

# Tyldesley St George's Central CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	131331
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	341129
<b>Inspection dates</b>	16–17 November 2009
<b>Reporting inspector</b>	Stephen Rowland

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	308
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Highlands
<b>Headteacher</b>	Mrs Gillian Fisher / Mrs Pauline Greenhalgh
<b>Date of previous school inspection</b>	7 March 2007
<b>School address</b>	Darlington Street Tyldesley Manchester M29 8DH
<b>Telephone number</b>	01942 883773
<b>Fax number</b>	01942 877165
<b>Email address</b>	enquiries@admin.saintgeorgescentral.wigan.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	16–17 November 2009
<b>Inspection number</b>	341129

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documents, including relevant policies, the school improvement plan, records of meetings, the school's monitoring records and analyses of pupils' attainment and progress. Inspectors analysed 64 questionnaires returned by parents, 101 pupils' questionnaires and 16 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school ensures that all pupils make good progress
- the impact of the school's work to ensure consistently good teaching
- how well assessment is used to help to plan for learning
- the effectiveness of school leaders in evaluating their work and bringing about improvement
- the effectiveness of provision in the Early Years Foundation Stage.

## Information about the school

This is a larger than average primary school serving the town of Tyldesley between Wigan and Salford. Most pupils are of White British heritage. A very small number are in the care of the local authority. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils who are eligible for free school meals is above average and has increased since the last inspection. There are an increasing number of pupils who have joined the school partway through their primary phase.

The school has achieved several awards including Healthy Schools, Eco-Schools, the Leading Aspect Award, the Playground Development Award, Raising Standards in PE and Sports and Investors in People status. Since the last inspection a new co-headteacher has been appointed.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which is held in high esteem by its local community. The co-headteachers, supported by a strong team of senior and subject leaders, know their school well and have a clear sense of what needs to be done. There have been significant staffing changes since the time of the last inspection, including the establishment of a joint headship. There have also been increasing numbers of pupils joining the school from other schools. This is a feature which the school's leadership has managed well. There are clear signs of improvement, for example, the reorganisation of mathematics teaching, which is reflected in good provision in this area.

Teaching is good and the school's monitoring shows greater consistency over recent years. There are many examples of good practice but there is still room for improvement. For example, not enough use is made of teachers' knowledge of what pupils have already learned so that suitable next steps can be planned. Also, occasionally, not enough opportunity is given to pupils to share their ideas so that they can learn from each other. The school's curriculum is being reorganised but the full benefit of this change is not yet fully realised. There are many interesting and imaginative activities offered to pupils, but in some, unexciting provision fails to engage and involve them. The work of the school's learning mentor and teaching assistants ensures that the care and support of vulnerable pupils are outstanding.

Partnerships with parents are good and they are overwhelmingly supportive of the school. One stated, 'I feel my child has been given the best education and care a parent could wish for.' Pupils are very loyal to their school and are delighted to show visitors around and to talk about their experiences. Behaviour is good and there is a true sense of respect for others and for the school's caring ethos. Pupils develop skills as young citizens by taking on responsibilities. For example, older pupils look after younger ones in the playground. The school council has a high profile and has been instrumental in the improvement of school facilities and activities. The school effectively develops pupils' spiritual, moral, social and cultural understanding. Pupils demonstrate through their actions that they are keen to learn and have a fascination with the world around them.

Self-evaluation is effective and the school has a good understanding of its strengths and areas for development. This is having a demonstrable impact on the quality of what pupils experience in school and upon outcomes for them. This shows that the school has a good capacity to improve further.

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

- Increase the proportion of very good and outstanding teaching by:

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- developing teachers' questioning skills so that pupils are challenged to extend their thinking and understanding
  - making sure teachers consistently use their knowledge of pupils' progress to inform planning
  - making sure that pupils are given more opportunity to share their ideas so that they can learn from each other.
- Embed the skills-based curriculum so that all pupils are consistently offered interesting and engaging activities.

