goldilocks and the Three Bears' using key phrases from the story.

The school provides strong pastoral care. Pupils can discuss anything that worries them with specially trained staff. Pupils learn about important themes such as drug and alcohol misuse and how to have healthy relationships. Pupils learn that all people should be treated equally. However, the curriculum does not ensure that pupils develop a depth of understanding about different groups of people, including those of different faiths or those with protected characteristics.

Leaders, including trust staff and those responsible for governance, have high expectations for pupils in the school. The trust works with leaders, gently holding them to account for their actions. Leaders have a clear understanding of the strengths of the school and the areas to improve further. They work alongside staff to strengthen the quality of education and wider aspects of the school's work. Staff feel that leaders are considerate of their workload and proactive in trying to reduce it.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school does not consistently check to make sure that pupils have understood and remembered what they have been taught. As a result, sometimes, teachers' explanations or the work set do not closely match pupils' stage in learning. The school should ensure that staff check what pupils know and can do and provide opportunities that build on and deepen pupils' understanding.
- The way the school teaches pupils about protected characteristics and people of

different faiths is not as developed as it could be. Some pupils do not develop a deep understanding of those who are different to themselves. The school should ensure that these aspects are explicitly taught and staff check to ensure pupils know and understand about them.

## 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

<b>Unique reference number</b>	143226
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10346614
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ken Batty
<b>CEO of the trust</b>	Jonathan Roe
<b>Headteacher</b>	Louise Oddy
<b>Website</b>	<a href="http://st-georges.hull.sch.uk">st-georges.hull.sch.uk</a>
<b>Dates of previous inspection</b>	15 and 16 October 2019, under section 5 of the Education Act 2005.

## Information about this school

- The school is part of the Thrive Co-operative Learning Trust.
- The school does not make use of alternative provision.
- The school has a breakfast club.

## 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 and/or sixth form provision). 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: early reading, mathematics and history. 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 also reviewed the curriculum in other subjects by speaking to school staff and pupils.
- To evaluate the effectiveness of safeguarding, 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.
- An inspector visited the school's breakfast club.
- Inspectors reviewed responses to Ofsted's parent survey, Ofsted Parent View. Inspectors also spoke with some parents at the start of the school day.
- Inspectors spoke with a range of staff and considered responses to Ofsted's survey for staff.
- The lead inspector met with members of the local governing board. A separate meeting was held with members of the board of trustees.
- A meeting was held with the CEO.

### **Inspection team**

Tim Scargill-Knight, lead inspector

His Majesty's Inspector

John Linkins

His Majesty's Inspector

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