

# St George's CofE Primary School

Concord Place, Salford, Greater Manchester, M6 6SU

## Inspection dates

2–3 February 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching is not consistently good. As a result, pupils' progress is not always good across the school and not all pupils attain the standards they are capable of. This includes disadvantaged pupils, who form the large majority of the school's pupils.
- The proportion of pupils exceeding expected progress in reading, writing and mathematics is below the national figures.
- Teachers do not always follow the school's marking policy, which means that marking is not effective enough in helping pupils to make good progress and achieve well.
- Measures to improve the quality of teaching have not yet ensured that teachers' subject knowledge and confidence in teaching writing is strong enough, or that teaching provides enough challenge for pupils to extend their learning.
- Leaders and governors have not worked swiftly enough to ensure that the areas for improvement relating to the quality of teaching and outcomes, identified at the previous inspection, have been fully addressed.

### The school has the following strengths

- The headteacher provides determined leadership. Leaders and governors are committed to further improvement. Some key aspects of the school have improved since last inspection.
- The Early Years Foundation Stage provision has improved. Children get off to a good start and make good progress from their low starting points.
- Pupils are well behaved, polite, respectful and willing to learn.
- Leaders and staff work well to ensure that pupils are safe and well cared for.

## Full report

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

- Raise the quality of teaching and outcomes to good by ensuring that:
  - expectations are high and that pupils, including the disadvantaged and the most able, are challenged to extend their learning
  - staff's confidence and subject knowledge in the teaching of writing is developed.
  
- Improve leadership and management by ensuring that:
  - effective support and professional development are provided to staff to increase their skills in teaching writing and providing challenge for pupils
  - the monitoring of teaching ensures that the school's marking policy is consistently implemented.

An external review of the school's use of the pupil premium funding is recommended in order to assess how this aspect of leadership and management can be improved.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Actions taken by school leaders and governors since the last inspection have not had sufficient impact in raising the quality of teaching and outcomes for pupils. The quality of teaching is still variable and outcomes are not yet good.
- Systems to monitor the quality of teaching have been developed recently to become more robust and to ensure that areas for improvement are identified more swiftly. However, these measures have yet to fully impact on addressing weaknesses in the teaching of writing, challenge within lessons and the use of marking.
- Pupil premium funding has been used to provide support for pupils, for example by providing additional teaching assistants and the employment of a family and children's officer. Although there have been improvements to the proportion of pupils attaining Level 4 at the end of Key Stage 2, outcomes for this group, which is the large majority of the school's pupils, still require improvement.
- Leaders pay a good level of attention to monitoring the progress of individual pupils to identify if any are lagging behind. Effective support is put in place for lower-attaining pupils and, as a result, they make better progress than others in school.
- Leaders and governors are ambitious for the school. Relationships between leaders and staff are positive, and staff questionnaires indicate that staff feel supported and have confidence in leadership.
- Improvements have been made since the last inspection to the roles of middle leaders for subjects other than English and mathematics. These leaders now monitor pupil progress closely and identify where improvements are needed. This has led to improvements, for example in the teaching of science.
- The curriculum offers a broad range of activities. It contributes well to pupils' social, moral, spiritual and cultural development. Pupils learn about other faiths and cultures. Pupils' learning is enhanced by visitors to the school, such as a visit from a heptathlete. Pupils enjoy a range of extra-curricular activities, including sports clubs, choir and cookery.
- Sports funding is used well, for example to employ a sports coach, to provide a range of after-school sports activities and to support staff in their delivery of the physical education curriculum. This has had a positive impact on pupils' physical health and enjoyment of sports.
- The local authority has provided appropriate support to the school, for example in developing its self-evaluation.
- **The governance of the school**
  - Since the previous inspection, governors have reviewed their contribution to the leadership and management of the school. Governors have established a group to review school effectiveness, which is enabling them to challenge leaders about progress and outcomes more rigorously.
  - Governors have a clear understanding of their duties and responsibilities. Governors come into school to meet with senior leaders and visit classrooms. In this way, they build a first-hand picture of the work of school leaders and managers.
  - Governors understand the key strengths and weaknesses of the school. They ask relevant questions to check on the impact of any spending and they know how pupil premium funding and sports funding is being spent. They are clear about the arrangements linking teachers' performance to pay.
- The arrangements for safeguarding are effective. Staff receive regular training and are kept up to date with the latest safeguarding guidance, such as that relating to the prevention of extremism and radicalisation. Arrangements to work with other agencies to provide support for the most-vulnerable pupils in school are good.

### Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment require improvement because, although there are aspects of good teaching in the school, this is not consistently the case across the school. It is this lack of consistency that prevents teaching from being good overall.
- Pupils' writing skills are not promoted consistently well. Some staff lack confidence in teaching writing and do not plan lessons that sufficiently enthuse and motivate pupils. As a result, pupils do not make the progress they are capable of.

- Teaching does not always provide sufficient challenge to deepen and extend pupils' learning. Although staff plan to meet the needs of different abilities, the activities provided and staff's questions, for more-able pupils in particular, do not always ensure that learning is deepened.
- Staff do not consistently implement the school's marking policy. Pupils do not always have time to respond to staff's written comments and questions. Pupils' incorrect responses to staff's questions sometimes go unchecked and therefore gaps and misconceptions are not always picked up and challenge is not always developed. For example, in mathematics books, some pupils had responded to additional questions from the teacher incorrectly, but this had not been marked or followed up.
- Relationships between staff and pupils are positive, which contributes to pupils' progress in learning. Pupils are attentive and ready to learn.
- Where learning is good, lively teaching helps to motivate pupils to focus on their work. In a Key Stage 1 English lesson, pupils were captivated as the story was read with good intonation and a range of character voices. This promoted pupils' enthusiasm for learning and their progress well.
- Learning is also effective where staff give clear explanations and use effective questioning to develop learning. In a mathematics lesson, clear expectation of the number of problems pupils were expected to resolve prompted their keen involvement in their work. Good questioning which encouraged pupils to explain how they worked out their solutions also helped to deepen learning.
- Teaching assistants are generally well deployed to support pupils' learning, although on occasion explanations and questioning do not challenge or deepen pupils' learning.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- In the welcoming environment provided, pupils feel safe and well looked after. Care arrangements are good and every effort is made to support their emotional and social needs so that they grow in confidence and self-esteem.
- Pupils say that they enjoy school. They are polite and respectful to staff and visitors.
- Pupils know how to stay safe in different situations. For example, they can explain how to minimise risks when using the internet and are aware that people online may not always be who they say they are.
- Pupils have a good understanding of different types of bullying. They say that there is occasional name calling but that this is dealt with by staff.
- Pupils willingly take on responsibilities such as school council member and monitor. They are tolerant and accepting of each other and value their friendships.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils' attitudes to learning are largely very positive. They work well with others in the class and listen respectfully to their teacher. Most pupils work very hard and try their best, and are proud of their achievements. On occasion, pupils become restless and distracted where learning is not sufficiently engaging or challenging for them.
- Pupils say that behaviour is generally good and if pupils do misbehave, teachers deal with it quickly and effectively. Pupils who find managing their own behaviour difficult are well supported.
- Attendance has been low, but the school's efforts to improve it, overseen by the school's family and children's officer, have ensured that it has risen and is currently slightly below average rates. Rates of persistent absence are also falling.

## **Outcomes for pupils** require improvement

- Outcomes require improvement because pupils do not make consistently strong progress, particularly in writing. This includes disadvantaged pupils and those for whom English is an additional language.
- Although pupils in Key Stage 2 generally make expected progress in reading, writing and mathematics, not enough are making better than expected progress, particularly in writing.

