

East Crompton St George's CofE School

George Street, East Crompton, Shaw, Oldham, Lancashire

Inspection dates 12–13 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and relatively new teaching team have transformed the quality of provision within the school, leading to effective teaching and significant improvements to the pupils' achievement.
- Progress for most pupils is good and some is much better than this. Disabled pupils and those with special educational needs make good progress due to the effective teaching and special arrangements the school makes for them.
- The majority of teaching seen in the inspection was outstanding. Progress in pupils' books was at least good and much was outstanding.
- Teachers use the curriculum well to enhance pupils' learning in reading, writing and mathematics as well as widening their experiences of other subjects. The curriculum has a positive impact on the pupils' spiritual, moral, social and cultural development.
- Pupils behave well in lessons and around school. They say they feel safe and that bullying is rare. Excellent relationships in lessons create a positive environment in which pupils can learn.

It is not yet an outstanding school because

- The quality of teaching is improving but is not yet consistently outstanding, especially in writing, to raise pupils' progress even more.
- Although writing is imaginative, punctuation and grammar skills are not always accurate in all subjects and classes. Not all pupils join up their letters and handwriting could be better. For the most able, there are missed opportunities to extend the quality of their writing further.

Information about this inspection

- The inspector observed 11 lessons. In addition, he made a number of shorter visits to lessons.
- Meetings were held with pupils, two members of the governing body, the senior leadership team, a representative from the local education authority and teaching staff
- There were 26 responses to the online questionnaire (Parent View) to take into account in planning the inspection. Fourteen staff questionnaires were also scrutinised.
- The inspector listened to pupils read, spoke to them about their learning and looked at work in their books. He looked at a number of documents, including the school's own tracking data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and those documents relating to attendance and safeguarding.

Inspection team

Robert Pye, Lead inspector

Additional Inspector

Full report

Information about this school

- East Crompton St George Church of England School is a smaller than the average-sized primary school. The overwhelming majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (additional funding allocated for pupils in the care of the local authority or known to be eligible for free school meals or whose family are in the armed forces) is broadly average.
- The proportion of pupils whose learning needs are supported at a level known as school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, there has been a significant change in the teaching staff. The majority of teachers currently in place are new to the school. There has also been a change in senior leadership with the appointment of a new headteacher and a new role for the assistant headteacher.
- The school has a before-school and after-school care club.

What does the school need to do to improve further?

- Further improve achievement in writing by:
 - ensuring that teachers check that in all subjects pupils use the correct punctuation and grammar whenever they write
 - ensuring that the most-able pupils make their writing more imaginative by including, for instance, metaphors, alliteration, personification and similes, so that their work becomes even more interesting to the reader
 - insisting all pupils' handwriting is fluent and joined up by the end of Year 6.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and abilities that are typically below those found nationally. They become active learners in a well-organised Reception class. For example, a group of children worked collaboratively, paying attention to detail and developing more control with their hands as they constructed a large house from building blocks. They learn how to pay attention and have made good progress by the time they start Year 1.
- Attainment has been rising from the previously below-average national assessments for Years 2 and 6. Overwhelming evidence gained during the inspection from looking at the school's own data, pupils' work and lesson observations shows a rapid improvement in all classes throughout the school. Reading, writing and mathematics' attainment is now at least in line with national expectations. Progress is never less than good and is sometimes outstanding in some classes.
- Pupils are confident in using numbers, especially in carrying out mental calculations and problem solving. Some pupils are currently working at the highest standard available for their age.
- Pupils' reading is given high importance. They are accustomed to reading widely and so reading is a particular strength throughout the school.
- Pupils' writing has also improved. However, in some classes, pupils do not apply all the skills they have learnt in writing to all subjects. Consequently, some of their work does not match the standards found in their English books. Some pupils in Key Stage 2 do not yet use fluent, joined-up handwriting.
- Pupils known to be eligible for the pupil premium funding make similar progress to other pupils. This group includes those known to be eligible for free school meals. Their attainment is similar to national expectations and progress is good, the same as other pupils.
- The particular needs of the disabled pupils and those who have special educational needs are addressed well. Effective teaching assistants enable them to make good progress.

