



# St George's CofE Primary School

## Inspection Report

**Unique Reference Number** 105932  
**LEA** Salford  
**Inspection number** 277446  
**Inspection dates** 6 March 2006 to 7 March 2006  
**Reporting inspector** Mrs Margaret Lewis CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Concord Place
<b>School category</b>	Voluntary controlled		Salford
<b>Age range of pupils</b>	3 to 11		Lancashire M6 6SU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 737 6688
<b>Number on roll</b>	170	<b>Fax number</b>	0161 745 7937
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr L Craven
<b>Date of previous inspection</b>	13 September 1999	<b>Headteacher</b>	Mrs Tyers

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 6 March 2006 - 7 March 2006	<b>Inspection number</b> 277446
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is a smaller than average primary school in an area of Regeneration and an Education Action Zone. Many pupils are socially disadvantaged. A significant number of pupils are eligible for free school meals. The number of pupils with learning difficulties and/or disabilities is average. No pupil has a statement of special educational need. Almost all pupils come from a White British heritage and nearly all speak English as their first language. A significant number of pupils join the school in the juniors. It has recently gained a Healthy Schools Award.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

St George's is a good school with some outstanding features. It offers good value for money. The school has a very positive ethos and parents and pupils hold the school in high regard. The school is led well and senior staff have a very accurate understanding of the school's effectiveness. The school's own view that leadership, pupils' achievement, the quality of teaching and learning and the curriculum are good is well founded. Inspectors agree that pupils' personal development and well-being and that their care, welfare and support are outstanding. In this school, every child matters. Pupils are made fully aware of the benefits of a healthy lifestyle and how to stay safe. All are fully included in all activities. The school judges standards and progress to be good. Inspectors agree. Pupils make very good progress in English, where standards are above the national average. By Year 6, pupils reach close to the national average in mathematics, but below the national average in science. The good improvements already made in English and information and communication technology (ICT) demonstrate the school's eagerness and capacity to move forward. The consistently good quality of teaching and learning and the high level of curriculum enrichment enable children to achieve well, irrespective of their differing needs and abilities. Pupils have a good start to their education in the Foundation Stage, where there is very good emphasis given to their personal, social and emotional development. However, the nursery and Reception operate as separate classes, which restricts space, and the outdoor resources are in need of updating.

### What the school should do to improve further

- Raise standards in science across the school and give pupils more opportunities to learn from practical and investigative science activities.
- Develop closer connections between the nursery and Reception classes and improve the provision and resources for outdoor activities in the Foundation Stage.

## Achievement and standards

### Grade: 2

The school data shows and the inspectors agree that all pupils achieve well and make good progress from their well below average starting points when they begin Year 1. Standards are satisfactory overall. By the time they leave the school, pupils reach above average standards in English. At both key stages, pupils make very good progress in reading and writing. This is a strength of the school. Standards at Year 6 are close to the national average in mathematics and are improving. Although standards have gradually risen in science over the past three years, they are still significantly below the national average. This is an area the school has recently prioritised for improvement, although, as yet it is too soon to see the impact of the steps taken. A major factor affecting pupils' results in Year 6 is the high number of pupils who join the school towards the end of the key stage. In many cases, those who join the school late have missed out on earlier work, particularly in science. Pupils' targets in 2005 were exceeded

in English but not quite reached in mathematics, although pupils in the current Year 6 are on course to reach the similarly challenging targets set for the coming year. When children start in the nursery they display a wide range of attainment; however, a significant number have poor speaking and communication skills and limited mathematical knowledge. They make good progress in the Foundation Stage, particularly in their personal, social and emotional development. However, when they start Year 1, pupils' attainment in communication, language and literacy and mathematical development is below that expected for their age and few exceed this level.

