

St George's CofE Primary School

Address: The Hoskers, Westhoughton, Bolton, Lancashire, BL5 2FB

Unique reference number (URN): 131038

Inspection report: 31 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

From the early years onwards, pupils generally progress well across each key stage. Pupils' work in different subjects reflects the secure knowledge that they develop. At the end of Year 6, many pupils achieve well across the curriculum. This ensures that they have the knowledge they need to get off to a positive start in their next stage of education. Historically, pupils' achievement in reading, writing and mathematics has been in line with the national average. Disadvantaged pupils typically achieve well across the curriculum and in line with other disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities typically progress and achieve well from their individual starting points.

Leaders have established a secure platform from which they can build towards their ambition for pupils to consistently achieve high levels across the curriculum. This includes disadvantaged pupils achieving as well as their non-disadvantaged peers nationally.

Attendance and behaviour

Expected standard 

Leaders have established very effective systems that promptly pick up and address any attendance concerns. High expectations and well-established processes have helped to ensure that all pupils attend school regularly. This has been sustained over several years. Leaders have also been especially successful in ensuring that pupils with special educational needs and/or disabilities attend school as often as they can. When attendance concerns arise, leaders work effectively with external partners, as well as parents and carers. Appropriate support and expectations help to secure improvements over time.

Leaders and staff effectively establish high expectations for behaviour across the school. They model and reinforce these well to help pupils understand what is required. This begins in the early years where staff quickly settle children into routines and begin to develop their understanding of turn taking. Positive attitudes to learning across the school help to create classrooms where pupils can focus on the task in hand. Leaders have created a safe and nurturing environment where bullying and discrimination are rarely seen. The effective actions of leaders over the past few years have significantly reduced the number of suspensions for pupils with special educational needs and/or disabilities.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is ambitious for pupils. Staff design learning activities that help pupils to connect learning and to build on what they already know. Pupils' spoken language is developed well. This in turn enhances the written work of many pupils. Leaders ensure that staff have the knowledge they need to deliver the curriculum as intended. This includes a focus on pupils building up the important knowledge they need in reading, writing and mathematics. Since the last inspection, leaders have ensured a consistent approach to how teachers identify and address gaps in pupils' knowledge in subjects across the curriculum.

There is an effective approach to the teaching of phonics in the early years and key stage 1. Staff teach phonics consistently well. They carefully check on what pupils know and address any gaps that they may have.

Typically, learning resources and approaches to teaching help pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged to take part in learning alongside their peers. That said, some approaches to curriculum teaching for disadvantaged pupils and pupils with SEND are not consistently implemented as well as they could be.

Early years

Expected standard 

Leaders have developed a detailed curriculum for the early years. It sets out what children should learn in the Nursery and Reception Years. Children in the Nursery Year successfully develop the skills and knowledge they need in readiness for when they move up to Reception.

Across the early years, activities are typically used well to develop children's communication and vocabulary. However, there remains some variability in the consistency of this. At times, children are not supported as well as they could be to further enhance their understanding and use of new and interesting words.

Leaders ensure that phonics is well taught in the Reception Year. Children quickly learn the different sounds that letters make. Parents and carers receive information on how they can help with reading at home.

Across the different areas of learning, activities are provided for children to revisit previous learning and build on what they already know. Children benefit from tasks that help them to build up their balance and coordination. Staff create opportunities for children to solve problems through cooperation with one another. Overall, children leave the Reception Year well prepared for the demands of Year 1.

Inclusion

Expected standard 

Pupils with special educational needs and/or disabilities (SEND) have their additional needs and barriers to learning quickly identified. Leaders work closely with parents and carers through this process. The effective work of leaders and staff has significantly reduced the number of suspensions for pupils with SEND over time. This has been aided by training for staff and timely adjustments to the support that some pupils receive.

Leaders proactively seek further specialist assistance. For example, they ensure that focused emotional wellbeing support is available for pupils in school. Leaders and staff also work closely with speech and language therapists to enhance the school's provision.

Typically, teachers use their training and what they know about pupils' needs to adjust their teaching appropriately. Leaders monitor the impact of their support for disadvantaged pupils and pupils with SEND. Leaders ensure that the additional funding that they receive through the pupil premium is used well to benefit disadvantaged pupils. For example, extra catch-up

sessions are provided for some disadvantaged pupils to help quickly address gaps in key knowledge.

Leaders have ensured that any use of alternative provision is appropriate and suitably complements what is in place at the school.

Leadership and governance

Expected standard 

Leaders have effective approaches that provide them with a clear understanding of different aspects of the school's work. They know the strengths of the school and where there is further work to be done. Where improvements are required, leaders take appropriate actions. Leaders have acted in a focused and timely manner to further bolster the support that is available to disadvantaged pupils and pupils with special educational needs and/or disabilities.

Governors carry out their duties well. They use their visits to St. George's, along with a range of other information, to understand the different areas of the school's work. They use this knowledge to provide leaders with focused levels of challenge and support. They have a clear understanding of the community that the school serves. This helps them to make informed decisions that are in the best interests of pupils. Many parents and carers value how leaders engage with them to further support the aims of the school and the ambition for pupils.

