

# St George's C of E Primary School

## Inspection report

---

<b>Unique Reference Number</b>	131038
<b>Local authority</b>	Bolton
<b>Inspection number</b>	381295
<b>Inspection dates</b>	21–22 November 2011
<b>Reporting inspector</b>	Diane Auton

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Gary Lawson
<b>Headteacher</b>	Mrs Catherine Foster
<b>Date of previous school inspection</b>	14 March 2007
<b>School address</b>	The Hoskers Westthoughton Bolton BL5 2FB
<b>Telephone number</b>	01942 813069
<b>Fax number</b>	01942 818600
<b>Email address</b>	office@st-georges.bolton.sch.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 rates 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](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial 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 Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



© Crown copyright 2011

---

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 11 teachers in their classrooms. They held meetings with members of the governing body, staff, groups of pupils, parents and carers. They observed the school's work and looked at a range of documentation, including pupils' progress and attainment data, the school's planning documents, policies, procedures and records and documentation related to safeguarding pupils. They reviewed information provided by parents and carers in 61 completed questionnaires. They also took into account the views pupils and staff expressed in the questionnaires they returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the school is coping during the temporary absence of key leaders and how well the momentum for school improvement is being sustained.
- The consistency of attainment and progress across the school in reading, writing and mathematics.
- The impact of the school's curriculum on pupils' achievement, especially in Key Stage 2.

## Information about the school

The school is larger than most other primary schools. The proportion of pupils known to be eligible for free school meals is below average. The proportion with special educational needs and/or disabilities is also below average. Most pupils are White British, with a very small proportion from minority-ethnic backgrounds.

During the period since its last inspection, the school has experienced significant staffing turbulence, relating to teachers and to support staff. The staffing is not yet fully stable and the headteacher, the assistant headteacher, a class teacher and a member of the support staff are currently on long-term leave of absence. A new deputy headteacher was appointed in January 2011 and he has now taken on the role of acting headteacher.

In September 2011, the school entered into an informal partnership with a nearby Roman Catholic primary school. The partnership is monitored collaboratively by the governing bodies of both schools, with advice and support from the local authority. The headteacher of the partner school is currently acting as consultant headteacher for the school.

Since 2008, the school has held International Baccalaureate accreditation and this has enabled it to provide the Primary Years Programme in all year groups. The school has the 'Sing Up' Silver Award, the School Travel Plan Award and the International School Award (at intermediate level). The school provides a breakfast club each day during term time. An extensive programme of building refurbishments and extensions has taken place during the period since the school's last inspection.

This has provided a range of improvements, including two new classrooms and a new Early Years Foundation Stage unit.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

3
---

**The school's capacity for sustained improvement**

3
---

## Main findings

The school's overall effectiveness is satisfactory. Pupils are happy and secure in school because the school cares for them well. Personal development is good; pupils behave well, are confident and polite; their attendance is good. Pupils know how to keep healthy and contribute well to the community.

Most children join the Nursery class with the skills levels that are expected for their age group. They make a good start to their education in the Early Years Foundation Stage and achieve well at the end of Key Stage 1. Although attainment in English and mathematics at the end of Year 6 is above average, levels have begun to slip across the year groups in Key Stage 2 because pupils do not make sufficient progress in their acquisition of basic skills. This means that achievement, especially in Key Stage 2, is currently satisfactory rather than good.

These inconsistencies in progress are partly linked to staffing changes, but are also the result of unevenness in the quality of teaching across the school. Although some good teaching was seen during the inspection, a significant proportion was satisfactory. Where this was the case, pupils' progress was slower than it might otherwise have been. Monitoring by leaders is starting to pick up on these issues and work is under way to address them. However, this is a relatively new development and has not yet been effective in ensuring consistency of teaching quality across the school. Teachers plan interesting cross-curricular topics which often add to pupils' enjoyment in learning. However, the curriculum does not give enough attention to basic skills and they are not fully promoted across subjects.