**Outcomes for individuals and groups of pupils****2**

Children enter the Early Years Foundation Stage with skills which are below age-related expectations and make good progress to achieve standards which are at the national average in English, mathematics and science by the end of Year 6. Almost all pupils reach the challenging targets which are set for them. The school has developed a thorough and detailed system for tracking academic progress which enables it to provide extra support when it is needed. Evidence from lesson observations show that teachers have a good understanding of how to structure lessons, so that pupils are enabled to develop their skills and understanding. On a very small number of occasions, when teaching is not as clearly focused, progress is not as strong. Pupils with special educational needs and/or disabilities receive good support, and for this reason, make progress in line with their peers.

Pupils say they feel safe in school and this is supported by the large majority of parents. Pupils know who to turn to if they need help and value the care that adults in the school provide for them. As one pupil wrote, 'The staff in our school are very kind and make me feel part of a big family.' Behaviour is good. Pupils are considerate and well-mannered. They have developed great sensitivity towards the feelings of others. Pupils have a good awareness of how to stay healthy and most take part in one or more of the many sporting or exercise activities which are provided after school. There is an active and effective school council and pupils are encouraged to take on roles of responsibility around the school. Attendance has improved and is now close to the national average.

Pupils' spiritual, moral, social and cultural development is good. Opportunities for calm reflection are provided and pupils develop a clear sense of right and wrong. They are very aware of their responsibilities as school citizens and are very active within the local community by, for example, singing for the elderly and by participating in the shoe-box appeal. The school provides a broad range of cultural experiences which help to enhance pupils' awareness and understanding of different cultures. The link with Bolton Parish CE Primary School, which facilitates a more direct engagement with children from a different cultural background, is still at an early stage of development.

*These are the grades for pupils' outcomes*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Most teachers plan activities which are enjoyable and focused. They use clear learning objectives and often use questions skilfully to challenge pupils to think more deeply and to articulate their thoughts. In a successful mathematics lesson, for example, pupils were challenged by increasingly difficult questions to test their thinking and so to understand more complex ideas. In the most successful lessons, pupils are encouraged to work in pairs and in small groups and to assess their own and others' progress. Pupils are generally aware of their own targets and how to improve, so that they can master the next steps. Teachers work hard to ensure good teaching and learning by sharing good practice. However, on a few occasions, opportunities to increase learning by using more demanding and flexible questions are missed. Also, occasionally, teachers do not fully use their knowledge of what pupils have learned to enable them to plan subsequent activities and this means that material already learnt is repeated. At times, teachers do not provide pupils sufficient opportunity to share their ideas with others. Teachers' marking and their feedback to pupils about their work are constructive and helpful.

The school is working hard to implement a curriculum that links subjects and includes creative approaches to develop pupils' skills. However, this is not yet fully developed and curricular provision is therefore no better than satisfactory. The best provision is engaging and purposeful, presenting pupils with a range of exciting and worthwhile

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

activities and experiences. However, in some subject areas there is an over-reliance on commercially produced worksheets which can be dull and uninspiring. Information and communication technology (ICT) resources are good and pupils have sufficient opportunities to develop their skills. Extra-curricular provision is strong and pupils benefit from a wide range of sporting, artistic and cultural activities. Activities, such as the cultural week and the Artist in Residence have been particularly effective. The vibrant drum band contributes well to pupils' good musical development.

Parents value the good quality care that the school provides for its pupils. Very effective teaching of the Social and Emotional Aspects of Learning (SEAL) supports very well the emotional well-being of pupils. Arrangements for the care and support of vulnerable pupils and their families are outstanding.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The experienced and respected co-headteachers have established a caring and supportive school environment in which pupils can flourish. They are supported by a group of determined middle managers and subject leaders who are working effectively to drive up academic standards. As a result, the school has a shared sense of purpose and direction. The school evaluates its effectiveness well and has set out plans to secure improvements. The impact of this is clear to see. The areas for improvement from the last inspection have been addressed successfully. The proportion of good or better teaching has increased. This is as a consequence of the sharing of good practice. Subject leaders successfully evaluate the impact of their work on standards and are full partners in the leadership of the school. Discrimination is tackled effectively and has been eliminated from the school.

