

St George's CofE Primary School

Inspection report

Unique Reference Number	106248
Local Authority	Tameside
Inspection number	336644
Inspection dates	8–9 February 2010
Reporting inspector	Melvyn Hemmings

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Mrs Karen Leah
Headteacher	Mrs Carolyn Divers
Date of previous school inspection	8 October 2006
School address	Stamford Street Mossley Ashton-Under-Lyne OL5 0HT
Telephone number	01457 832496
Fax number	01457 832903
Email address	admin@st-georges-mossley.tameside.sch.uk

Age group	3–11
Inspection dates	8–9 February 2010
Inspection number	336644

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They spent half their time looking at learning and visited 17 lessons or parts of lessons. Inspectors observed 7 teachers and held meetings with governors, staff, groups of pupils, and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 56 parent and carer questionnaires were received and analysed.

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

- the impact of strategies introduced to improve progress and raise standards, particularly in writing and mathematics
- whether there is enough challenge for more able pupils in all subjects and for boys in English
- how effectively leaders are working to improve teaching and learning
- if opportunities for pupils to work independently have been increased sufficiently since the last inspection.

Information about the school

This smaller-than-average-size school has Early Years Foundation Stage provision in Nursery and Reception classes. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of educational needs, is below average. Most pupils are White British. The school has gained a number of awards, including the Healthy School's 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

The school provides a welcoming and friendly setting in which to learn. The care and well-being of pupils is at the core of the school's work and this is much appreciated by parents and carers. Pupils say they are looked after well and feel safe and secure in school.

The headteacher provides purposeful leadership, firmly rooted in driving up standards. Action taken by leaders, over the last year, has led to improvement in some areas, such as in the provision in the Early Years Foundation Stage and in ensuring sufficient challenge for boys in English. The two senior leaders shoulder most leadership and management responsibilities, which restricts the involvement of other staff in promoting school improvement. Governors are supportive of the school, but are not fully engaged in holding leaders to account for its performance or in planning strategically for improvement. Self-evaluation is broadly accurate and plans reflect what the school needs to do to consolidate success and gain further improvement. The capacity to improve is satisfactory.

Pupils make satisfactory progress and, by the end of Year 6, attain standards that are average in English, mathematics and science. This represents satisfactory achievement from their starting points on entering school. Strategies introduced over the last year have successfully raised standards in reading and science. They have been less successful in writing and in mathematics. Leaders rightly acknowledge there is more to do in improving pupils' editing skills and providing more opportunities for pupils to write purposefully across the curriculum. In mathematics, pupils have too few opportunities to use their calculation skills to solve real-life number problems.

Some teachers are not adept at identifying what each individual pupil needs to do next to improve, and sometimes do not expect enough of their pupils. As a result, there is a lack of challenge at times, especially for pupils who are more able. The monitoring and evaluation of teaching and learning is not sharp enough to iron out the inconsistencies between classes. Consequently, not all teachers are fully accountable for the progress their pupils make. Pupils behave well, enjoy coming to school and have positive attitudes to learning. A wide range of good quality enrichment activities add variety and further interest to the curriculum.

What does the school need to do to improve further?

- Raise standards, particularly in writing and mathematics, by :
 - improving pupils' skills in editing their writing and providing more opportunities

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

to write purposefully across the curriculum

- improving pupils' ability in applying their mathematical calculation skills in new situations to solve real-life number problems.
- Improve teaching and learning, by :
 - ensuring all teachers' are skilled in identifying the next specific steps needed to further pupils' learning, especially for those who are more able
 - raising the expectations of some teachers of what pupils can achieve
 - making sure teachers are fully accountable for the progress their pupils make.
- Strengthen leadership and management, by :
 - involving all staff in promoting school improvement
 - sharpening the monitoring and evaluation of teaching and learning
 - developing the expertise of governors in planning for school improvement and in holding the school to account for its performance.
- About 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.

