

Inspection of St George's C of E Primary School

The Hoskers, Westhoughton, Bolton, Lancashire BL5 2FB

Inspection dates: 30 November and 1 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy school. They get along with one another and make the most of their playtimes. Pupils value the time that they spend in the outdoor areas.

Leaders use the outdoor space available well to promote pupils' physical development across many aspects of the curriculum. Come rain or shine, all pupils get into their outdoor clothing and participate keenly in activities.

Pupils feel happy and safe in school. They know that teachers expect them to behave well, and they appreciate the rewards that they receive for good behaviour. In the past, there have been some rare occurrences of bullying. Leaders deal with poor behaviour and bullying swiftly so that it is not repeated. Pupils told inspectors that teachers treat them fairly and will listen to their concerns.

Around the school, pupils behave well. Older pupils explained that it is very important to have good manners. Children in the early years quickly learn to listen and not to interrupt others. They learn to take turns and share with their friends. Pupils build upon these skills as they move through school.

Leaders have high expectations of what pupils can achieve. Pupils are proud of how leaders celebrate their best work. Together, staff and pupils model the school's core Christian values in their actions each day.

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

Leaders have planned an interesting and ambitious curriculum. Governors challenge leaders regularly about the quality of the curriculum and check on how well pupils achieve.

Leaders and governors have ensured that teachers are trained appropriately to lead different subject areas. Staff feel supported by leaders. Staff feel that they have the time and training necessary to do their jobs well.

In many subjects, leaders have organised new learning carefully. In these subjects, leaders have identified the important knowledge that they want pupils to learn in each year group. In some other curriculums, the important knowledge that leaders want pupils to learn is not as clear. This lack of clarity means that, in these subjects, teachers do not use assessment as well to plan new learning. As a result, some new learning does not build on what pupils know already. This prevents pupils from deepening their knowledge and achieving as well as they could.

Leaders are proactive in identifying additional support that pupils, including children in the early years, may need. Children and pupils with special educational needs and/or disabilities receive the support that they need quickly. Teachers understand how to support pupils so that they can access the same curriculum as their friends

and achieve well. Most pupils who leave at the end of Year 6 have the necessary skills and knowledge to make a strong start at their new secondary school.

Children in the early years learn to develop their resilience and curiosity. They get about their learning with high levels of independence. Throughout the school, pupils show a willingness and desire to learn new things. As a result, most pupils can get on with their learning without distraction or interruption.

Leaders have worked with external consultants to develop the whole-school approach to reading. Older pupils read fluently and are knowledgeable about a range of authors. In the early years and key stage 1, teachers deliver phonics sessions well so that pupils learn new sounds in a logical order. Staff have received relevant training to ensure that they are experts in delivering phonics sessions. Those pupils who fall behind receive effective support to help them catch up. By the end of Year 2, almost all pupils are confident and fluent readers. Children in the early years take home resources that support them well with their reading. However, very occasionally, some pupils in key stage 1 take home books that do not allow pupils to practise the sounds that they know already.

There are many opportunities for pupils to develop personally at St George's. Older pupils take on leadership positions within the school and eco-councils. Many participate in a wide range of sports and arts-based clubs. They enjoy singing and performing with the choir. Most recently, pupils have been gearing up for their first Christmas performance in almost two years. Pupils engage in a variety of charity events, such as collecting food for a local food bank and raising money for guide dogs. They go on exciting residential trips and learn about a wide range of religions and cultures during their time in school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that a strong culture of safeguarding permeates all aspects of their work. Staff receive regular, up-to-date training. This means that they have the necessary skills to spot signs of potential harm or neglect. Staff know how to record and communicate concerns.

Leaders ensure that pupils and their families who need extra help are provided with timely and appropriate advice and support. Leaders keep detailed records of their work to keep pupils safe. These records indicate high levels of inquisitiveness, and persistence to keep pupils safe from harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the important knowledge that they want pupils to acquire. This means that teachers do not always use assessment well to plan new learning. In these subjects, leaders should clarify the important knowledge that pupils should know in each year group to support teachers to plan new learning that builds on what pupils have been taught previously.
- Very occasionally, staff do not ensure that the books that pupils take home to read allow pupils to practise the sounds that they know already. This hinders these pupils in becoming confident readers. Leaders should ensure that the books chosen by staff match the sounds that pupils are learning so that they can become assured and fluent readers.

How can I feed back 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131038
Local authority	Bolton
Inspection number	10204456
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair of governing body	Gillian Buxton
Headteacher	Philip Ivory
Website	www.st-georges.bolton.sch.uk
Dates of previous inspection	14 and 15 March 2018, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England primary school. The most recent section 48 inspection took place in 2016.
- The school does not make use of any alternative provision.
- A new chair of the governing body has been appointed since the previous inspection.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and members of the senior leadership team. The lead inspector met with five members of the governing body, including the chair of the governors.

- The lead inspector held a telephone conversation with a representative of the Diocese of Manchester and with a representative of Bolton local authority.
- Inspectors spoke with parents and carers during the inspection. They considered the responses to Parent View, Ofsted’s online questionnaire, including the free-text comments. Inspectors considered the responses to Ofsted’s staff survey. There were no responses to Ofsted’s pupil survey.
- Inspectors viewed a range of safeguarding information. They examined the single central record, including documentation relating to safer recruitment.
- Inspectors spoke with a wide range of staff about their safeguarding knowledge. They spoke to staff about their most recent safeguarding training.
- Inspectors spoke with a range of staff about workload and well-being.
- Throughout the course of the inspection, inspectors spoke with pupils about behaviour. They also observed pupils’ behaviour at playtimes and in lessons and observed pupils as they moved around the school.
- Inspectors observed children in the early years and pupils in key stages 1 and 2 read to trusted adults.
- Inspectors carried out deep dives in early reading, mathematics, history, and art and design. They spoke with subject leaders to gain an insight into how their curriculums are planned. Inspectors visited lessons and spoke with teachers. As well as this, inspectors spoke with pupils about their learning and reviewed examples of their work. Additionally, inspectors considered curriculum planning in a range of other subject areas.

Inspection team

John Donald, lead inspector

Her Majesty’s Inspector

Trish Merritt

Ofsted Inspector

Claire Hollister

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021