The quality of teaching is good

- Teaching in half the lessons seen was outstanding and no teaching was less than good. This is much stronger than seen at the previous inspection.
- In the Early Years Foundation Stage, staff have good subject knowledge. This is very evident in the Reception class when learning is based on the individual needs of each child.
- Throughout school pupils enjoy learning, especially maths. They respect teachers and appreciate the interesting lessons and the clear and supportive advice about how to improve their work. Their books are well kept and they take pride in all that they do.
- Teachers expect all pupils to make the utmost effort. They set pupils of different abilities tasks at just the right level, organise collaborative investigations and allow time for pupils to work autonomously so that work is completed to a good level. This approach is fostering a rapid improvement in achievement, which is now good throughout the school.
- Teachers have become skilful in teaching pupils how to improve their reading. Teaching of the use of phonics (the knowledge of letters and sounds) is given high importance. It is taught in small groups with work set at the correct level for pupils. Activities are practical and make learning enjoyable.
- The teaching of writing allows pupils to write extensively in different styles across all subjects. Pupils' written work is interesting to read and reflects a thorough understanding of the topics covered. However, there are missed opportunities to reinforce punctuation, grammar and joined-up handwriting. Consequently, the standard of some written work is not always the same as that found in the pupils' literacy books. For the most-able pupils, the challenge to make writing more imaginative is not always successful.
- Throughout the school, pupils eagerly look forward to their daily 'Beat it' mental mathematics

challenge. In Year 6, pupils drew on past learning to work out how to multiply and divide fractions.

- Skilled teaching assistants liaise closely with the teachers, know the pupils well and provide good support. Support for those who find it hard to learn, or who may be falling behind, is matched to the pupils' needs and is guided by the school's progress records.

The behaviour and safety of pupils are good

- Pupils enjoy school and are eager to learn. Behaviour in lessons and attitudes to learning are good and frequently outstanding. Pupils settle quickly to their work and learning is rarely disrupted.
- Positive social skills are reinforced early. For example, in an outstanding Year 1 lesson, pupils worked well in small groups, carrying out role-play activities and discussing their work. In doing so they learn the importance of relationships and the need to listen to others.
- Pupils are very polite and helpful. They told the inspector about the wide range of responsibilities they have. For example, play leaders help organise the younger pupils and ensure they are not left alone at play times and dinner times. Most classes also have a range of 'jobs' for pupils and they learn to respect property and take a pride in the school.
- Pupils talked openly about how some behaviour in the past had not been good. However, they were very clear that this was no longer the case and that they felt behaviour was now good and the few minor 'fall outs' were dealt with very quickly.
- Pupils have no concerns about bullying. They are aware of different types of bullying, especially when using the internet. They had an excellent understanding about how to manage strangers and stay safe when playing outside. The parents who responded to Parent View agree their children are safe and happy in school.
- Attendance has improved and is now above average.

The leadership and management are good

- The headteacher is ably supported by the assistant headteacher. They share a clear vision and have well-formulated plans for development. The aspirations of senior leaders are strongly supported by the whole staff and the school enjoys considerable support from parents. The pace of change has been rapid, leading to good outcomes for pupils.
- The quality of teaching has been strengthened with new appointments and closer monitoring of lessons. The headteacher accurately assesses all teachers' performance and provides appropriate training to ensure they continue to develop their skills. She has tackled any previous inadequate teaching. Teachers have targets based on their performance, and increases in salaries are based on achievement of these targets.
- The school keeps an accurate track of the progress that individual pupils are making. The progress of those entitled to benefit from the pupil premium and those on the special educational needs register is checked carefully. Where there is a suggestion that a pupil is falling behind, appropriate help is arranged. This has been most effective in raising the progress of all pupils and ensuring equality of opportunity.
- The lively curriculum extends pupils' horizons. Many activities provide further opportunities to extend reading, writing and mathematical skills. For example, in Year 2, pupils used maps to show where Florence Nightingale travelled. They wrote a biography of her life and made a comparison between nursing then and now.
- The care club before-and-after school provides a wholesome social experience and successfully runs alongside a wealth of other sporting and artistic clubs.
- Pupils' spiritual, moral, social and cultural development is promoted well. Through assemblies and a wealth of other activities, pupils gain a reflective appreciation of the spiritual dimensions of life. They have respect for other cultures, for instance, visits to a mosque and Hindu temple

have raised awareness of other people's beliefs. All pupils have a keen sense of right and wrong.

- The local authority has provided effective support for the school through a transition period by organising interim leadership prior to the appointment of the new headteacher.

■ **The governance of the school:**

- The governing body contributes extremely well to the management of the school. By reviewing data about pupils' progress, governors have a clear overview of how the school is performing. They have insisted on the appointment of an experienced headteacher with a proven record of improving schools. Governors are well informed about the quality of teaching and hold the headteacher to account for the actions taken to improve the quality of teaching through the professional training of staff. They take advice from the local authority when setting the headteacher's targets and check that other staff have ambitious targets linked to salary progression. Members of the governing body manage the budget well, especially checking on how effectively the pupil premium has been spent in order to raise achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105717
Local authority	Oldham
Inspection number	405009

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Hazel Gloster
Headteacher	Catherine How
Date of previous school inspection	15 March 2011
Telephone number	01706 847502
Fax number	01706 841516
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