

# East Crompton St George's CofE School

## Inspection report

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<b>Unique Reference Number</b>	105717
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	355824
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Eithne Proffitt

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	130
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs H Gloster
<b>Headteacher</b>	Mrs Anne Ostmeier
<b>Date of previous school inspection</b>	4 December 2007
<b>School address</b>	George Street East Crompton, Shaw Oldham, Lancashire OL2 8HG
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## Introduction

The inspection was carried out by two additional inspectors. The inspectors visited six lessons and six parts of lessons observing six teachers. Meetings were held with the leadership team, members of the governing body, middle managers, staff, pupils and a representative from the local authority. Inspectors observed the school's work and looked at a range of documentation including monitoring and improvement planning, a variety of school policies, safeguarding procedures, records of all pupils' progress and the school's self-evaluation procedures. Inspectors also analysed questionnaires returned by 70 parents and carers, 93 pupils and nine staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The current learning, progress and attainment of pupils across the school.
- How well pupils' personal development prepares them for their future lives.
- The success of initiatives put in place to raise attainment.
- How current leaders have built upon previous successes and challenges.
- The capacity of leaders and managers at all levels to sustain improving outcomes for pupils.

## Information about the school

This is a smaller than average sized primary school. The vast majority of pupils are White British. A very small number of pupils are from minority ethnic groups and very few of these are at an early stage of learning to speak English as an additional language. The percentage of pupils known to be eligible for free school meals is below average and the percentage of pupils with special educational needs and/or disabilities is above the national average. The school has been subject to considerable changes in leadership. A new executive headteacher took up post in January 2011.

The school has achieved Healthy School status and the Green Flag Eco School award.

**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?****3****The school's capacity for sustained improvement****3**

## Main findings

St George's is a satisfactory school. It is rapidly improving. The school has experienced a number of changes in headteacher and, while managers, the governing body and the local authority have successfully steered the school through each change, this has taken its toll on the consistency of management for staff and on pupils' attainment and progress. In the very short time in post, the new headteacher has galvanised all staff and accurately evaluated the effectiveness of the school. With the unquestioned support of the leadership team and the governing body, the headteacher has set the clear agenda to drive change and improvement, while continuing to build on the school's established strengths, not least the good quality care and support and pupils' considerable personal skills, well-being and enjoyment of their learning.

Pupils' current attainment is average. Over recent years, pupils have left Key Stage 2 with broadly average attainment, with some fluctuations and variations across year groups and subjects. Their progress and achievement although inconsistent, has been generally satisfactory. The school, however, acknowledges that this profile of pupils' attainment and achievement should be better. Many initiatives have recently been put in place to make this happen and there are early signs of these already starting to drive up pupils' attainment and quicken their progress. More rigorous assessment procedures have led to swift intervention to head off underachievement and to more focused provision for more-able pupils. Effective management and support for pupils with special educational needs and/or disabilities ensure that their progress matches that of other pupils. The targeted support of a team of dedicated and talented teaching assistants is central to pupils' improving attainment and achievement.

The quality of teaching, although satisfactory overall, is improving and is now more effective in ensuring that those pupils who find learning easier are challenged to achieve their potential. However, tasks do not always accurately match the needs and abilities of other groups of pupils. The curriculum is well organised and provides pupils with an increasing range of real and relevant experiences to successfully promote their personal development and their satisfactory basic skills. This is not always as evident in the Early Years Foundation Stage.

This is a happy school. All adults foster pupils' sense of security, confidence and self-esteem and are committed to providing a supportive environment that helps pupils to thrive. Pupils very much enjoy coming to school and this is reflected in their consistently above average attendance. They speak freely about the changes in leadership. 'We've had a few but they've all been great,' is a comment that typically reflects the impact of the school's work to assure pupils' welfare and security across periods of change.

Owing to the short tenure of the current headteacher, the overall impact of leadership and management is, to date satisfactory, but the drive and vision has already had a positive

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impact. For example, senior and middle managers are more assertive and confident as they rise to the challenge of ensuring stability in leadership, now and for the future. All staff share this common sense of purpose and urgency and their work has already begun to reap rewards. The early evidence of impact on pupils' attainment and progress demonstrates the school's satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Increase the rate of progress and raise attainment further by:
  - ensuring that teachers match tasks more closely to the needs and abilities of all pupils
  - making sure that marking lets pupils know exactly what they need to do to improve their work or to extend their learning further, and providing the time for pupils to do this
  - providing more opportunities for children in the Early Years Foundation Stage to explore and steer their own learning, both indoors and out
  - ensuring that leaders and managers rigorously monitor teaching in terms of its impact on pupils' progress in lessons and over time.

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

**3**

Recent improvements to the school's provision reflect appropriately the school's mission and its subsequent impact on pupils' outcomes: 'Working together to reach our true potential in a caring, Christian environment, valuing ourselves and others.'

