

Tyldesley St George's Central CE Primary School

Darlington Street, Tyldesley, Manchester, M29 8DH

Inspection dates 11–12 April 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.

- Pupils achieve well, make good progress from their individual starting points and reach the expected standards in English and mathematics by the time they leave the school. In particular, pupils do well in reading.
- Effective use of pupil premium funds provides support and activities so pupils known to be eligible for a free school meal and those in the care of the local authority progress as well as their classmates.
- Good teaching provides carefully planned lessons and interesting activities so pupils show good attitudes to learning and work hard.
- Pupils feel safe and enjoy school. They say their teachers are 'really friendly', activities are fun and lessons are 'not too hard and not too easy'.
- The promotion of pupils' spiritual, moral, social and cultural development is particularly strong. Behaviour is good and exemplary behaviour was seen in some lessons. Pupils are polite, caring and show respect for others. Attendance is above average.
- Senior leaders, staff and governors are determined to make the school even more successful and morale is high. The school's performance is thoroughly analysed and the quality of teaching is rigorously checked. Consequently, pupils' progress is accelerating and the proportion of good teaching has increased since the previous inspection.
- Parents expressed very positive views. All who completed the questionnaire say they would recommend the school to others.

It is not yet an outstanding school because

- Most teaching is good but not enough is outstanding and a very small minority requires improvement.
- Achievement is good rather than outstanding. Progress in writing and mathematics is not as good as it is in reading.

Information about this inspection

- The inspection team observed 20 lessons, visited small-group sessions and heard some pupils read.
- Inspectors met with pupils and staff, parents and members of the governing body and held a telephone conversation with a representative of the local authority.
- School and national data, procedures for gathering an accurate picture of the school's performance and assessing the quality of teaching and learning, and safeguarding arrangements were checked.
- Inspectors took account of the 35 responses to the on-line questionnaire (Parent View) and scrutinised the 30 questionnaires completed by members of staff.

Inspection team

Kathleen McArthur, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Gary Kirkley

Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is just below the national average, and the proportion supported at school action plus or with a statement of special educational needs is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, children from service families and children that are looked after) is 34.7%, which is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a breakfast club each morning.
- There have been significant changes at senior leadership level since the previous inspection. The headteacher and deputy headteacher have been in post since September 2012 and an assistant headteacher has recently joined the senior leadership team.

What does the school need to do to improve further?

- Raise the quality of teaching so that much is outstanding and is never less than good by:
 - ensuring tasks are always closely matched to pupils' different abilities and needs so they are stretched all the time and in all subjects
 - in the Early Years Foundation Stage, improving the quality of planning so activities for learning outdoors match the good quality provided indoors
 - improving the consistency of marking so pupils always receive feedback and know the next steps to improve their work.
- Further raise standards and accelerate pupils' progress, particularly in mathematics and writing by:
 - enabling pupils to use their mathematical knowledge to solve problems in meaningful, 'real-life' situations
 - providing wider opportunities for pupils to use mathematics in other subjects
 - improving pupils' handwriting and ensuring they always present their work well
 - enabling pupils to make better use of punctuation to add impact and effect and improving their ability to spell common words correctly.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills below those typical for their age. Language, knowledge of the world and personal skills are often lower still. Children feel secure and enjoy learning, for example, eagerly tackling their writing task when they arrive. They progress well. Most reach the expected level when they start in Year 1 although their language skills are still weaker.
- Over time, when pupils leave the school at the end of Year 6, their attainment has matched the standards expected nationally. In 2012 however, attainment dipped below expectations. This was due to reasons specific to this year group. Even so, these pupils did particularly well in reading and an above-average proportion exceeded the nationally expected levels.
- Thorough analysis led to rigorous actions to overcome this dip and to speed up pupils' progress. These included working in small groups matched more closely to pupils' abilities and a strong focus on boosting basic skills in mathematics and writing. School data show progress is now accelerating rapidly throughout the school and is good for most pupils. School data and inspection evidence show that pupils currently in Years 2 and 6, for example, are on course to meet challenging targets, with a greater proportion predicted to exceed national expectations.
- Parents say their children progress well and inspectors agree.
- Reading is taught particularly well. Younger pupils enjoy daily lessons learning letters and the sounds they make. They confidently use 'sound talk' to help them read new or unfamiliar words. Older pupils read fluently and use their reading skills to support learning in all subjects, and, as a result, are well equipped for the future.
- Although improving, mathematical and writing skills remain weaker than reading skills. When faced with mathematical problems, some find it hard to apply their knowledge of number or to choose the right method to use. Pupils have few opportunities to develop and extend their mathematical skills by using them in meaningful situations or in other subjects. Most write confidently and at length but careless spelling, handwriting and presentation or limited use of punctuation sometimes detract from the quality of written work in all subjects.
- Good promotion of equal opportunities ensures pupil premium funds are used carefully to provide additional support for pupils known to be eligible for free school meals and those in the care of the local authority. This includes learning in small groups and enrichment activities such as visits. These pupils progress at the same rate as their classmates in English and mathematics, and although their attainment is almost a term behind, the gap is rapidly closing.
- Well-organised provision for disabled pupils and those with special educational needs is closely matched to their individual needs so they make good progress in relation to their starting points and capabilities.

