

# Inspection of St George's Church of England Academy, Newtown

St George's Street, Birmingham B19 3QY

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Inspection dates:	19 and 20 November 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	Requires improvement

The headteacher of this school is Linda Francis. This school is part of Birmingham Diocesan Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tim Boyes, and overseen by a board of trustees, chaired by Sarah Smith.

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

Pupils are enthusiastic about learning. They are cheerful and happy. Pupils feel safe in school. The school works hard to raise pupils' awareness of how to stay safe in the local community.

There are high expectations for all pupils. Pupils know what the school expects of them. They work hard and successfully reach these high expectations.

In classrooms and around school, pupils behave well. They hold doors open for others with a cheery smile and greeting. Pupils are well mannered and polite.

The school values and celebrates all religions. Pupils enjoy finding out about other faiths. They visit a range of places of worship, such as the Hindu Temple and the local parish church. Pupils enjoy being part of the rich and diverse culture of the school. They are very tolerant and respectful of others who are different to themselves.

There are many opportunities for pupils to take part in activities beyond the classroom. In addition to a wide range of clubs that pupils can attend, they learn to play different musical instruments. There is a large school choir. Pupils are proud to sing with other pupils nationally as part of the largest children's choir in the world.

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

Children get a solid start to their education when they join the Reception class. The early years curriculum is well thought through. Key knowledge and vocabulary are carefully mapped out. Expectations for what children can achieve are high. Leaders have identified that children start school with gaps in their knowledge and understanding. The design of the curriculum ensures that there are many opportunities to reduce these gaps. On leaving Reception, children are well prepared for the next stage of their learning. The school sees the teaching of reading as the key to lifelong learning. Children begin to learn to read as soon as they start school. Children soon become fluent readers. The school carefully tracks how each child is progressing in learning phonics. The school quickly identifies those who begin to fall behind. They receive extra support to catch up so they get back on track rapidly. Teaching of phonics is effective. Pupils enjoy reading books from a range of authors.

Pupils with special educational needs and/or disabilities (SEND) are skilfully and quickly identified by the school, helping them become more successful in their learning. Well-designed interventions provide extra support for these pupils, helping them to catch up with their peers. Teachers adapt learning tasks so pupils with SEND can access the same learning as other pupils.

The school continues to refine and develop the recently introduced curriculum. Pupils know and remember more over time as the curriculum becomes embedded. Many teachers check carefully on the key knowledge pupils know and remember. Teachers have high expectations for their pupils. They set out their writing expectations diligently and

expect pupils to form letters carefully in the same way. Books show pupils take a pride in their work.

Occasionally, teachers do not model grammar and vocabulary with precision. This leaves some pupils unsure of the meaning of some words and how to use them in their work. Although pupils revisit prior learning, sometimes it does not happen frequently enough. This hampers learning for pupils, meaning they cannot make clear links to prior learning.

The school has high expectations for behaviour. Pupils know the rules and abide by them well. Regular attendance is a high priority. The school is proactive in encouraging pupils to attend every day. The school rewards pupils with prizes, such as bicycles and laptop computers, for good attendance. The result is attendance in line with the national average.

There are many wider development opportunities for pupils, including taking on extra responsibilities. Playground buddies help pupils enjoy their breaktimes. Pupils are taught well about how to stay safe online. Pupils know about voting, and that this happens in a democracy. They understand that this doesn't happen in every country. Pupils know the difference between right and wrong. They have good sense of fairness. Pupils know that everyone has the right to express their opinion. They respect this. Pupils understand that people with disabilities must receive the same treatment as others.

Those responsible for governance check diligently on how well all groups of pupils are learning. They are well informed through regular reports. Governors hold leaders to account robustly for the performance of the school. The trust supports the school effectively. Leaders do much to reduce the workload of staff. The school works closely with parents and provides extra support for them when needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Teachers do not consistently model vocabulary or grammar with precision. This means pupils are not always clear enough about the meaning of some words or how they can use them in their work. The school should ensure teachers have the knowledge to precisely explain key vocabulary and grammar as intended.
- In some subjects, pupils are not provided with regular opportunity to revisit what they have learned in the past. This makes it difficult for pupils to make strong connections with new learning and what they already know. This makes new learning less secure. The school should make sure teachers provide regular opportunities to revisit and recall prior learning in all subjects.

## How can I feedback 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 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>	139126
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10343994
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Smith
<b>CEO of the trust</b>	Tim Boyes
<b>Headteacher</b>	Linda Francis
<b>Website</b>	<a href="http://www.stgnewtown.bham.sch.uk">www.stgnewtown.bham.sch.uk</a>
<b>Dates of previous inspection</b>	15 and 16 June 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Birmingham Diocesan Multi-Academy Trust.
- The school uses no provider of alternative provision.
- St George's is a Church of England primary school. The most recent diocesan inspection under section 48 took place in June 2023.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, other leaders, the special educational needs coordinator, members of the local academy board, including the chair, representatives of the trust, including the CEO, and pupils.
- Inspectors carried out deep dives in early reading, mathematics, design and technology, art and geography. They met with subject leaders to discuss 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 discussed the curriculum in other subjects.
- Inspectors scrutinised a range of documentation provided by the school. This included improvement plans, leaders’ self-evaluation, minutes of the local academy board and documents relating to behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspector: 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 considered responses to the online survey for pupils, Ofsted Parent View, and free-text comments. They took into consideration responses to the staff survey. They also spoke to parents and carers at the school gate.

### **Inspection team**

Declan McCauley, lead inspector	Ofsted Inspector
Emma Titchener	Ofsted Inspector
Kate Wilcock	Ofsted Inspector

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