

# St George's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	106236
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336640
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Kathleen McArthur

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Wendy Richardson
<b>Headteacher</b>	Mrs Patricia Walker
<b>Date of previous school inspection</b>	4 June 2007
<b>School address</b>	Church Street Hyde Cheshire SK14 1JL
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent almost six hours looking at learning, observed eight teachers, visited 13 lessons, and held meetings with governors, staff, groups of pupils and the School Improvement Partner. They observed the school's work, and looked at policies, pupils' books, safeguarding documentation and school and national performance data. The inspectors also considered responses in the 121 questionnaires returned by parents and carers, and also those returned by pupils and members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement, particularly in mathematics
- the effectiveness of systems to assess progress and performance
- whether the quality of teaching is sufficiently robust to accelerate progress
- the effectiveness of leaders and managers in securing improvement.

## Information about the school

This is an average-sized primary school situated close to Hyde town centre. Over half the pupils are of White British heritage, most of the others are Bangladeshi, and a few are Chinese. Free school meals entitlement is lower than average. The proportion of pupils with special educational needs and/or disabilities is similar to that found nationally. The Early Years Foundation Stage is housed in a new unit and provides a part-time Nursery and a Reception class. The school offers a breakfast club each day. A significant number of new staff have been appointed following considerable staffing disruption since the last inspection.

The school holds various awards, including Investors in People, Work Life Balance Standard, Healthy Schools and the Sports Active Mark.

**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

This satisfactory school is a harmonious community where pupils mix, learn and play happily and, as one said, 'School helps us work together.' Pupils are well cared for so they feel safe and their behaviour, particularly in lessons, and attendance are good. Parents and carers are very supportive because their children are happy and safe.

Achievement is satisfactory and standards broadly average. The Early Years Foundation Stage gives children a sound, secure start. Pupils make satisfactory progress and school data shows progress is beginning to speed up. Standards in mathematics lag behind those in English, particularly the proportions of pupils reaching the higher levels of the national assessment tests. Pupils with special educational needs and/or disabilities and those learning English as an additional language often make good progress because additional support meets their particular needs well.

Teaching is satisfactory, and some is good. Pupils say they enjoy lessons and their good attitudes aid learning. Rigorous tracking systems provide accurate information about progress. However, this information is not always used to plan work which is closely matched to pupils' different abilities; for example, to give the more able pupils opportunities to work independently and extend their skills. Good enrichment activities extend the curriculum, providing many opportunities pupils would not otherwise experience. These include Spanish, sports coaching, learning to play the keyboard and a wide range of visits including the open-top bus tour of Tameside.

Commitment to pupils' health is seen in the Healthy Schools and Active Mark awards. Pupils enjoy many sporting activities and know what constitutes a healthy diet. They move round the building and playground sensibly, and are very friendly and polite, helpful and considerate to adults and to each other. Responsibilities are undertaken willingly and pupils enjoy taking part in local and parish events, such as Education Sunday, writing for the local newspaper and raising money for charity. Academic and personal skills give pupils a sound basis for their future economic well-being.

The headteacher provides good leadership, which has steered the school through a difficult period of staffing change since the last inspection. The school knows itself well and strategic planning demonstrates leaders' and managers' clear, ambitious vision which is firmly focused on raising achievement and school improvement. Staff morale is high and governors are very committed, but only senior leaders are involved in evaluating the school's performance. The capacity for improvement is satisfactory because although robust strategies have been introduced to secure improvement, they have yet to show a sustained impact.

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

- Accelerate progress by:
  - matching work more closely to pupils' level of ability, especially for the more able pupils
  - raising expectations of what pupils can achieve, especially in mathematics and for the more able pupils.
- Improve the effectiveness of leadership and management by:
  - ensuring recently introduced planning and assessment strategies are used consistently in planning
  - ensuring governors are involved in monitoring the effectiveness of the school's work.
- About 40% of the school whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Observations in lessons and pupils' comments show good attitudes to learning.