Work with the partner school has contributed strongly to improvements achieved in the current term. The acting headteacher and the consultant headteacher are working together well to provide more clearly focussed leadership. Their recent audit identified the main areas for improvement and the most important changes have already taken place. For example, monitoring arrangements have been made more rigorous and systems to support assessment and progress reviews have been strengthened considerably. The school's self-evaluation is now much more realistic and accurate than was previously the case. Subject leaders have an enhanced awareness of what needs to be done to take the school forward and there is a positive corporate will to achieve the aspirational improvement targets that have been set. The supportive governing body, with the help of the local authority, has taken steps to manage staffing and leadership continuity during the current period of

instability. For all of these reasons, and taking into account the temporary character of current leadership arrangements, the school has satisfactory capacity for continued improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve progress in reading, writing and mathematics, especially in Key Stage 2 by:
  - improving the monitoring of teaching to ensure consistency between classes
  - ensuring all lessons go at a brisk pace and are sufficiently challenging
  - ensuring the curriculum is sufficiently interesting to motivate pupils and gives enough attention to the teaching of basic skills and the application of them across the curriculum.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
----------

Pupils' attitudes to school are positive. They enjoy school and their achievement is satisfactory. In most lessons pupils are responsive learners. They enjoy working with a partner or in a group. They offer and share their ideas confidently. In most lessons they listen carefully, apply themselves well and usually present their work with care. Their response is less enthusiastic where teaching is weaker and their motivation decreases when this is the case. Attainment in Key Stage 2 is currently closer to average, as shown by assessment data and evidence seen in lessons and in pupils' recent work. Progress in Key Stage 2 has been inconsistent because of staff changes and variability in the quality of teaching. With more stability and firmer leadership progress is starting to rise, but remains satisfactory overall. Attainment and progress are good in Key Stage 1 because teaching is more consistently effective. The small number of pupils with special educational needs and/or disabilities make good progress in relation to their abilities and starting points, as a result of the good provision made for them.

Pupils show a good understanding of issues of personal safety. Good relationships are established with each other and with the adults in school, and pupils are confident help is on hand if they encounter any problems. Pupils, parents and carers strongly agree that school is a place of safety. Pupils have a good understanding of how to keep themselves healthy and they participate enthusiastically in the range of activities provided to support their health, fitness and well-being. They enjoy taking responsibility, for example, as members of the school council. They demonstrate very good inter-personal skills and show concern for others. Spiritual development is very good and pupils participate well in opportunities to reflect on important issues. All of this, together with their improving basic skills, contributes successfully in preparing them well for the future. Pupils show a good understanding of the strong moral

values the school promotes and this is reflected in their good behaviour and considerate attitudes. Attendance is above the national average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	2
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	2
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Where teaching is most effective, the pace of learning is brisk and teachers have high expectations of what pupils should achieve in the lesson. Planning and structure are weaker in some of the less effective lessons seen. Pupils are not always expected to work as hard as they should and their output of work is sometimes insufficient. These shortcomings are having a limiting effect on pupils' learning and progress in lessons. Assessment practice is more systematic this term than was previously the case and, because of this, teachers have a clearer overview of progress. This is a new and positive development, but it has not yet achieved its full impact on outcomes for the pupils. Teaching assistants contribute well to supporting learning, especially for those pupils who have special educational needs and/or disabilities. A good range of interventions and support programmes are also in use and all of this enables this group of pupils to progress well.

The curriculum has good features, particularly in the use of cross-curricular topics and themes which are interesting and relevant for pupils, including investigations into the history and geography of the local area. It is enriched successfully by opportunities for pupils to develop sporting skills and to learn a modern foreign language. Music is a strength of the school and pupils achieve very well as a result of excellent and imaginative provision. A range of visits and visitors help to promote pupils' personal, social, health and citizenship education. Currently, the curriculum is not structured with sufficient emphasis on promoting basic literacy and numeracy skills.

Pastoral care is good. Staff work sensitively to support pupils and their families who are vulnerable because of their circumstance. This is helping to break down barriers to learning and progress that some pupils encounter. Good attendance and

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

punctuality are promoted very effectively. Effective links with local secondary schools benefit pupils at transition. The school collaborates closely with a range of agencies that support pupils' health, welfare, social and learning needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The acting headteacher is ensuring the smooth day-to-day management of the school in the absence of the headteacher and key members of staff. The link with the partner school has brought many benefits, most importantly the support of the experienced consultant headteacher. The schools also take frequent formal and informal opportunities to share expertise and ideas. This is mutually beneficial, and supports ongoing improvements in provision and outcomes for pupils. There are some very early indicators that improved monitoring and input from external advisers are starting to have a positive impact on the quality of provision. This is not yet evident in outcomes for pupils and in ensuring consistency in the quality of teaching. The school improvement plan has been amended; it is now more strategic, with planned actions linked more closely to tracking and assessment data. Subject leaders are revising the curriculum to gain a more appropriate balance between creativity and rigour, so that pupils are enabled to make rapid progress in their basic skills. The satisfactory governing body is supportive and developing its capacity to hold the school to account.

