

# St George's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105932
<b>Local Authority</b>	Salford
<b>Inspection number</b>	324298
<b>Inspection dates</b>	2–3 July 2009
<b>Reporting inspector</b>	Jim Crouch

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	160
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Mark Haworth
<b>Headteacher</b>	Mrs Pamela Heywood
<b>Date of previous school inspection</b>	6 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Concord Place Salford Greater Manchester M6 6SU
<b>Telephone number</b>	0161 737 6688
<b>Fax number</b>	0161 745 7937

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a smaller than average sized school. It is situated in Salford and serves a community which experiences high levels of social disadvantage. Most pupils are from White British backgrounds but the proportion from a variety of minority ethnic backgrounds is increasing, as is the proportion who are at an early stage of learning English as an additional language. The percentage of pupils eligible for free school meals is very high. The proportion of pupils with learning difficulties and/or disabilities is above average. There is a small number of pupils with a statement of special educational needs. The number of pupils who join or leave the school at other than the usual times is higher than average. The Early Years Foundation Stage provides for Nursery and Reception age children. The headteacher has been in post since January 2008. The school is an accredited Healthy School and holds the Activemark award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school which promotes pupils' personal development well. Children join the school with skills and abilities that are often well below those expected for their age. In recent years a combination of a high number of children joining and leaving the school and some disruption to staffing affected pupils' progress and contributed to a significant drop in standards at the end of Year 6. Recent developments have enabled the school to improve the quality of teaching and learning and raise standards. Children now make good progress in the Early Years Foundation Stage and satisfactory progress through Key Stages 1 and 2. However, because of the slower progress in previous years, standards at the end of Year 6 remain below average and overall achievement is satisfactory.

Pupils are proud of their school and are very keen to talk to visitors about, for example, being a healthy school and the good range of sporting activities that they take part in. Their spiritual, moral, social and cultural development is good. They show good community awareness by working to improve the school environment and holding charity fundraising activities. Behaviour is good and pupils show an enthusiasm for learning and know how to avoid unnecessary risks. They are keen to take on responsibilities and make a good contribution to school improvement, particularly through the work of the school council. Attendance is average, but is improving, due particularly, to support for families provided by the learning mentor. Improved basic skills means pupils are now adequately prepared for the next stage of their education.

The quality of teaching is satisfactory overall. In the best lessons the pace is brisk and resources are used well to engage and motivate pupils who, as a result, respond with interest and enthusiasm. However, in some lessons, and particularly in mathematics and science, teaching does not provide sufficient challenge or opportunities for the more able pupils to reach the higher levels. Consequently, these pupils do not progress as well as they might. The curriculum provides an appropriate balance between developing literacy and numeracy and other basic skills and raising pupils' awareness and understanding of the world in which they live. The school is working to improve the links between subjects to make learning more meaningful and enjoyable. Learning is enriched through the teaching of Spanish and a range of visits and extra-curricular activities. The care, guidance and support pupils receive are satisfactory overall. Pupils are well supported and cared for and they and their parents receive regular reports of the progress they are making. However, marking is not used consistently well to inform pupils of how to improve their work and attain higher standards.

Leadership and management are satisfactory. Self-evaluation is accurate and a sharply focused development plan and the setting of challenging targets are leading to rising standards. The school works well in partnership with parents and a wide range of partner organisations to promote pupils well-being. Since her appointment the headteacher has introduced a more devolved approach to leadership and management and increased the involvement of the governors. However, this has not yet led to all leaders and the governing body contributing fully to monitoring and evaluating the work of the school to check that their work is always having the desired impact on the school's performance. The school has made satisfactory progress in addressing issues raised in the last inspection and has demonstrated a satisfactory capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start in the Nursery with skills that are well below those typical for their age, especially in aspects of their language, communication and personal development. They are well cared for in this safe and stimulating setting and eagerly explore and investigate the good range of practical activities provided for them. They quickly grow in confidence and independence, organising their own activities and tidying away afterwards. Children make good progress in their learning because teaching is good and leadership is effective and well focused. A strong emphasis is placed on developing children's early speaking, reading and writing skills. Children proudly read well written accounts of setting up a tent, while others extend their descriptive language when out on a bear hunt. The outdoor area is generally used well, to promote boys' reading and writing skills in particular. However, the school recognises the need to provide more natural resources within the classroom. All staff are fully involved in planning, teaching and assessment. Actions taken by the school have led to parents being increasingly involved in supporting their children's learning both at home and at school. Children's progress is carefully tracked and information is used well to plan next steps in their learning. Although attainment at the end of the Reception class is below the expected levels, an increasing proportion of pupils are now reaching higher levels.

### What the school should do to improve further

- Ensure that teaching meets the needs of the more able pupils, particularly in mathematics and science, so an increased proportion of pupils reach the higher levels.
- Ensure that marking is consistently used to inform pupils of how to improve and to help them make faster progress.
- Ensure that all leaders and governors increase their contribution to monitoring and evaluating the work of the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Overall achievement is satisfactory. In recent years pupils have started Year 1 with skills and abilities below those expected for their age, but, because the progress of many learners was very poor, attainment at the end of Year 6 remained significantly below average in English, mathematics and science. Improvements in teaching and learning and the support for individual learners mean that pupils are now making better progress, particularly in Years 5 and 6. However, because of the pupils' low starting points and the history of underperformance, standards at the end Year 6 remain below average. The effective use of a range of interventions means that attainment in English is now close to the national average. However, attainment in mathematics and science is not as good, because of the relatively small number of pupils attaining Level 5, or better, in these subjects. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English as an additional language make satisfactory progress.