Although there has been a recent fall in the level of skills and development that children generally display on entry to reception, the majority of current children's starting points have been in line with expectations for their age. In lessons, pupils are keen and eager learners, especially when teaching excites their curiosity. They are confident, well behaved, work sensibly and take great pride in the presentation of their work. They settle to work quickly and enthusiastically and like to tackle new activities independently. In a Year 4 lesson, for example, pupils were particularly engrossed in downloading movie clips to use in their promotional DVDs. The task was planned for pupils to work at their own pace, with different levels of challenge built in. This allowed all pupils to make good progress in this lesson. However, when tasks are either too difficult or too easy, pupils' interest wanes as does their progress.

Pupils' enjoyment of school life is tangible. They say how safe they feel in the school's nurturing environment. They have a keen sense of how to stay out of harm's way and are knowledgeably cautious about the use of the internet and mobile phones. Pupils know the importance of a healthy lifestyle. They can say which foods are good for them and which are best avoided. Participation in the wide range of sporting enrichment activities is high. Behaviour is good at all times, both in and out of lessons. The very few pupils who find it difficult to manage their behaviour are given excellent support so that this causes no disruption to their own or other pupils' learning. Pupils are given a voice through the

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school and eco councils. They relish the opportunity to serve on these committees because they help to make their views heard and 'gets things done'.

Pupils' confidence and maturity, together with their improving attainment and achievement, and their above average attendance, mean that they are well prepared for the next steps in their education. Pupils' spiritual, moral, social and cultural development is good and most effectively supported by the parish and the church. They show a firm grasp of right and wrong. They are respectful of the differences and similarities between themselves and each other and of the adults working with them.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

**How effective is the provision?**

The school's focus on raising the quality of teaching is showing some success. Teachers' use of assessment information to check pupils' progress gives them an overview of pupils' needs and helps them to plan objectives for lessons. Teachers have become increasingly adept in ensuring that lesson planning and provision for more-able pupils is more finely tuned to meet their needs. However, learning objectives and appropriate activities for other pupils are not always the 'best fit' for their abilities. At times, this leaves considerable numbers of pupils completing the same task, with some pupils under-challenged because the task is too easy or over-challenged because they do not yet have the necessary knowledge and skills to tackle the activity systematically. Here, learning and progress are limited. Intervention programmes to support pupils with special educational

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needs and/or disabilities, or those pupils who need an extra boost in their learning, are particularly successful in meeting needs. 'I get to say the things and give the answers and not other people, and that really helps me to learn,' was a typically appreciative comment.

Teachers mark pupils' work regularly and positively. However, the feedback given often lacks pointers for improvement or direction towards the next steps in learning. There is little evidence of pupils being given the necessary time to correct their work, or of them being informed of the next steps they should take to improve. Alongside work to improve the quality of teaching, leaders and managers recognise the need to further develop the curriculum to add to the quality of the pupils' independent learning. Pupils say how much they enjoy topic work and, for example, in the Year 2 topic about space travel, there is clear evidence of how much this has developed pupils' basic skills in reading and writing. The school recognises that there is still some way to go to ensure that all pupils have access to a creative and more effective curriculum that better meets their learning needs.

Caring for pupils is at the heart of the school's provision and parents and carers overwhelmingly agree. For many pupils the day begins in the very popular before- and after-school club. Provision here is good. It meets all regulatory requirements, including those for children in the Early Years Foundation Stage and is meticulously planned, evaluated and adapted to ensure that pupils get their day off to a successful start and have somewhere safe and engaging to wind down after a busy time in school.

Those pupils who are potentially vulnerable are well cared for and nurtured to ensure that they can work happily and successfully alongside their classmates. Parents and carers of pupils with special educational needs and/or disabilities, and those who are relatively new to the school, comment positively on the provision, 'I cannot praise the school enough for their help in settling my children in. They have progressed very well in this school's environment' and 'My child is so happy and eager to learn – already I can see a dramatic improvement,' typify the views of the majority of parents and carers. Pupils say that adults working with them are always approachable and help to sort out any problems. Effective links with other settings help pupils to settle in quickly when they arrive and to be well prepared for when they move on.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?

School improvement planning and staff training have spread a clear message about driving up attainment. The need to tackle any shortcomings in teaching is accepted well by staff who are keen to adopt strategies to make teaching more effective for greater numbers of pupils. Their understanding of what constitutes consistently good teaching is

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beginning to become embedded in practice. The management of teaching and learning has been successfully focused on improving how teachers teach, but is still insufficiently rigorous in focusing on the impact of that teaching on all pupils' progress in lessons and over longer periods of time.