Staff appreciate the actions taken by leaders to ensure they have a manageable workload. They state that appropriate measures are taken to support their wellbeing. Staff benefit from the guidance and training put in place by leaders. This helps them to further develop their expertise in teaching. Leaders support staff in their different roles through a range of bespoke training opportunities. Staff appreciate this and the impact it has in helping pupils get off to a positive start in their education.

Personal development and wellbeing

Expected standard 

Pupils, including those who are disadvantaged, benefit from a carefully considered approach to personal development and wellbeing. In the early years, children are supported well to develop their independence and understanding of healthy eating. For example, they learn how to put their coats on by themselves and enjoy eating the range of healthy snacks provided for them. They understand some of the benefits of eating fruit and vegetables.

Pupils begin to develop their understanding of and respect for the fundamental British values. Some activities in school, such as voting for members of the school council, bring democracy to life. This is further developed through visits to the school by the local area's elected officials.

Leaders ensure that parents and carers, as well as pupils, are kept up-to-date and aware of how to be safe online. Pupils learn an appropriate relationships curriculum. They develop their knowledge of how to keep themselves safe in the wider community, including road safety. Pupils understand and respect similarities and differences between cultures. They have a keen sense of what is right and wrong.

Pupils benefit from a broad range of clubs. Leaders ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities access them. Clubs such as football, drama and coding allow pupils to develop their talents and interests. The array of cultural opportunities on offer in the area is opened up to pupils through trips and visits. These include visits to the theatre, museums and places of local historical significance.

Pupils benefit from a range of leadership opportunities. These include the school council, digital leaders and sports leaders. Such opportunities provide pupils with experiences of representing and supporting their peers.

Leaders provide a range of pastoral support. This provides tailored help and guidance for pupils during times of need.

What it's like to be a pupil at this school

The school is calm and orderly. Pupils settle quickly into their activities and are keen to learn. Pupils attend school regularly. Little learning is missed. The school's values help pupils to understand and enact positive behaviour. Pupils appreciate the importance of treating one another in a way that they would like to be treated themselves. Bullying is rare. When issues arise, staff rectify them quickly. Staff know pupils well. Relationships between pupils and staff are positive. Pupils trust that staff will support them in times of need. This helps pupils to feel safe at school.

Overall, children in the early years get off to a secure start in their education. Staff typically help children to develop their vocabulary and communication skills. That said, at times this could be done with greater consistency.

Pupils leave Year 6 with the knowledge they need across the curriculum in readiness for secondary school. They achieve in line with the national averages for reading, writing and mathematics. Disadvantaged pupils typically achieve well across the curriculum and in line with disadvantaged pupils nationally in tests at the end of key stage 2. Pupils with special educational needs and/or disabilities are generally well supported in school and make positive progress from their individual starting points. Leaders are ambitious to ensure that all pupils develop detailed knowledge across the curriculum and consistently achieve significantly better than other pupils nationally. There remains further work to do in realising this.

A school aim is for pupils to care for their community. Pupils do this through a range of activities, for example fundraising for local and national charities. Members of the local youth council take part in litter picks and initiatives such as tending to a community flowerbed. This develops pupils' understanding of empathy and how to be a positive citizen.

Next steps

- Leaders should ensure that pupils, including those who are disadvantaged, develop detailed knowledge and produce high-quality work across all curriculum subjects. Where applicable, this should typically lead to above-average outcomes in national tests over time.
 - Leaders should ensure that staff in the early years have the knowledge they need to consistently develop children's communication, language and vocabulary.
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About this inspection

The chair of the board of governors in this school is Georgina James.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors spoke with the headteacher, other school leaders and members of staff.

The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with representatives of the local authority and the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The last section 48 inspection took place in April 2024.

The school currently uses one registered alternative provision.

The headteacher took up their post during the 2024 to 2025 academic year.

Headteacher: James Young

Lead inspector:

David Robinson, His Majesty's Inspector

Team inspectors:

Dawn Davies, Ofsted Inspector

Valmai Roberts, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 31 March 2026

School and pupil context

Total pupils

260

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

300

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.85%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.15%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.85%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25 (revised)	60%	62%	Close to average
2023/24 (final)	78%	61%	Above
2022/23 (final)	62%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	74%	Close to average
2024/25 (revised)	68%	75%	Below
2023/24 (final)	89%	74%	Above
2022/23 (final)	73%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	81%	72%	Above
2022/23 (final)	76%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	73%	Above
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	89%	73%	Above
2022/23 (final)	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (revised)	57%	47%	Close to average
2023/24 (final)	75%	46%	Above
2022/23 (final)	45%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	57%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	59%	Above
2024/25 (revised)	71%	59%	Above
2023/24 (final)	75%	58%	Above
2022/23 (final)	73%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	75%	59%	Above
2022/23 (final)	73%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-10 pp
2024/25 (revised)	57%	69%	-12 pp
2023/24 (final)	75%	67%	8 pp
2022/23 (final)	45%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-14 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	78%	-5 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	73%	77%	-5 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25 (revised)	71%	81%	-9 pp
2023/24 (final)	75%	79%	-4 pp
2022/23 (final)	73%	79%	-6 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.8%	13.3%	Below
2023/24 (3 term)	8.7%	14.6%	Below
2022/23 (3 term)	8.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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