Work is presented neatly and with care. Attainment on entry is lower than at the last inspection and is now well below expectations, and an increasing number of pupils are at a very early stage of learning English as an additional language when they start school. Attainment on entry for pupils currently in the older classes was below expectations for their age and their achievement in relation to their starting points is satisfactory. The school acknowledges that in previous years, Key Stage 1 assessments were not always accurate. This gave an incorrect picture of standards, and progress in Key Stage 2 appeared inadequate. Staffing turbulence also affected pupils' progress. Rigorous actions have remedied this situation and the legacy of inaccurate assessment is almost eradicated. Precise tracking systems and regular progress reviews now give an accurate picture. Progress has been variable over time. Inspection observations confirm that all pupils are now making at least satisfactory progress and school data shows a steadily increasing proportion of pupils who make good progress. For example, Year 6 pupils performed strongly in English in 2009, particularly in writing.

Attainment is broadly average in both key stages. Over time, standards in English have been stronger than in mathematics. Writing is promoted well in both key stages but pupils do not always recall number facts quickly and many struggle with the language of mathematical problems. Strategies to boost mathematics include staff training, rigorous progress tracking and better use of assessment information in lesson planning. School data show these are beginning to make an impact and standards are rising. Pupils currently in Year 2 and Year 6 are on course to meet their targets. Girls often perform more strongly than boys; appropriate strategies are in place to close this gap, including books and topics that appeal more to boys, thus increasing their involvement and

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engagement with learning. Effective support for pupils with special educational needs and/or disabilities enables them to progress in line with and often better than their classmates.

Outcomes for pupils are good in most other respects. They have good understanding of how to keep themselves safe and procedures for being safe when using the internet. They know rules exist for their well-being, for example, 'Be kind to each other.' and consider rewards and consequences fair. Bullying is not seen as a problem, and pupils trust the staff and appreciate the way they help them sort out any arguments privately. Playground 'Buddies' look after the young ones responsibly and school councillors are designing a garden area in association with a national bank scheme. Good spiritual, moral, social and cultural development is seen in the way pupils mix harmoniously and respect the diversity of cultures and lifestyles within the school.

*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	2
<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>3</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>

**How effective is the provision?**

Staff use resources effectively to motivate pupils: electronic whiteboards and computers provide exciting experiences. The better lessons move along at a good pace, tasks meet

<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.

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the needs of all groups and individuals and, as a result, progress is good. Pupils behave well in all lessons and good relationships between pupils and staff feature strongly. However, opportunities to build on this and maximise progress, particularly for the more able, are not always taken. In less effective lessons, expectations of what pupils can do are not always high enough, activities may be too difficult or not challenging enough and, consequently, the pace of learning slows. Staff make good use of marking to give feedback, and pupils say this shows them how to improve their work and the next steps in learning. Assessment systems are beginning to make an impact on raising achievement and standards, providing accurate information about each pupil and enabling staff to set targets. However, this information is not yet used consistently in lesson planning.

The curriculum is beginning to impact on improving outcomes through a skills based, cross-curricular approach. Themes and topics make learning more relevant, appeal to pupils' interests and motivate them to work hard. Good support for pupils with special educational needs and/or disabilities and those learning English as an additional language enables them to access all learning activities. The good programme for personal and social development ensures pupils learn to reflect on feelings and issues and mature into reliable members of society. A variety of popular after-school and lunchtime clubs, for example, chess and cookery, supplement the wide and varied range of enrichment activities and visits.

Good quality care, guidance and support ensure pupils feel safe and secure, attend regularly and learn in an attractive, well maintained learning environment. 'Teachers look after us very well.' said one pupil, and it is clear they trust staff. Skilled teaching assistants provide well-targeted support for vulnerable pupils and those with additional needs, ensuring they can access all opportunities offered by the school. The school works well with parents and carers and families to support pupils' well-being. Well-established induction and transition arrangements ensure pupils start school and move on to high school confidently.

*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?**

The headteacher is well supported. The relatively new senior management team is swiftly gaining confidence and becoming increasingly effective. Ambitious targets and plans for school improvement and raising achievement are supported by robust

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strategies and procedures. These strategies are not fully embedded so their impact on the work of the school has yet to be fully realised; for example, ensuring consistent use of assessment information when planning lessons. Teaching and learning is monitored thoroughly and outcomes form the basis for actions to raise the quality of teaching, including professional development and purposeful performance targets. Governors are well informed and secure in their role as 'critical friends', but are not fully involved in monitoring or evaluating the school's performance. The budget is carefully managed to support improvement plans. Value for money is satisfactory.

