

# ST GEORGES PRIMARY SCHOOL



Welcome to the St Georges Primary School. We hope you find it interesting and helpful when looking for information about our school.

We are very proud of our school and its caring Christian atmosphere. Every child is valued and we aim to provide an education which meets individual needs and allows all children to reach their full potential, whilst developing confidence and a sense of self-worth.

St George's has a dedicated and motivated staff team who work hard to achieve the very best for every child here. We also recognise and value the support parents provide as important partners in their children's education.

This is an average sized Church of England, Voluntary Aided Primary School. The proportion of pupils known to be eligible for support from the pupil-premium funding is average. Half of the pupils are from minority ethnic backgrounds and speak English as an additional language. Bangladeshi pupils now form the largest single group in the school. The proportion of pupils supported by school action is larger than average. The proportion supported at school action plus or with a statement of special educational needs is average. The school meets the current government floor targets

## Staff

There are currently eight full time teachers at St. George's including the Headteacher. We have Teaching Assistants and Nursery



Nurses. We also have a range of support staff which includes the School Secretary, Clerical Assistant, ICT Technician, Caretaker, Cleaners, Midday Supervisors and Kitchen Staff who all assist in the general smooth running of the school.

This is a very warm, welcoming and caring school. It works very effectively to meet the different needs of all its pupils.

Children make a good start to their learning in the Early Years Foundation Stage.

By the end of Year 6 attainment in reading and writing are well above average.

Attainment in mathematics has improved sharply and is now above average.

As a result of thorough tracking of how well the different groups of pupils are doing the majority of pupils make good progress.

Teaching and learning are good and are particularly strong in Key Stage 2, with a small percentage that is outstanding.

Pupils' behaviour is good and attendance is above average. They feel safe and have good relationships with their teachers and each other and are keen to learn

The headteacher, other leaders and the governing body form an effective team. The focus is clearly on improving attainment and pupils' progress. The school is improving and



has successfully addressed the issues from the last inspection.

### The Achievement of Pupils

Children enter the Nursery with skills that are well below in areas of language and number and generally below in other areas of learning. Children settle quickly and start to make choices and become independent. Bilingual staff and an emphasis on developing speaking and listening extend the language skills of those new to speaking English as an additional language. Children make good progress and many are reaching the level expected for their age by the time they start in Year 1.

Achievement overall is good. Progress is stronger in Key Stage 2 than in Key Stage 1 where the majority of pupils make expected progress to reach broadly average attainment. Progress is increasing, particularly in reading, which is now moving to above average.

Pupils read widely both at school and at home and pupils in both key stages read



with confidence and fluency. Reading is taught regularly and is rising in Key Stage 1 because younger pupils are taught to match sounds to letters (phonics). Staff also provide opportunities for parents to learn how to help their child at home.

### Quality of Teaching

Lesson observations and other evidence, including pupils' and parents' views, confirm the school's own assessment that teaching is good and promotes good progress.

Throughout the school very good relationships exist between adults and pupils and between pupils themselves. Pupils have confidence in their teachers and know they will help them. This is especially effective in giving confidence to the pupils learning English as an additional language.



The teaching of reading and writing is a strength across the school, resulting in well above-average attainment at the end of Year 6 and improving outcomes at Key Stage 1

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