

Inspection of St George's C of E Primary School

Stamford Street, Mossley, Ashton-under-Lyne, Lancashire OL5 0HT

Inspection dates: 10 and 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are proud to be part of this school community, which is celebrating its 150th anniversary this year. Pupils said that they enjoy coming to school every morning. They are happy at the school because their teachers are kind and staff know them well. They feel safe because they trust adults to resolve any problems they may have. Staff deal with any occasional acts of unkindness or bullying swiftly.

Pupils behave very well during assemblies and around the school site. The playground is a happy place to be. It is full of smiling faces. Older pupils are keen to support younger children as playleaders in the key stage 1 yard.

Leaders are passionate about giving all their pupils the best start in life, including those with special educational needs and/or disabilities (SEND). Pupils respond with enthusiasm to these high expectations. In lessons, pupils listen carefully to their teachers and try hard. Children and pupils make good progress through a well-planned curriculum.

Pupils benefit from a variety of trips out of school, which enrich their learning in lessons. Year 6 pupils spoke enthusiastically about a recent visit to York to learn about the Vikings. Other year groups, including children in Reception, visit places in the locality to broaden their learning of the arts, sciences and different religious faiths.

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

Leaders and governors are, rightly, proud of the steps they have taken to ensure that the curriculum across all subjects is ambitious. Pupils, including those with SEND, follow a broad range of subjects. Leaders have thought carefully about how topics and concepts within these subjects are linked, so that pupils can make connections in their learning. The curriculum in the early years is carefully designed so that children are well prepared for the key stage 1 curriculum and beyond.

Overall, teachers deliver the curriculum well. Pupils are confident in recalling much of their learning across a range of subjects. However, in a small minority of subjects, there is some inconsistency in the way the curriculum is delivered by teachers. This is especially the case at key stage 2. As a result, in these subjects pupils are not as secure in their understanding of some of the key concepts essential for their future learning.

Teachers in Reception and key stages 1 and 2, in most cases, present information clearly. They are confident in their subject knowledge. Teachers know their pupils very well and check regularly to make sure that pupils are understanding what has been taught. Staff provide effective support for any pupils who find learning difficult.

Governors and leaders recognise the importance of developing pupils who are strong readers. In recent years, they have made significant changes to the phonics curriculum so that pupils, including those with SEND, are more confident and fluent readers. Staff are quick to spot those pupils who struggle to read. They provide skilful support to these pupils. This helps them to catch up with their peers. Pupils told inspectors that they enjoy reading widely and often. Pupils have responded very enthusiastically to the challenge of reading each year the 'top ten books' recommended by their teachers. In this way, pupils are exposed to a wide range of high-quality books.

Leaders and governors have high aspirations for pupils with SEND. Leaders identify these pupils' needs quickly. They provide staff with information they need to make sure that all pupils with SEND are supported in lessons. Staff know each pupil with SEND well and use appropriate strategies to help them to succeed.

Low-level disruption is rare. In almost all lessons, pupils concentrate well and respond quickly and efficiently to the instructions of their teachers. Pupils are enthusiastic about their learning and about the wider opportunities school provides. In the Reception Year children settle quickly and soon learn the routines and rules of the school day. They make good use of the well-resourced Reception classroom and outside area.

Leaders are determined to ensure that all pupils have a wide range of opportunities at the school. They have devised an enrichment programme called '11 experiences before 11' to provide all pupils, including those with SEND, with a rich set of cultural, social and leadership experiences. These experiences enhance pupils' learning and prepare them well for life beyond primary school. The opportunities provided for personal development prepares pupils to be responsible citizens. Pupils in Year 6 spoke with confidence about what they had learned in personal, social and health education lessons about friendship, tolerance of difference and helping others who are less fortunate.

Staff know that in a small school such as St. George's Church of England Primary School they have to take on many varied roles. They do this willingly. Staff work well together as a team. They appreciate the various ways governors and staff have tried to reduce their workload.

Governors are well informed. They take a close interest in all aspects of the school. They also think strategically. Recently, they have thought carefully about how to ensure that the school continues to thrive in years to come.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities very seriously. The strong culture of safeguarding at this school is underpinned by staff's expert knowledge of the children, pupils and their families. Staff are well trained to spot the signs that any

pupils may be at risk of harm. They inform senior staff quickly so that children and pupils can get the timely help that they need.

Leaders work effectively with external agencies to ensure that pupils and families receive the early help they may need.

Pupils are taught how to keep themselves safe. Pupils told inspectors about their recent lessons on keeping safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small minority of subjects there is variation in the implementation of the curriculum. As a result, pupils do not learn some of the key information essential for future learning.
- Leaders should ensure that there is greater consistency in the delivery of these subjects across key stages and year groups so that that pupils' knowledge and understanding of key concepts in these subjects is secure.

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

Unique reference number	106248
Local authority	Tameside
Inspection number	10242115
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair of governing body	Ellen Patel
Headteacher	Carolyn Divers
Website	www.st-georges-mossley.tameside.sch.uk
Date of previous inspection	25 July 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.
- This is a Church of England school. It last received a religious education inspection carried out under section 48 of the Education Act 2005 in December 2022.

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 that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, middle leaders and a range of teaching and support staff. The lead inspector spoke with two members of the local governing body, including the chair of governors.
- The lead inspector spoke with the school improvement partner and a representative of the local authority.

- As part of this inspection, inspectors carried out deep dives in early reading, mathematics and history. Inspectors met with subject leaders, visited some lessons, looked at pupils' work and spoke with pupils and teachers. The lead inspector observed individual pupils reading to their teachers.
- Inspectors met with groups of pupils from Years 2 to 6. Inspectors also observed breaktime and lunchtime.
- Inspectors checked the school's safeguarding procedures and the checks made on staff. Inspectors met with leaders, staff and pupils to evaluate the culture of safeguarding.
- The lead inspector reviewed a range of documentation, including that relating to the school development plans, self-evaluation documents, curriculum information and behaviour records.
- The lead inspector considered the responses to Ofsted's online survey for staff.
- The lead inspector also considered the views of the parents and carers who responded to Ofsted Parent View. This included the comments received via the free-text facility.

Inspection team

Timothy Gartside, lead inspector	Ofsted Inspector
Shameem Patel	Ofsted Inspector

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