Parents and carers appreciate all that is done to support their children's welfare; they say they are pleased with the improvements to the school building and with current leadership arrangements. The school complies appropriately with statutory requirements for safeguarding, health and safety and child protection through sound procedures and ongoing review of their effectiveness. Its inclusive ethos promotes equality of opportunity and access to educational entitlement satisfactorily. Improved tracking has highlighted the need to ensure pupils in Key Stage 2 make as much progress as in the rest of the school. Partnerships, particularly the link with the partner school, contribute well to outcomes for pupils. Although planning is sketchy the school makes a satisfactory contribution to community cohesion through activities in the community, with the church and parish and through its developing international links.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>



<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage, so that by the end of the Reception Year, their skills are often above expected levels for their age. They develop positive attitudes and become happy, interested learners. The quality of teaching is good and children are provided with a good balance between activities they choose for themselves and those led by adults. This supports the children's confidence to work independently. Assessment is informed by evidence gathered through observations of the children in their activities and staff use this information well to help them plan the next steps in their learning. Staff effectively identify and support children with special educational needs and/or disabilities and they make good progress. Children interact well with each other and enjoy warm, trusting relationships with the caring staff. As a result they are happy and secure and ready to learn. They settle quickly because induction procedures are sensitive and the staff establish positive relationships with parents and carers and keep them well informed about their children's progress. The governing body, with the help of the partner school, has ensured that the Early Years Foundation Stage continues to be led and managed well during the current period of staffing turbulence. Staff have created a stimulating and supportive learning environment both indoors and in the well-resourced outdoor area. Provision is monitored regularly and this supports ongoing improvements. Procedures to ensure children's welfare are good and meet all requirements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

A small minority of parent and carers responded to the questionnaire. Most of these agreed or strongly agreed that they are happy with their children's experience at the school. Parents and carers who met with a member of the inspection team said that the school is very caring, staff are warm and welcoming and their children are doing well in their learning and progress. They also spoke of their appreciation of the good support provided for children when they start school in the Nursery and when they transfer to secondary school. A few of the parents and carers who responded to the questionnaire raised issues about behaviour management in school, although others reported that they find that the school manages behaviour well. Inspectors observed

behaviour in classrooms and around the school, had discussions with staff and pupils and scrutinised behavioural records. Inspectors found behaviour to be good. Their findings are in the report. A few parents and carers indicated concerns in their questionnaire responses about the school's leadership and management, but most did not explain their reasons. A similar number made positive comments about current leadership arrangements and these were echoed by parents who met with an inspector. Inspection findings on leadership and management are in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St George's C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	72	16	26	0	0	0	0
The school keeps my child safe	44	72	17	28	0	0	0	0
The school informs me about my child's progress	24	39	33	54	4	7	0	0
My child is making enough progress at this school	32	52	25	41	4	7	0	0
The teaching is good at this school	35	57	24	39	1	2	0	0
The school helps me to support my child's learning	27	44	32	52	2	3	0	0
The school helps my child to have a healthy lifestyle	31	51	30	49	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	43	27	44	3	5	1	2
The school meets my child's particular needs	26	43	32	52	2	3	0	0
The school deals effectively with unacceptable behaviour	21	34	31	51	5	8	0	0
The school takes account of my suggestions and concerns	20	33	35	57	1	2	2	3
The school is led and managed effectively	20	33	33	54	6	10	1	2
Overall, I am happy with my child's experience at this school	32	52	25	41	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 November 2011

Dear Pupils

### **Inspection of St George's C of E Primary School, Bolton BL5 2FB**

Thank you for the warm welcome you gave the inspectors when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning. We found that St George's C of E Primary is a satisfactory school where many improvements are taking place. Your education gets off to a good start in the Nursery and is satisfactory overall. As you move up through the school, you learn and grow together happily. You are well behaved and polite young people. Your attendance is good. You usually work hard in your lessons and you get on well with each other and with the adults in school. They look after you well. They have been working hard, too, to improve the quality of teaching in school, in order to help you to do as well as possible.

We think the school's improvement drive has got off to a promising start and we were pleased to hear from some of you that you think that lessons are interesting. We were concerned, however, that the rate of the progress you are making is not always speedy enough and we think that there are still some areas that need further attention. These are some things we have asked the school's leaders to do next, because we think they will help your school to carry on improving.

- Continue the drive for improving your progress, to help you to do as well as you possibly can, especially in Key Stage 2.
- Make sure that teaching is always good or better.
- Make sure that you have plenty of opportunities to use and develop your literacy and numeracy skills in your topic work.

You can help by continuing to do your best and by continuing to be happy learners.

With my very best wishes for the future,

Yours sincerely

Diane Auton  
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).