## Personal development and well-being

### Grade: 2

Pupils say that they enjoy coming to school because, 'Everyone gets on really well.' Behaviour is good. Pupils are kind and considerate and collaborate well both in and outside the classroom. Those that join the school at other than the usual times are made welcome and settle in quickly. Incidents of bullying are rare and have fallen since the production of a 'pupil speak' anti-bullying policy by the school council. Pupils show a good understanding of how to stay safe, fit and healthy. They choose to eat fruit and the healthy options at lunchtime and join in enthusiastically in the 'Morning Move it' sessions. Pupils are keen to take on responsibilities and are involved in a number of community activities, such as the annual Pendlebury festival. They show their awareness of the needs of others through their support for a partner primary school in Zambia and their generous charity donations. Their improving literacy, numeracy and computer skills and opportunities to take part in enterprise activities mean that they are making satisfactory progress in preparing for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory overall and improving. An increasing number of lessons are good or better, but this has not yet led to all groups of pupils making consistently good progress. Teachers show good subject knowledge and are increasingly confident in their use of information and communication technology. They have positive relationships with pupils and make effective use of praise and rewards to develop self-confidence. In the better lessons teachers provide good opportunities for pupils to reflect on prior learning and ensure that pupils understand the objectives of the lesson. They achieve a good balance between teacher led activities and group work. However, in some lessons, planning does not ensure that all groups of pupils are challenged. In particular, the more able are not given sufficient opportunities to develop independent learning skills, such as planning their own learning and assessing their own progress. As a result they do not always reach the levels they are capable of. Teaching assistants usually contribute well. They provide effective support in class and are skilled in working with individuals to raise levels of literacy and numeracy. However, sometimes, particularly during teacher-led activities, they do not contribute as well as they might.

### Curriculum and other activities

#### Grade: 3

The curriculum places a strong emphasis on promoting pupils' personal, social and emotional development. An appropriate amount of time is devoted to developing literacy, numeracy and other basic skills and there is sound additional provision for those who need it. The school is in the process of improving the links between subjects in order to further develop creativity and make learning more meaningful to pupils. For example, in Year 1 work on the Victorians, based around a visit to Salford museum, contained elements of history and literacy and promoted learning through first hand experiences. Since her appointment the headteacher has improved the workspace provision by, for example, extending the library and creating areas for science investigations and cooking. However, classroom space, for older pupils in particular, remains very limited. Pupils' cultural development is promoted through the teaching of Spanish and

studying, for example, African art. The curriculum is enriched by the use of visitors, such as sports specialists, a good range of visits, outdoor activities and extra-curricular sports.

## **Care, guidance and support**

### **Grade: 3**

Pupils are well cared for in this secure, friendly learning environment. Relationships are good: staff use praise and encouragement well to develop pupils' confidence and self-esteem and, as a result, pupils feel valued as individuals. Pupils know there is always someone there to talk over any worries or concerns they might have. Systems to safeguard pupils' health, safety and well-being are in place and meet current requirements. Pupils with learning difficulties and/or disabilities, those at an early stage of learning English as an additional language and the more vulnerable pupils are appropriately supported by the able and committed learning mentor and teaching assistants. This ensures that these pupils are included in all that the school has to offer. Pupils are well informed of their targets in English and mathematics. Their progress is carefully tracked and information from this is used to provide extra support for groups and individuals. However, marking is not used consistently well to tell pupils how to improve their work and, where guidance or instructions are given, teachers do not always check that pupils have responded appropriately.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Since her appointment the headteacher has strengthened the senior leadership team and has successfully increased the school's focus on raising standards. School leaders use self-evaluation well to establish the strengths of the school and its areas for improvement. The resulting improvement plan is sharply focused on addressing the key areas for improvement and has led to improvements in teaching and learning. However, other priorities, such as improving the curriculum, are at an early stage of development and have yet to lead to pupils making consistently good progress. A well managed programme of performance management and staff development means that staff are growing in confidence and increasing their ability to take on responsibilities. Governors are very supportive. However, governors and staff beyond the leadership team do not have sufficient impact on monitoring the success of the school's work, to ensure new initiatives are consistently developed and applied to promote better rates of progress. The school is inclusive, but equality of opportunity is satisfactory because the needs of the more able learners are not met as well as they might be. Its contribution to community cohesion is satisfactory. It has taken action to increase parents' involvement in the life of the school and it has good links with the local community. However, it is in the early stages of establishing direct links with other communities on a national scale.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of St George's Church of England Primary School, Salford,  
M6 6SU

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed talking to you and hearing all of the things you like about your school.

Your school gives you a satisfactory education.

We were particularly impressed by your good behaviour and your keenness to do well in lessons. You show good awareness of the needs of others through your charity work and the way in which pupils new to the school are welcomed by you all.

We found that your lessons are at least satisfactory. The staff work hard to help you enjoy your education by developing a good range of visits and extra activities in sport. We found that while children in the Nursery and Reception classes make good progress, those of you in Years 1 to 6 make satisfactory progress. However, because teaching is improving, the standard of your work is improving, particularly in English.

There are three important things we think could be better. We have asked the school to make sure that those of you who are capable of reaching higher standards in mathematics and science are helped to do so. We have asked teachers to make sure that when they mark your work they show you how well you are doing and how to improve your work so you can make even faster progress. We have also asked the governors and those teachers with management roles to help check that all the hard work they do to make your school even better is successful.

Of course, you also have an important part to play in helping your school to carry on improving. You can do this by continuing to be as positive about learning as you are now and keep trying to improve all aspects of your work.