



East Crompton St George's CofE School

Inspection Report

Unique Reference Number 105717
LEA Oldham
Inspection number 282982
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Mrs Jane Austin HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	George Street
School category	Voluntary aided		Shaw
Age range of pupils	4 to 11		Oldham, Lancashire OL2 8HG
Gender of pupils	Mixed	Telephone number	01706 847502
Number on roll	230	Fax number	01706 841516
Appropriate authority	The governing body	Chair of governors	Mr Geoff Brewer
Date of previous inspection	13 September 1999	Headteacher	Mrs Julie Cooper

Age group	Inspection dates	Inspection number
4 to 11	9 November 2005 - 10 November 2005	282982

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors accompanied by an additional inspector.

Description of the school

East Crompton St George's Primary School is average in size, with 230 girls and boys on its roll. This is a decrease on previous years, reflecting changes to the make-up of the population in the area. The school has reorganised its classes to accommodate this. Almost all pupils are of white British heritage and all speak English as their first language. The percentage of pupils with learning difficulties and/or disabilities is in line with the national average. The proportion eligible for free school meals is below the national figure. The school has close links with the local parish. When East Crompton St George's was inspected in March 2004, it was judged to require special measures. It has subsequently received three monitoring visits from one of Her Majesty's Inspectors. A new headteacher took up post following the previous inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

In accordance with section 13(4) of the Education Act 2005, HMCI is of the opinion that East Crompton St Georges Primary School no longer requires special measures. It is providing a satisfactory education in a caring, Christian environment. Children begin school with the knowledge and skills expected for their age. They make satisfactory progress and by the time they are eleven reach standards which are broadly in line with national averages. However, standards in writing lag behind those in reading and the other core subjects. Although teaching is satisfactory overall, more able pupils do not make the progress which they are capable of because the work they are given is not sufficiently demanding. Pupils' personal development is good; they behave well and, as a consequence of improved teaching, have positive attitudes to learning. They enjoy taking responsibility in school and in the wider community, through activities such as concerts and charitable fundraising. Staff know pupils well and relationships are good.

The quality of provision in the Reception class is good. Children make good progress; many reach standards which are above those expected for their age because teaching meets their individual needs well. The teacher's thorough understanding of young children's development is reflected in the carefully constructed opportunities for learning which engage children's interest and imagination. Children respond positively to the teacher's high expectations, quickly learning to take responsibility for their choices and use equipment independently.

Under the resolute leadership of the headteacher, the school has made good progress overall since the last inspection. Its capacity to improve is satisfactory.

What the school should do to improve further

- Raise standards in writing.
- Improve the achievement of more able pupils.
- Further improve the quality of teaching and learning.

Achievement and standards

Grade: 3

Achievement is satisfactory overall and standards are in line with national averages. When children start school in the Reception class, their knowledge and skills are typical for their age. As a result of thorough planning, regular and accurate assessments of progress, very well targeted adult interventions, and a stimulating and exciting learning environment, the children make good progress. Almost all reach the level expected by the end of the year and many exceed this.

In Key Stage 1 pupils make satisfactory progress and by the time they are 7 years old, the standards they reach are broadly average. However, in the 2004 national tests too few pupils reached the higher level for their age (Level 3) in writing and mathematics. The provisional results show that pupils reached broadly similar standards in the 2005

tests. There was an increase in the proportion of pupils reaching the higher level in mathematics. Performance in writing was weaker overall.

The national test results for 2004 indicate that pupils make satisfactory progress and reach standards that are in line with the national averages by the time they are eleven. However, the number of pupils reaching the higher level for their age (Level 5) was too low, particularly in mathematics. Whilst the outcomes of the 2005 tests are broadly similar at the expected level, the proportion of pupils reaching the higher level increased in mathematics and rose substantially in science. Results in reading were much better than those in writing. The school's efficient system for tracking pupils' progress also indicates that pupils make slowest progress in writing.

Personal development and well-being

Grade: 2

The school's welcoming, supportive ethos is firmly founded in the Christian faith. Pupils' spiritual, moral and social development is fostered well in this climate. Attitudes are positive, so behaviour is almost always good. Most pupils are confident, courteous and many relish their responsibilities in the school community, for example as lunchtime monitors. They enjoy school, deriving particular pleasure and satisfaction from independent, active work. Movement in and around the building is always orderly and purposeful.

Most pupils work hard in lessons and want to learn, though where learning is passive, a few find it hard to concentrate. Attendance is higher than average, despite families occasionally taking holidays in term time. Cultural development is satisfactory, due to a sound, well-enriched curriculum. Historical topics successfully foster pupils' interest in their heritage. However, pupils still have only intermittent formal experience of Britain's cultural diversity. Pupils' personal development benefits from projects such as the Healthy Action Team. The achievement of 'Eco School' status has raised pupils' awareness of environmental issues and as a consequence they care well for their own school, both indoors and outside.

