

# Inspection of Tyldesley St George's Central Church of England Primary School and Nursery

Darlington Street, Tyldesley, Manchester, Greater Manchester M29 8DH

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Inspection dates: 14 and 15 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils benefit greatly from an extremely well-designed programme of wider personal development. Pupils, including pupils with special educational needs and/or disabilities (SEND), are inspired and encouraged to become thoughtful and considerate citizens. They discuss and debate current affairs and take part in many global awareness days. Pupils thrive in the wide range of extra-curricular clubs. They relish listening to external speakers and they enjoy visits to places of interest. Leaders' approach to pupils' wider personal development is first class.

Pupils are encouraged to live out the school's vision: 'Never settle for less than your best.' Leaders and staff have high expectations for pupils' behaviour and achievement. They expect all pupils to aim high and to reach their goals. In most subjects, pupils achieve well. They are suitably prepared for the next stage in their education.

Pupils, and children in early years, behave well. They follow the routines set out by staff, including how to move around the school building. Pupils know whom they can turn to if they are worried about anything. They use the 'I wish my teacher knew' boxes to let staff know about any concerns.

Pupils understand that there are different ways in which bullying can happen. When incidents of bullying occur, leaders deal with these effectively. Pupils feel safe and happy in school as they know that teachers will sort out their problems.

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

Leaders ensure that there is a high-quality curriculum in place across many subjects. From early years to Year 6, leaders have thought carefully about what pupils should learn and by when. Overall, as a result of a well-designed curriculum, pupils, and children in early years, learn well.

Teachers successfully use leaders' assessment systems to check that pupils remember the important knowledge that they have been taught in each unit of work. This ensures that pupils have secure foundations on which to build new learning. As a result, pupils' knowledge improves over time.

In most lessons, teachers use well-thought-out questions to check that pupils understand key concepts and to address any misconceptions. However, in early years, teachers sometimes miss opportunities to extend children's learning and development through carefully crafted conversations. Nevertheless, most children are well prepared for Year 1.

Teachers use well-chosen activities to support pupils' learning. They demonstrate effective subject knowledge. Teachers and other adults skilfully adapt the delivery of the curriculum where required for pupils with SEND. This ensures that these pupils access the same curriculum as their peers.

There is an unmistakable love of reading in all areas. For instance, in Nursery, staff use stories and rhymes to foster children's interest in reading. The school library gives pupils access to a wide range of high-quality, diverse literature that extends their understanding of the world. Typically, pupils enjoy reading.

Staff are skilled at teaching the phonics programme. They support pupils to learn different sounds to enable them to read confidently and fluently. Staff use leaders' assessment systems to identify pupils who fall behind with their reading knowledge. Pupils receive swift, effective support. They catch up quickly with their peers.

Staff identify the needs of pupils with SEND at the earliest opportunity. Through careful training, teachers know how to meet these pupils' additional needs. Consequently, pupils with SEND typically achieve well across all areas of the curriculum.

The school is a calm, ordered and purposeful environment in which pupils can learn. From Nursery onwards, children begin to learn how they should behave. They begin to learn about how to share equipment and how to manage their emotions. Across the school, pupils show genuine care and respect for each other. They demonstrate positive attitudes towards their learning.

Most pupils attend school regularly, which is critical to their learning. However, some pupils do not attend school as often as they should. This prevents these pupils from benefiting from the high-quality curriculum and the excellent personal development opportunities that are on offer.

Leaders' promotion of pupils' wider personal development is exceptional. The noteworthy experiences that the school provides to pupils are exceptionally well integrated into the curriculum. These opportunities include a vast range of sporting and charity events in the local community and visits to different museums. In addition, leaders ensure that pupils have opportunities from Year 1 to Year 6 to take part in residential trips. Pupils talk maturely and knowledgeably about different fundamental British values and the protected characteristics. It is admirable how pupils understand equality and tolerance. They are well prepared for life in modern Britain.

All staff and governors share a common vision that they strive to achieve. Governors hold leaders skilfully to account for the standard of education that pupils receive. Everyone works cohesively together as a united team.

Leaders consider staff's workload and well-being exceptionally well. Staff value the support that they receive from leaders. Parents and carers hold the school in high regard. They value the support their children receive and the opportunities that the school provides for them.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding pupils is of the utmost importance to all members of staff. Staff are well trained and receive regular safeguarding updates. This ensures that they have the skills required to identify any pupils who are at risk of harm. Staff understand the processes in place to inform leaders of their concerns.

Leaders' record-keeping is thorough. It is reviewed regularly to establish any patterns of concerns about different pupils. When needed, leaders work with different partners to support vulnerable pupils to get the timely help that they need.

Pupils learn how to keep safe in many different situations. This includes when they are online, crossing the road or when near water.

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

### (Information for the school and appropriate authority)

- Sometimes, teachers do not think carefully enough about the conversations that they have with children in early years. This hinders how well some children progress through the curriculum. Leaders should ensure that teachers use carefully constructed dialogue with children to enable them to deepen their understanding across all areas of learning.
- Some pupils do not attend school as often as they should. This means that they miss out on important and exciting learning. Leaders should continue to ensure that those pupils who are persistently absent attend school more regularly.

## 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](#)' 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

<b>Unique reference number</b>	131331
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10242187
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	340
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Fiona Taylor
<b>Headteacher</b>	Mark Grogan
<b>Website</b>	<a href="http://www.saintgeorgescentral.wigan.sch.uk">www.saintgeorgescentral.wigan.sch.uk</a>
<b>Date of previous inspection</b>	3 October 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- A new deputy headteacher has been appointed since the previous inspection.
- The school has provision for two-year-old children.
- This Church of England primary school is part of the Diocese of Manchester. Its most recent section 48 inspection for schools of a religious character took place on 28 November 2019.

## Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English, mathematics, geography and physical education. For each deep dive, they met with subject leaders, visited

lessons, talked to pupils and looked at pupils' work. They also examined pupils' work in three other curriculum subjects and spoke to the leaders for those subjects.

- Inspectors met with the headteacher and other senior leaders. They met with the leader who is responsible for the school's personal development programme.
- The lead inspector met with a group of governors, including the chair of the governing body. He also met with a representative of the Diocese of Manchester, a representative of the local authority and school consortium leader.
- The lead inspector observed some pupils in Year 1 to Year 3 reading to a familiar adult.
- Inspectors reviewed leaders' policies and procedures for keeping pupils safe. They discussed safeguarding arrangements with leaders, staff and pupils.
- Inspectors observed pupils' behaviour at lunchtimes and as they moved around the school. They scrutinised leaders' records of pupils' behaviour.
- Inspectors spoke to groups of pupils about their experiences at school. They spoke with staff about their workload and well-being.
- Inspectors took account of the responses to Ofsted's online survey for staff and pupils.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text comments.

### **Inspection team**

Stuart Perkins, lead inspector	His Majesty's Inspector
Alex Farrow	Ofsted Inspector
Schelene Ferris	Ofsted Inspector

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