## **Personal development and well-being**

### **Grade: 1**

Inspectors agree that this area is outstanding, including pupils' spiritual, moral, social and cultural development. Pupils are tolerant and respectful of the cultures, beliefs and traditions of others. Their attitudes towards school are outstanding. They work hard in lessons and take great pains to reach their personal targets. They behave extremely well and understand right from wrong, always showing courtesy to each other and to visitors. The productive school council helps pupils understand citizenship and the wider community. Pupils have many opportunities to express their opinions and they like the way staff not only listen to their ideas, but help to implement them. For example, the sharing of playgrounds between the older and younger pupils. Many opportunities to take on responsibilities ensure that pupils develop essential skills and personal qualities for their future economic well-being. Pupils adopt healthy lifestyles very well by taking part in the numerous sporting activities open to them and by eating sensibly. They learn to protect themselves from the dangers of smoking, drugs and alcohol. Attendance is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and matches the school's view of itself. The calm and yet very busy and purposeful atmosphere in lessons enables pupils to learn successfully and with considerable enjoyment. Work provided for them is well matched to their different learning needs. Good support from all staff benefits those who find learning difficult. The teaching of reading and writing is a strength of the school. Groups of pupils who are not quite reaching the levels expected of them in English and mathematics are provided with the necessary support to help them catch up. This works well and helps bring them up to speed. Careful assessments are made of pupils' learning. Targets for improvement are set and often discussed, but are not consistently a focus when pupils' work is marked. This is particularly the case in science, which is also a subject in which teachers give insufficient opportunities for pupils to carry out practical investigations. Teaching of ICT has shown a great improvement since the previous inspection. In the nursery and Reception classes, children have a

successful start to their education because the quality of teaching and learning is good.

## **Curriculum and other activities**

### **Grade: 2**

Inspectors agree with the school's evaluation that the curriculum is good, and enrichment is outstanding. This is an inclusive school in which the curriculum is well matched to the needs of all groups of pupils. Teachers in the Foundation Stage plan the curriculum in accordance with the goals for learning. However, resources in the outdoor area are not as physically challenging as they could be. The school has rightly identified the need to give a strong emphasis to English and mathematics. The curriculum is planned and organised effectively, helping pupils build step by step on their skills and knowledge. Pupils' enjoyment of learning is stimulated by the rich variety of opportunities on offer to them. Pupils learn Spanish and have specialist music tuition each week. Opportunities for physical activities are a strength in Key Stages 1 and 2. There is a wide range of visits and visitors into school which enrich the curriculum extremely well. Residential visits are enjoyed by the pupils and further develop their personal and physical skills.

## **Care, guidance and support**

### **Grade: 1**

The school considers this aspect to be outstanding and inspectors agree. An emotionally safe and secure environment is provided in which pupils have equal opportunities to grow and develop. Staff know the pupils exceptionally well and they are made aware of their personal and family circumstances, as well as monitoring academic progress. Pupils have very trusting relationships with the adults in school. They have confidence in the teachers and enjoy coming to school. They were heard to say, 'This is the best school in the world'. There is good provision for those pupils with learning difficulties and/or disabilities and the Learning Mentor makes a considerable contribution to this. Health and safety routines and all risk assessments are firmly in place. Child protection arrangements are robust and secure. Pupils who are at risk are quickly identified and supported. The school works very well with all outside agencies.

## **Leadership and management**

### **Grade: 2**

Leadership and management are judged by the school to be good. The inspectors agree with this. School improvement and self evaluation have been an important focus over recent years. As a result, standards have risen in English, mathematics and science and pupils make good progress and achieve well. All pupils are valued highly and great efforts are made by the leadership team to help all to succeed. Parents are highly delighted with the school and the progress that their children make. They feel that the school is good at getting the best out of the pupils. The headteacher and staff work together very effectively as a team and the clearly focused school improvement

plan is instrumental in moving the school forwards. Pupils' performance is regularly and carefully checked. A significant contribution to pupils' progress and confidence is made by good quality teaching assistants and the learning mentor who are deployed very well for the benefit of the pupils and their families. Improvements since the last inspection have been good. All key issues have been successfully addressed and the school has a strong capacity to move forwards. Financial management is good. The governing body fulfils its statutory responsibilities satisfactorily. Governors are very supportive and closely involved with the work of the school through regular visits, links to curriculum subjects and to other aspects of the school's work. They are knowledgeable about the school's strengths and areas for development.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making Mr Ashcroft and I feel so at home in your school. We very much enjoyed talking to you about your work and hearing your views and watching you learn.

What we most like about your school:

- your school is a happy place where everybody is included and gets the chance to show how well they can do things. You are friendly and welcome visitors
- you work very hard and are keen to do your best
- the excellent way you behave towards each other and your teachers
- the teachers make lessons interesting and enjoyable for you
- you have good fun in clubs and activities
- you know a lot about keeping fit, staying healthy and how to be safe
- you take the opportunities that your school gives you to help make decisions
- the adults care for everyone and look after you extremely well.

The vast majority of your parents are right in thinking that you go to a good school, we agree.

What we have asked your school to do now to make it even better is:

- to make sure that you all work as hard and do as well in science as you do in English
- give the very youngest pupils in the nursery and Reception classes more chances to work together and to give them newer and more outdoor resources for their activities so that they learn even more quickly.

Keep up your very good attitudes to learning and your caring for one another. We would like to send you very best wishes for the future.