

Inspection of St George's Church of England Primary School, Chorley

Carr Lane, Chorley, Lancashire PR7 3JU

Inspection dates: 4 and 5 October 2023

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012.

What is it like to attend this school?

Pupils flourish at this exceptional school. They make the most of the rich learning opportunities that the school provides for them. The school is highly ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Pupils' conduct embodies the school values of being determined and confident. Many pupils, including pupils with SEND, achieve extremely well across the curriculum.

The school has incredibly high expectations of pupils' behaviour. Pupils easily meet the school's high standards and understand how to behave well. This begins from the moment children join the Reception Year. Pupils are kind, considerate and caring towards one another. Those pupils who need extra help to manage their emotions are supported by expert staff. Pupils behave impeccably and their learning is rarely interrupted.

Pupils thrive as a result of the strong relationships that they have with staff. The school provides appropriate support for pupils and their families during times of need. Pupils trust that staff will help them to resolve any concerns or worries that they may have. This helps pupils to feel happy and safe at school.

The school places importance on preparing pupils to become responsible citizens. Older pupils are excellent role models for their younger peers. Pupils participate in a range of community activities, such as visiting the residents of a local care home. These opportunities help pupils to develop their understanding of empathy and how to make a positive contribution to society.

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

The school has designed a highly ambitious curriculum that enables all pupils, including pupils with SEND, to be extremely successful. From the moment that children join the Reception Year, they benefit from an aspirational and meticulously designed curriculum.

Parents and carers applauded the excellent communication that they have with the school. For example, prior to children starting in the Reception Year, staff's discussions with parents ensure that each child's individual needs are understood and well catered for. Staff in the Reception Year use this information well to help children to make a positive start to school life. As a result, children are exceptionally well prepared for the demands of Year 1.

In key stages 1 and 2, pupils readily build on what they have learned before. The school ensures that teachers receive high-quality training, which enables them to deliver the curriculum with considerable expertise. Teachers skilfully design learning that supports pupils to connect new knowledge with what they have already learned. Teachers are adept at identifying and remedying any gaps in pupils'

knowledge. As a result, pupils develop a deep and rich body of knowledge across the curriculum.

The school has effective systems to identify the additional needs of pupils with SEND. Teachers successfully adapt the delivery of the curriculum for these pupils. By the end of Year 6, pupils, including pupils with SEND, have an exceptional level of knowledge that stands them in good stead for secondary school.

Reading sits at the heart of the school's curriculum. Children in the early years and pupils across the rest of the school regularly experience the pleasure that comes from staff reading books to them. Pupils are avid readers. The school ensures that pupils access a broad range of high-quality texts from different cultures. Pupils value the satisfaction that they get from being immersed in a book.

Well-trained staff deliver the phonics programme with flair. Pupils quickly learn the sounds that letters represent. Staff provide timely additional support for those pupils who need it. This ensures that these pupils keep up with their peers. Pupils experience success when reading because the books that they read closely match the sounds that they have learned. Pupils get off to a flying start with reading.

Pupils display excellent manners. They are courteous and considerate. Pupils have a strong moral perspective on how people should be treated, regardless of their differences. Children in the early years are exceptionally well behaved. They follow well-established routines and learn harmoniously alongside one another.

The school provides an exemplary range of opportunities that enhance the wider personal development of pupils. There is a strong commitment to ensuring that all pupils, including those who are disadvantaged, experience a plethora of opportunities to develop their talents and interests, such as a vast range of clubs, activities and experiences. Pupils develop a deep and meaningful understanding of British values, such as democracy. They understand how to keep themselves safe online. Pupils are considerably well prepared for life in modern Britain.

Governors work in close collaboration with the school to make sure that all pupils receive the highest quality of education possible. They have an astute understanding of the school's strengths and priorities for further improvement.

The school is highly considerate of staff's workload and well-being when making decisions about policies and procedures. Staff value being part of the school and appreciate the support that they receive to help them to deliver the curriculum exceptionally well.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119466
Local authority	Lancashire
Inspection number	10276910
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair of governing body	David Arnold
Headteacher	Andy Purcell
Website	www.st-georges.lancs.sch.uk
Dates of previous inspection	21 and 22 May 2012, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England primary school in the Diocese of Blackburn. The last section 48 inspection took place in October 2016. The next section 48 inspection is due to take place by the end of 2024.
- Leaders do not make use of alternative provision.
- The governing body operates a breakfast club and after-school provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors completed deep dives in the following subjects: early reading, mathematics, history, physical education and science. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspectors also looked at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils read to a familiar adult.
- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with representatives of the local authority and the diocese.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online survey for pupils.
- The inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's survey for staff.
- The inspectors spoke with parents. They considered the responses to Ofsted Parent View, including the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Gaynor Rennie

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