- In Key Stage 1, overall attainment has been well below average since the last inspection, with too few pupils reaching the higher levels in reading, writing and mathematics. At the end of Key Stage 2, from starting points that are well below average, attainment in writing and mathematics rose to broadly average in 2014 but dipped to well below average for writing and mathematics in 2015. Reading attainment was broadly average, as was attainment in English grammar, punctuation and spelling.
- Evidence from pupils' books and school assessment information indicates that progress and attainment is rising for some pupils, for example in writing in Key Stage 1. However, this is not consistent across subjects and year groups. Work seen in pupils' books and observations of teaching confirm that there is insufficient challenge for pupils.
- For disadvantaged pupils there have been improvements to the proportion attaining expected levels at the end of Key Stage 2. Pupils whose attainment was low at the end of Key Stage 1 make better progress than other pupils during Key Stage 2 and gaps are narrowing. For other pupils, there remain gaps in progress between them and other pupils nationally.
- Pupils say they enjoy reading and show a growing confidence in using and applying their phonics (letters and the sounds that they make) skills. Pupils taking the national phonics test in Year 1 in 2014 attained above-average results. This dropped to below average in 2015, but is predicted to rise again in 2016.
- Pupils who have special educational needs or disability are well supported and make progress similar to their peers.

## Early years provision

is good

- Children make good progress in early years, including the most able and the disadvantaged, because of good teaching. Teachers and other adults skilfully plan interesting activities, which are enjoyed by the children. They check the learning of children carefully and support and challenge children well to ensure that good progress is made.
- Children enter Nursery and Reception classes with skill levels that are below those typical for their age, particularly in communication and language skills. They make good progress and in 2015 an above-average proportion of children attained a good level of development by the end of Reception class. A similar proportion are on track to attain well this year. This means that children are well prepared for the transfer to Year 1.
- Teaching is strong as staff provided interesting activities which relate closely to children's interests. As part of activities relating the 'Goldilocks and the three bears' story, children enjoy making porridge for the 'three bears', and confidently explain the different bowl sizes and who they are for.
- Staff form positive relationships with children, which promotes their confidence and self-esteem. Children are happy and secure in Nursery and Reception classes.
- Staff take chances to extend children's learning through effective questioning. For example, they are encouraged to think how many toy trains will fit into a box and then test this out.
- Children's early reading skills are developed well as they enthusiastically play a game using an interactive whiteboard in which they are encouraged to recognise the sounds that letters make and put them together to read simple words.
- Children learn to behave well in response to staff's high expectations. They are familiar with the routines of the Nursery and Reception classes. They patiently take turns to play games and cooperate well together to find items in the outdoor area which might help 'Goldilocks'.
- Leadership is effective. Children's progress is carefully tracked and staff note where any need additional support to progress successfully. Parents are kept well informed about what their children are learning at school so that they can reinforce learning at home. This makes a positive contribution to children's good progress.

## School details

<b>Unique reference number</b>	105932
<b>Local authority</b>	Salford
<b>Inspection number</b>	10002208

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rowena Platt
<b>Headteacher</b>	Jane Tyers
<b>Telephone number</b>	0161 737 6688
<b>Website</b>	<a href="http://www.stgeorgescofe.co.uk">www.stgeorgescofe.co.uk</a>
<b>Email address</b>	<a href="mailto:stgeorges.ceprimaryschool@salford.gov.uk">stgeorges.ceprimaryschool@salford.gov.uk</a>
<b>Date of previous inspection</b>	20–21 November 2013

## Information about this school

- This school is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is above the national average and has increased in recent years.
- The proportion of disadvantaged pupils eligible for the pupil premium is well above the national average. Pupil premium is the additional government funding used to support pupils who are eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of pupils moving in and out of the school at other than the start of early years is well above average.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The headteacher is the Executive Headteacher of St George's and of St Paul's CofE Primary School, Salford.

## Information about this inspection

- The inspectors observed teaching and learning throughout the school. One observation was carried out jointly with the headteacher. In addition, inspectors scrutinised pupils' workbooks and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and three other governors, the headteacher and other senior leaders. The inspectors also held a meeting with a representative from the local authority.
- Inspectors looked at a range of information produced by the school, including information on pupils' progress and attainment, behaviour and attendance, procedures for safeguarding and the school's own evaluation of its work. They considered reports to the governing body, minutes of their meetings and the school's plans for further improvement.
- There were insufficient responses from parents to Ofsted's online questionnaire, Parent View, for inspectors to analyse. However, inspectors took into account responses to a questionnaire conducted by the school and spoke to parents during the inspection.
- Inspectors also took account of the responses to Ofsted's staff questionnaire and the responses to the online questionnaire for pupils.

## Inspection team

Elaine White, Lead inspector

Ofsted Inspector

Douglas Scholes

Ofsted Inspector

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