Evaluation of the school's effectiveness is accurate and is used to plan effectively for future improvement. The governing body challenges and supports the school with drive and determination, particularly over standards, and it has played a crucial role in ensuring stability and smooth transition between successive headteachers. Safeguarding is good. Statutory requirements are met, risk assessments are in place and child protection procedures are very effective in securing the safety and well-being of all pupils and especially those who are potentially vulnerable. Strong partnerships with external agencies and providers ensure an extended range of provision and services that promote pupils' well-being and raise their confidence and self-esteem.

Leaders have ensured that all pupils, regardless of their background, feel valued and free from discrimination. These successes have helped to make the school a cohesive community. Historically, there have been strong and productive links within the local community and particularly the parish. Links beyond the local neighbourhood are at an early stage of development but the school has appropriate plans in place to extend its reach to national and global communities. Finances are well managed by the school and monitored by the governing body. Value for money is satisfactory overall, in line with pupils' outcomes.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>

**Early Years Foundation Stage**

School assessments show that children enter the Reception class with overall skills and knowledge, generally below those expected for their age. These are keen and excited



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learners and enjoy all that the provision has to offer. Well-established and taught routines, such as snack time, tidying up and washing hands promote the children's personal and social development. Daily sessions that teach the sounds that letters make ensure that children get started on the early phases of reading, spelling and writing. The planned curriculum covers all the required areas of learning and provides the children with structured activities that ensure their satisfactory progress.

The provision is bright and engaging and awash with displays and resources that support the current topic. The outdoor area has recently been made readily accessible and allows for more space to develop the children's physical skills. However, many of the activities provided for the children, both indoors and out, are overly adult-directed and exclusively planned around the topic. These allow little opportunity for children to explore their world imaginatively and creatively or indeed, to steer their own learning and follow their personal interests. As a result, learning is narrowed and progress as inquisitive learners limited. The headteacher has recently adopted leadership of the Early Years Foundation Stage and recognises that there is more to do for the provision to capitalise fully on children's interests and to provide sufficient opportunities and resources for them to enjoy learning through experimentation, both indoors and out.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The return rate for the parents' and carers' questionnaire was well above the average for primary schools. A very large majority of those who replied are positive in their views about the quality of provision and learning outcomes for their children and with the leadership and management of the school. Most agree that their children enjoy school; that the school keeps their children safe and that they are content with the education and care their children receive. Inspection evidence endorses the positive responses which most parents and carers submitted about all aspects of the school's work. However, a very small minority of parents and carers are concerned about the effect of the number of headteachers in recent years and others express concerns about the behaviour of a minority of pupils. These concerns were followed through during the inspection and addressed within the text of this report.

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

Ofsted invited all the registered parents and carers of pupils registered at East Crompton St George's CofE 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 130 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	61	23	33	4	6	0	0
The school keeps my child safe	43	61	27	39	0	0	0	0
My school informs me about my child's progress	32	46	34	49	4	6	0	0
My child is making enough progress at this school	34	49	29	41	5	7	1	1
The teaching is good at this school	26	37	38	54	5	7	0	0
The school helps me to support my child's learning	28	40	34	49	7	10	0	0
The school helps my child to have a healthy lifestyle	32	46	37	53	0	0	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)	29	41	36	51	1	1	0	0
The school meets my child's particular needs	28	40	39	56	0	0	0	0
The school deals effectively with unacceptable behaviour	27	39	31	44	8	11	0	0
The school takes account of my suggestions and concerns	26	37	37	53	3	4	0	0
The school is led and managed effectively	28	40	27	39	6	9	4	6
Overall, I am happy with my child's experience at this school	36	51	28	40	5	7	0	0

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



17 March 2011

Dear Pupils

**Inspection of East Crompton St George's CofE School, Oldham, OL2 8HG**

Thank you all for the very warm welcome you gave the inspection team when we visited your school. We really enjoyed meeting and chatting with you, we know you are proud to be part of St. George's Primary School. We found that your school provides you with a satisfactory education. This means that there are things that your school does well and others that need improvement.

We found that your school has some important strengths. We were very pleased to see that nearly all of you have very good attendance records – well done!

You behave well, are very kind to each other and polite and welcoming to visitors.

In lessons, you are becoming competent learners. You work very hard, especially when the teachers give you activities to really make you think. Some of you told us, however, that the activities you are given are sometimes too hard, or too easy.

All the adults who work in your school are determined to make sure it keeps getting better and better.

To help your school to improve even further, we have asked your headteacher, teachers and the governing body to do the following:

- make sure that you make at least good progress in all your lessons by encouraging your teachers to think about how all of you are learning and to provide you with activities to make that learning even better
- give you really useful feedback on your work, telling you how to improve it, giving you time to correct your work and learn from your mistakes
- provide lots of fun opportunities for the little ones in reception to explore their world inside the classroom and in the outdoor spaces
- make sure that your headteacher and leadership team keep a close eye on how much progress you are making in your lessons and over your time in school.

You, too, can help your school by continuing to be the best that you can be!

Yours sincerely

Eithne Proffitt

Lead Inspector

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