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Mrs Jane Tyers
Headteacher
St George's CofE Primary School
Concord Place
Salford
Greater Manchester
M6 6SU

Dear Mrs Tyers

Requires improvement: monitoring inspection visit to St George's CofE Primary School, Salford

Following my visit to your school on 3 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the visit, meetings were held with the headteacher, members of the governing body and a representative of the local authority. The school improvement plan was evaluated. Documents summarising other actions taken since the section 5 inspection were also scrutinised. A learning walk of the school was undertaken with the headteacher.

Context

Three new governors have been appointed since the section 5 inspection.

Main Findings.

The executive headteacher has acted with speed to implement a comprehensive and well-focused improvement strategy following the section 5 inspection. Tracking and monitoring systems better identify where interventions to improve pupil progress more rapidly are required. There has been a tightening of the internal lesson observation processes and support systems to improve teaching and learning. Coaching and bespoke packages to improve identified subject areas and individual teachers requiring improvement are in place. Tracking, monitoring and a more forensic approach to the use of data to inform on pupil progress is being embedded. Pupil progress is more regularly assessed and this informs speedier and more focused actions to improve pupils reading, writing and mathematical skills. Pupils are now routinely given time to respond to teachers' marking comments. Book scrutiny is more regularly undertaken by senior leaders and assessment training for all staff has been arranged for the current term. Pupils have more opportunities to practice their extended writing and the impact of this is evident in increased and improved writing in topic work. Opportunities for pupils to apply their mathematical skills to real-life and problem-solving situations have been more extensively developed. Current school assessment data indicates an on-going improvement trend in reading and mathematical skills.

Governors have strengthened their understanding of student monitoring and tracking evidence and how well pupils are doing. They have a developing understanding of what needs to be done to improve. A review of governance is to be carried out in the current term.

External support

The local authority is committed to supporting the school in aiding its improvement planning and practice. Focused and bespoke staff training has been developed in co-operation with the local authority. Productive links have been established with best practice schools within the local authority. School leaders are attending the Ofsted 'Getting to Good' seminars. The Manchester Diocesan Board of Education has arranged additional governor training and support.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Salford.

Yours sincerely

Patrick Geraghty

Her Majesty's Inspector