The quality of teaching is good

- Good relationships were observed between pupils and staff, and between pupils who work happily together. Good and sometimes excellent behaviour ensures lessons proceed without disruption so pupils enjoy their tasks and achieve well.
- Inspection evidence and school records show teaching is usually good, some is outstanding, but a very small minority requires improvement.
- Typically, good lessons are well organised, use a variety of resources, such as information and communication technology (ICT), build on pupils' interests and keep them actively involved. Most move along at a brisk pace and teaching assistants are well deployed. Skilful questioning gets pupils thinking hard, and they are often asked to reflect on and give reasons for their ideas and answers.

- Where teaching is outstanding, staff constantly check pupils' understanding so they make more rapid progress. This was observed when younger pupils were challenged to sort odd and even numbers with up to five digits and when older pupils played 'Connections cricket', which made learning great fun.
- However, pupils are not given enough 'real-life' problems to put their mathematical knowledge and skills into practice. Although this was seen where pupils studied temperature charts to select the best month to holiday in Florida, there are not enough similar good examples. The teaching of writing is improving, but staff do not always insist that pupils present written work well in all subjects.
- In the Early Years Foundation Stage, teachers provide a good range of well-focused activities for learning indoors. However, opportunities for learning outside do not always match the good quality of learning indoors.
- Good quality assessment systems provide a very clear picture so staff can plan tasks to match their pupils' different abilities and intervene quickly if any fall behind. However, in a few lessons, activities are not always planned to really stretch all pupils to do even better.
- Pupils say their work is always marked. Older pupils' workbooks show they are expected to respond to their teachers' marking and they sometimes assess their own and one another's work. The best marking gives praise and very clear points to help pupils improve their work, but this was not found consistently across the school or in all subjects.

The behaviour and safety of pupils are good

- One pupil commented that behaviour is '99.9% good' and parents agree the school makes sure pupils are well behaved. Consequently, learning takes place in a calm, purposeful atmosphere and lunchtimes and playtimes are happy occasions. Pupils have good attitudes to learning and behaviour is good, except in the very small minority of lessons where teaching requires improvement. Even so, sometimes behaviour is exemplary.
- The school behaviour management system emphasises praise and rewards and is applied consistently. Pupils know rules are to keep everyone safe, describe them as fair and are very keen to make sure they do not miss their 'golden time' on Friday. This all contributes strongly to pupils' good progress.
- 'Teachers and staff look after us' was a typical pupil comment and pupils agree they feel safe in school. They say there is no bullying and know this can take different forms, such as cyber-bullying or name-calling. Older pupils recently presented a play on bullying which pupils say helped them know how to deal with any they may encounter.
- Pupils demonstrate great pride in their school, carry out responsibilities sensibly and are keen to be school or eco-councillors. They are considerate towards others, for example holding doors open, sharing equipment or waiting their turn and happily working with a partner in lessons.
- Attendance is above average and the great majority of pupils arrive on time each day. The school swiftly follows up any absences and works closely with parents through the learning mentor. The breakfast club provides a healthy start for those who attend.

The leadership and management are good

- The clear vision for ongoing improvement is set out in highly focused plans for the future. Parents are very positive and appreciate the recently introduced home/school target booklets; this is shown by their comments: 'My children love coming to school'; 'School is a happy place'; and 'We are kept well informed about progress and events.'
- Senior leaders carry out regular, rigorous checks on the quality of teaching so they know and act where improvement is needed. Staff are keen to develop their expertise, are well aware

they are accountable for ensuring their pupils progress well and are positive about the professional training provided. School monitoring records show the proportion of good teaching has increased over time, and school data show progress is accelerating and attainment rising.

- The carefully planned curriculum is adapted well to meet pupils' different needs and build on their interests. Pupils are given good opportunities to use their literacy skills in all subjects, for example, writing about ancient Greece or recounting their friends' good qualities. However, leaders have yet to ensure that pupils have wide enough opportunities to practise and extend their mathematical skills when completing work in other curriculum subjects.
- Spiritual, moral, social and cultural development is a strength, demonstrated in pupils' considerate behaviour and enthusiasm for learning. Sports, arts, visits and visitors broaden pupils' experiences and aspirations: for example, watching 'Oliver Twist' performed by a visiting theatre company or taking part in a BBC show at Media City. After-school clubs and visits out of school are popular, including the bi-annual residential trip.
- High priority is placed on ensuring equality of opportunity to meet the needs of all pupils so they can benefit from everything the school offers; for example, working in small groups and use of additional support for those known to be eligible for the pupil premium funding.
- Safeguarding arrangements meet all statutory requirements. Child protection training is up to date and staff know the procedures to be followed.
- The local authority provides light-touch support for this good school. The local schools consortium provides additional support, such as support groups and professional development to promote good practice.
- **The governance of the school:**
 - School leaders are rigorously challenged and held to account by governors who are well informed through their active committees. Governors make careful use of benchmarking and assessment data to compare the school's performance with others. They oversee how outcomes of staff performance reviews are used to improve teaching and develop the skills of leaders at all levels. Shrewd financial management is seen in the way they rigorously check how funds are used and their impact, for example to ensure pupil premium funds are used effectively to overcome any barriers to learning. Governors bring very strong links with the local community; they have a good grasp of strengths and of what is needed to ensure further school improvement.

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	131331
Local authority	Wigan
Inspection number	412048

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Fiona Clark
Headteacher	Mark Grogan
Date of previous school inspection	16 November 2009
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