Parents and carers appreciate the school's open approach and how it reaches out to them through regular information, pupils' learning journals and family learning courses. Regular analysis and evaluation of the impact of community cohesion arrangements result in the harmonious school atmosphere and strong involvement at local level. This is reflected in the school's good provision for equal opportunities that successfully ensures there is no discrimination. Good safeguarding arrangements meet all current requirements and ensure the school is a safe, secure environment. Partnerships promote pupil's well-being, for example, sports links with high schools, but their contribution to pupils' learning is not closely monitored.

*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>3</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>3</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children enter the Nursery with skills well below those typical for their age, especially in language and communication, calculation and personal development. For most of them, it is their first experience of being away from home, parent or carer. Children are well



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cared for in the welcoming atmosphere, so they quickly feel safe and secure, ready to explore the interesting activities on offer. Bilingual assistants provide valuable links with children and parents who have little or no English. Progress is satisfactory in most areas of learning and good in personal development but language and mathematical skills are slower to develop. When children move to Year 1, their level of skills are below average in most areas of learning and often well below in the vital areas of language and mathematics.

Provision in the new Early Years Foundation Stage unit is still being developed to promote faster learning. Teaching is satisfactory with good features such as the warm, friendly relationships. Staff provide an appropriate blend of adult-led and child-chosen activities, but do not always really engage the few children who find it hard to remain involved. The well-planned outdoor area is a strength, providing a full range of activities that mirror and extend the indoor curriculum. Children love being outside, whatever the weather, and take every opportunity to climb, run, and create imaginary worlds and journeys. Nursery and Reception children worked together, building a tower which they said was, 'in London'. Children tidy up willingly when they hear the bell, but this can take too long and some quiet learning time is lost. Leadership ensures staff and resources are suitably deployed and staff work well as a team. Plans for further development to accelerate learning include helping parents and carers become more involved.

*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 majority of responses received were positive about the school and its work, in particular:

- children are happy and kept safe
- parents and carers feel informed about their child's progress
- children are helped to have a healthy lifestyle.

Most think teaching is good and are happy with their child's overall experience at the school.

There were a very small number of negative comments about progress, support for learning and admissions; the inspection found that:

- pupils are making at least satisfactory progress through the school

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- support is effectively deployed to meet different pupils' needs
- the school aims to be accessible to parents and carers and listen to their views
- the admissions policy is typical of most schools and is available for inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at St George's CofE Primary 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	73	28	23	5	4	0	0
The school keeps my child safe	85	70	34	28	2	2	0	0
The school informs me about my child's progress	69	57	46	38	5	4	0	0
My child is making enough progress at this school	62	51	46	38	11	9	2	2
The teaching is good at this school	71	59	38	31	8	7	0	0
The school helps me to support my child's learning	63	52	45	37	9	7	1	1
The school helps my child to have a healthy lifestyle	58	48	59	49	2	2	1	1
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)	59	49	48	40	5	4	1	1
The school meets my child's particular needs	56	46	52	43	7	6	2	2
The school deals effectively with unacceptable behaviour	52	43	49	40	9	7	6	5
The school takes account of my suggestions and concerns	45	37	57	47	10	8	3	2
The school is led and managed effectively	57	47	47	39	7	6	5	4
Overall, I am happy with my child's experience at this school	70	58	39	32	9	7	1	1

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



27 January 2010

Dear Pupils

Inspection of St George's CofE Primary School, Hyde, SK14 1JL

Thank you all for welcoming us when we inspected your school. We met smiling, polite and friendly children everywhere we went and we thought you were a credit to your school and your families. Your parents and carers told us they are pleased with the school because you are happy there. I thought you would like to know what we found.

- St Georges CofE School cares for you well and gives you a sound education.
- You make satisfactory progress and reach the right standards for your age.
- You told us you feel safe because the teachers look after you.
- You behave well, and enjoy your lessons.
- We saw the Nursery and Reception children busily working outside even though it was cold: building, painting, measuring and counting!
- You know how to be healthy and have lots of sports and gymnastics, and the younger ones have fresh fruit every day.
- Many of you do jobs to help in school and you raise money for charity and take part in events at the local church.

The leaders and managers and staff work hard to improve the school and we have asked them to:

- help you to make faster progress, especially in mathematics
- always use information about your progress when planning the next steps in your learning
- make sure the governors check on how well the school is doing.

So, get ready for more challenges, especially those of you who learn quickly!

We send our best wishes to you all

Yours sincerely

Mrs Kathleen McArthur

Lead inspector

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