Pupils know how to live safely and healthily. They have satisfactory awareness of good diet and exercise and of dangers such as drugs and dealing safely with strangers. Pupils' care for the wider and world community is evident in assemblies, charity work and bright displays in school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. It is good in Reception. Teaching assistants support learning well. The introduction of curriculum targets and frequent assessments of pupils' progress has improved the match of work to pupils' learning needs. However, overall, the work set for more able pupils is not demanding enough. In the best lessons, activities build well on the pupils' previous learning,

focusing closely on the next steps needed to make progress. Teachers' explanations are clear and, as a result, pupils understand what they are learning and the purpose of the activities. This motivates them effectively and helps them to achieve well. Teachers have high expectations, both of the standards of pupils' work and their behaviour. Classes are firmly managed, with well established routines that enable pupils to focus efficiently on learning.

The satisfactory lessons are lacklustre. Pupils spend too much time listening and too little time engaged actively in learning. As a consequence, some find it hard to maintain interest and are easily distracted. Instructions on how to tackle tasks are not always clear enough, so time is wasted and the pace of lessons slows. In some classes, good work routines are not thoroughly embedded.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, balanced and meets statutory requirements. Adequate schemes of work satisfactorily meet pupils' needs. Literacy and numeracy are increasingly well planned although writing skills remain insufficiently developed. The satisfactory use of information and communication technology (ICT) in most subjects reflects significant improvement. Pupils requiring particular support are well catered for, in groups or individually, but the most able pupils' progress is only satisfactory.

Developments in expressive arts are apparent in stimulating assemblies and the school band. A suitable range of healthy sports cater well for pupils' preferences. Personal, social and health education enables pupils to express opinions and feelings, for example in circle time, although this provision is diffuse and lacks coordination. Class responsibilities and school council membership allow pupils to contribute to their immediate and wider community. Extra-curricular lessons, clubs and fundraising enhance many pupils' learning; they all enjoy stimulating excursions and visits by musicians, drama groups, local clergy and outside agencies.

Care, guidance and support

Grade: 3

The school provides a secure, healthy working environment and satisfactory care for its pupils. Teaching staff keep adequate records of pupils' achievements. However, the targets for pupils' learning are not always accurate enough because the administration and interpretation of regular assessments is inconsistent.

Well considered child protection procedures ensure children's welfare and safety. Pupils relate well to adults in school. Teachers understand pupils' individual needs, especially those of pupils with learning difficulties, disabilities or who are in public care. The provision for pupils with learning difficulties and/or disabilities is effectively managed. External agencies are promptly referred to whenever necessary. All staff are sensitive to children's feelings and anxieties, particularly those of the most vulnerable. They take particular care to include all pupils in every aspect of school life.

Teachers increasingly promote independence both in and out of class, to enable pupils to take responsibility for what they do. Pupils are closely supervised both in and out of school, with detailed risk assessments conducted wherever needed.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher has given the school a clear sense of direction and knows what needs to be done to bring about further improvements. She has a good understanding of the effects of past weaknesses on pupils' learning and is tackling these with vigour and determination. Efficient systems have been established, including that for monitoring and evaluating the quality of teaching, to support the improvements required. Clear areas of responsibility and accountability now exist for senior and middle managers and appropriate training has been provided to assist them in discharging these. However their impact on raising standards is underdeveloped. Whilst inspectors agree with the school's overall judgement of its performance as satisfactory, the leadership, curriculum and guidance offered by the school are judged to be satisfactory rather than good.

Governance has improved since the previous inspection and is now satisfactory. Governors are supportive of the school, well informed about its progress and playing an appropriate role in monitoring and challenging its performance.

Since the last inspection good progress has been made in improving the leadership offered by the headteacher, the quality of teaching and learning, and the pupils' attitudes and behaviour. Satisfactory progress has been made in the leadership and management of key staff and governors, raising standards, assessing and improving pupils' achievement, and the development of a suitable curriculum. The school has been well supported by the local authority in making these improvements.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us welcome when we visited your school recently. We enjoyed coming to some of your lessons, talking to you about your work and speaking to your teachers. We are very pleased to tell you that your school provides a satisfactory education for you and no longer requires special measures.

What we liked most about your school

- You were polite and greeted us with a friendly smile.
- You enjoy coming to school, behave well and work hard in lessons.
- Your healthy action team and your work to improve the environment are good ideas.
- Your teachers take care of you and help you to do your best.
- Your headteacher listens to your ideas for improving the school and tries to act on them whenever possible.

What we have asked your school to do now

- Help you to improve your writing.
 - Help you all to reach the highest standards.
 - Make sure all your lessons are interesting and exciting and that you learn as well as possible.
- You can help by working hard and doing your best every day.