Partnerships with parents and carers are good. A large majority of parents say how much they value the work of the school and how well their child is cared for. The school itself is a very cohesive community and links with the local community are extensive and strong. Partnerships with communities in contrasting areas of the United Kingdom or abroad are beginning to develop. Child protection procedures and safeguarding guidelines are fully in place and meet requirements. Governors have a good knowledge of the school and are increasingly effective in providing support and challenge. They express strong support for the work of the headteachers and staff.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills which are generally below expectations for their age. This is particularly so for communication, language and literacy skills. They make good progress and are well prepared for the transition into Key Stage 1. They learn to be independent and how to play and work with others. Behaviour is good and children respect each other. The learning environment is rich and stimulating, although the outdoor area is still not fully developed. There is generally a good balance between child-initiated and adult-led activities. However, occasionally, more opportunities could be provided for children to take greater initiative to organise activities for themselves. Assessment and planning are good. Procedures to provide a more rigorous assessment of children's skills are now in place. This is based on observations and staff have a clear record of what children have achieved and how their learning can develop. Relationships are good and children are at ease with the adults who look after them. Welfare requirements are met.

The Early Years Foundation Stage is managed effectively and is successful in improving the quality of the provision. Policies, procedures and records are fully in place and relationships with parents are close and effective. A systematic sharing of information with parents about each child's interests and learning is taking shape. Parents say how much they value the provision.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

In completed questionnaires parents were overwhelmingly positive about the school. Many wrote complimentary comments on the good quality of care and the 'special atmosphere' of the school. All parents who replied felt that their child was safe and enjoyed school.

A very small minority of concerns centred around support for their child's learning, the school's response to their concerns or how unacceptable behaviour is dealt with. Inspectors judged that the school's systems for communicating and working with parents are usually effective. Behaviour observed during the inspection was good and pupils stated that they felt it was at least good and often outstanding. The school is seeking to address any such concerns through its behaviour policy.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tyldesley St George's Central CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	66	26	34	0	0	0	0
The school keeps my child safe	45	59	31	41	0	0	0	0
The school informs me about my child's progress	39	51	35	46	1	1	0	0
My child is making enough progress at this school	39	51	36	47	0	0	1	1
The teaching is good at this school	44	58	31	41	1	1	0	0
The school helps me to support my child's learning	42	55	26	34	6	8	0	0
The school helps my child to have a healthy lifestyle	44	58	30	39	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	41	40	53	1	1	1	1
The school meets my child's particular needs	38	50	36	47	1	1	1	1
The school deals effectively with unacceptable behaviour	36	47	36	47	4	5	0	0
The school takes account of my suggestions and concerns	30	39	36	47	6	8	1	1
The school is led and managed effectively	37	49	36	47	1	1	1	1
Overall, I am happy with my child's experience at this school	46	61	28	37	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 November 2009

Dear Pupils

Inspection of Tyldesley St George's Central CE Primary School, Manchester M29 8DH

Thank you for making me and my colleagues so welcome during our recent inspection of your school. I am particularly grateful to those of you who agreed to meet us at lunchtime on the first day of the inspection. There was a great deal we enjoyed. We were particularly impressed by the work of the small group in the SEAL room and by the fantastic drum band.

You go to a good school which serves Tyldesley well and you are rightly proud of it. You make good progress, your behaviour is considerate and respectful and you all try hard to help the school be even better. We were very impressed by how many ways you work closely with your local community.

So that your teachers can help to make all of the teaching as good as the very best we have asked them to:

- ask you more of the questions that help you to think hard
- check carefully so that they always know exactly what you have learned so that they can plan even better lessons
- give you plenty of chances to work with partners so that you can share your ideas with them
- plan more of the activities that you find interesting and enjoyable.

You are right to be proud of your school and I know that you will continue to work hard. By continuing to try your best and behaving properly you can help to make St. George's Central a great school.

Thank you again for your help with the inspection.

Yours sincerely

Stephen Rowland

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**