Outcomes for individuals and groups of pupils**3**

Pupils are keen to learn, showing curiosity and interest in their activities. They willingly contribute to class and group discussions and value the ideas and suggestions of others. Pupils particularly enjoy practical activities, as was seen when pupils in a Year 2 mathematics lesson were playing number bingo. Pupils enjoy books and read well. They are not as confident in editing their writing and this limits the progress they make in this aspect of English. Pupils have secure mathematical calculation skills, but are less adept in using these to solve real-life number problems. They have well developed investigational skills in science. Pupils competently use information and communication technology to support work in other subjects. There is no significant difference between the achievement of boys and girls, but the more- able pupils are not making the progress of which they are capable. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the extra support they receive.

Pupils behave well and are polite and considerate. They clearly know the difference between right and wrong and understand the consequence of their own and others actions. Pupils are willing to reflect on their experiences and show respect for the views of others. Limited engagement with others from different ethnic backgrounds restricts pupils' understanding of their beliefs and traditions. They make a good contribution to school life by taking on responsibilities and carrying them out diligently, such as being a member of the school council. Their contribution to the wider community beyond school is less well developed. Pupils have adopted a healthy lifestyle and speak enthusiastically about the need to eat a healthy diet and exercise regularly. Pupils have a good understanding of how to stay safe. They are clear that issues they raise will be taken

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

seriously by the school and prompt action taken. Pupils are soundly prepared for the next stage of education and their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers have secure subject knowledge and are able to confidently explain new ideas. Nonetheless, methods of teaching all elements of writing are not used enough by teachers. They manage classrooms well so little time is lost. Since the last inspection, teachers have increased the opportunities for pupils to work independently. As a result, pupils have sufficient time to explore ideas for themselves, and this makes a positive contribution to their development as independent learners. Planning successfully builds on previous work, so that pupils can use what they already know to support their current learning. Nonetheless, there are times when lack of expectation and expertise in identifying the next steps for learning limit pupils' progress. This is especially the case for more able pupils. Teaching assistants are soundly deployed to support all pupils, particularly those with special educational needs and/or disabilities.

The curriculum is extended by a variety of out-of-school activities, including sports,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

singing and art and craft clubs. A wide range of educational visits and opportunities to work with visitors, including artists and poets, enhance pupils' skills and widen their experiences. Themed weeks, such as Spanish Week, add further interest to the curriculum and contribute to pupils' cultural development. Partnerships with other organisations effectively meet the needs of those pupils who are potentially vulnerable. There are insufficient opportunities for pupils to refine and extend their writing skills by writing purposefully across the curriculum. Planning does not always meet the needs of groups of pupils of different ability. The curriculum successfully promotes pupils' personal development, as reflected in gaining the Healthy School's Award.

The school is a safe learning environment for individuals and groups of pupils. Well-organised arrangements for the care of all pupils contribute to their development and well-being and support their learning. Child protection procedures are rigorous and risk assessments are firmly in place. Staff know the steps to take if they have any concerns about the well-being of a pupil. The support for potentially vulnerable pupils is targeted effectively and plays an important role in fostering their learning and development. Good links with outside agencies, including the school's educational psychologist, ensure that extra support for individual pupils is readily available when needed. Smooth transition arrangements throughout the school and onto secondary school contribute to pupils' well-being and development.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders establish ambition and drive improvement in a satisfactory way, by ensuring that the school focuses on the priority areas for development. The promotion of equal opportunity and tackling of discrimination is sound, with the school regularly checking on the performance of different groups. This has enabled leaders to rightly identify the need to improve the level of challenge for more able pupils. Provision for these pupils has been recently improved to include one-to-one tuition and booster groups. Leaders are working closely with local authority consultants to develop teachers' planning to better meet these pupils' needs. The monitoring and evaluation of teaching and learning lacks sharpness. Subject leaders look at pupils' work in books to check their progress, but do not undertake lesson observations. This limits their ability to identify strengths and weaknesses in teaching and learning and to take action to bring about improvement. Lesson observations, carried out by the headteacher, identify areas for

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

development. Nonetheless, subsequent observations do not rigorously follow up whether these areas have been improved.

Leaders actively promote community cohesion within the school and pupils from different backgrounds get on well with each other. The school is working to strengthen engagement with a range of groups beyond the school and the immediate community. All safeguarding requirements are met and arrangements are regularly reviewed. The school works closely with other agencies to reduce the risk of harm to pupils. Most governors know the strengths and weaknesses of the school but are not fully involved in planning to bring about improvement. Relationships with parents and carers are good with the school helping them to support their children's learning in different ways.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The recently appointed leader has overseen a variety of changes in the last few months that have improved provision and outcomes for children. These include better planning, more rigorous assessment procedures and closer links with parents and carers. As a result, children make satisfactory progress across all areas of learning. From their starting points on entering Nursery, which are as expected for their age, their achievement is satisfactory. In Nursery and Reception, adults know the needs of children of this age and provide practical activities that are often based on children's own experiences. Children are encouraged to make choices for themselves and this contributes to their development as independent learners. They are eager to learn and show much enjoyment in their activities. This was evident when they were excitedly

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

using a variety of bicycles in the outdoor area. Children's behaviour is good and they cooperate well in pairs and small groups, taking turns and sharing fairly. The independent activities sometimes lack sufficient focus, with the emphasis being on what children are to do, rather than what they are to learn, and thus their learning does not move on quickly enough. The organisation and use of the outdoor area does not fully support children's development across all areas of learning. Good quality care places strong emphasis on children's well-being. Parents and carers appreciate the way they are kept fully informed about the progress their children make.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Most parents and carers who responded to inspection questionnaires were positive about the school's work and the efforts of all staff. Two comments were typical of many, 'My daughter is happy and secure and receives such warmth of care, she loves school.' And, 'We are thrilled how St George's has nurtured and helped our son become confident and eager to learn.' A small minority did not agree that the school deals effectively with unacceptable behaviour. There was no such behaviour during the inspection and pupils say it is dealt with promptly if it occurs. A few indicated the school does not help them support their children's learning. Inspection evidence does not support this view. A few parents and carers also indicated that leadership and management of the school were not effective. Inspection evidence shows that leadership and management are satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St George's C of E 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	57	24	43	0	0	0	0
The school keeps my child safe	28	50	27	48	1	2	0	0
The school informs me about my child's progress	18	32	31	55	5	9	0	0
My child is making enough progress at this school	21	38	29	52	5	9	0	0
The teaching is good at this school	27	48	24	43	4	7	0	0
The school helps me to support my child's learning	23	41	26	46	7	13	0	0
The school helps my child to have a healthy lifestyle	23	41	25	45	6	11	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)	18	32	29	52	1	2	0	0
The school meets my child's particular needs	21	38	30	54	3	5	0	0
The school deals effectively with unacceptable behaviour	22	39	21	38	10	18	1	2
The school takes account of my suggestions and concerns	17	30	29	52	4	7	0	0
The school is led and managed effectively	18	32	28	50	5	9	2	4
Overall, I am happy with my child's experience at this school	25	45	29	52	1	2	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 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



10 February 2010

Dear Pupils

Inspection of St George's C of E Primary School, Mossley, OL5 0HT

Thank you for the welcome you gave us when we inspected your school. Yours is a friendly school that helps you make satisfactory progress and reach average standards in English, mathematics and science by the time you leave.

This is what we found out about your school.

- You behave well and this contributes to the happy and welcoming atmosphere in the school.
- Adults look after you well and make sure you are safe, in and around school and on visits.
- You take on responsibilities, such as being a member of the school council.
- In your questionnaires, you say you enjoy coming to school and learn a lot in lessons.
- The headteacher, staff and governors are working hard to help you do better. 2

These are the things we have asked your school to do now to help make it better.

- Improve your skills in writing and mathematics.
- Make sure that teaching always challenges you to think hard and make good progress.
- Involve more staff in helping the school to improve.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.