

## National Society Statutory Inspection of Anglican Schools Report

### **East Crompton Church of England Voluntary Aided Primary School**

George Street,  
East Crompton  
Shaw  
Oldham  
OL2 8HG

#### **Diocese of Manchester**

LA: Oldham

SIAS Inspection: 29<sup>th</sup> January 2008

URN: 105717

Acting Headteacher: Mrs. K. Nicholson

SIAS Inspector: Mr. S. Burrow

### **Context**

East Crompton St. George's is an average sized primary school serving pupils from a range of social and diverse backgrounds. An average proportion of pupils have learning difficulties and or disabilities. The number of pupils attending the school has declined in recent years, however, attendance is good. The Headteacher is currently absent and the Deputy Headteacher is fulfilling the role of Acting Headteacher. There has been a recent secondment of a senior member of staff from another local school who has taken on the role of Acting Deputy Headteacher (January 2008). There is also a new Chair of Governors who was appointed in September 2007. The school has achieved the Green Flag Eco-Schools Award and Activemark Award.

### **The distinctiveness and effectiveness of East Crompton St. George Church of England Primary School as a Church school are good.**

Christian values have a clear impact on personal development and well-being. Pupils feel valued and their gifts and talents are recognised. Emphasis is placed on working with each pupil within the school family. The strategic leaders are in a strong position to develop a shared Christian vision of what the school can provide to its pupils, staff, parents and community.

### **Established Strengths**

- The strong Christian ethos which underpins all aspects of the school.
- The good behaviour, manners and enthusiasm of all the pupils.
- The quality of relationships that exist between all stakeholders and the way everyone works together for the benefit of each individual pupil.

### **Focus for development**

- To include more opportunities for the RE co-ordinator to monitor and evaluate the effectiveness of RE through classroom observations, work scrutinies and discussion with pupils, together with a member of the senior management team.
- To include more opportunities for the RE co-ordinator to develop the assessment procedures in RE, working with the Acting Deputy Headteacher.

**The manner in which the school, through its distinctive Christian character, meets the needs of all learners is good.**

The Christian ethos of the school is strong and has a significant impact on school life. The majority of pupils feel valued and special in this warm and friendly environment. They like coming to school and enjoy their lessons. The majority of pupils have a sense of achievement at the school and feel that their teachers support them well. Learners say that they are treated fairly and with respect and that school is a place where they feel secure, happy and confident. Pupils take an active part in prayer during worship and at other times such as before lunch and at the end of the day. The social and emotional aspects of learning (SEAL) project has had a significant impact in the school and consequently pupils demonstrate high levels of self esteem and confidence. There is a clear system of rewards, which encompasses academic achievement as well as social values and attitudes and which supports pupils in achieving high standards of behaviour and in making good academic progress. The parents/carers find the school welcoming and secure. They feel that their contribution to the life of the school is valued. Parents feel that they are afforded appropriate time with the Headteacher and staff and they appreciate the speed and effectiveness with which all staff respond to and deal with any concern. They strongly support the school's high expectations of good behaviour. The school has a wide range of charitable giving. Displays on religious themes are very prominent and give good support to religious education and general learning. The pupils were proud to talk about each display in a knowledgeable and enthusiastic manner. The ethos is reflected in the good relationships between all members of the school community.

**The impact of Collective Worship on the school community is good.**

Collective worship is good and is an important feature of each school day. Pupils reflect well and in a focused manner due to crosses and candles in the hall. Pupils' response to collective worship is positive, they listen attentively and participate enthusiastically in question and answer sessions. Pupil behaviour during collective worship is very good. They join in singing and prayers and obviously enjoy opportunities to participate. Year 6 pupils operate and organise the music and resources without prompting or direct supervision. There is detailed effective planning which supports all members of staff when they lead worship. The worship provides pupils with good examples of Christian behaviour both through the content of the worship and the personal experiences shared by the leader. Collective Worship, together with the prayers at lunch-time and the end of the day makes a valuable contribution to pupils' good spiritual development. Reflective, peaceful music adds effectively to their spiritual health. The Christian example given by the staff in caring for others reinforces the good moral and social development of pupils. Pupils of faiths other than Christianity are affirmed and special festivals are marked. Pupils also develop a good understanding of Christian worship through prayers, including a school prayer led by the Vicar, being said in the name of Jesus and enthusiastic singing of Christian songs and hymns. The pupils are thoughtfully engaged in worship and interact well throughout. Pupils and staff welcome the opportunities to attend Church for special services such as the Christmas 'Christingle' service and the Year 6 Leavers' Service, despite its distance from the school. Parents also enjoy being invited to worship on a regular basis. It is evident that the school constantly strives to improve the quality of Collective Worship.

**The effectiveness of the religious education in the school is good.**

Religious Education (RE) is recognised by governors and senior management as being of significant importance in this Christian school and the subject makes an important contribution to pupils' spiritual and moral development. The school is aware that assessment strategies within RE are not yet fully in place and that this is an area for future development. Pupils have good knowledge and understanding of both Christianity and other faiths. RE contributes effectively to the school's Christian ethos since it receives appropriate curriculum time and is effectively managed by a knowledgeable RE co-ordinator. RE is effective because there is a detailed action plan in place with realistic timescales and the co-ordinator has set up good procedures for monitoring the coverage of topics. This has not yet, however, been extended to monitoring of lessons, planning and pupil interviews. Pupils enjoy RE and acknowledge its relevance to their own lives. They are keen to offer their opinions and also listen to others. Behaviour and attitudes towards learning are good and, as a result, pupils work collaboratively and co-operatively. There are good links between RE and PSHCE with the SEAL project being used effectively to support the RE scheme of work.

**The effectiveness of the leadership and management of the school as a church school is good.**

The distinctive Christian vision for the school has been shared and agreed with all stakeholders. The Mission Statement reinforces the school's Christian purpose which is also clearly communicated through the school prospectus. The Acting Headteacher and foundation governors are very active in promoting this vision, which is evident throughout the life of the school. Staff feel valued, fully involved and confident to play their part in sharing and developing the school's vision. Developmental plans for RE and collective worship are clearly documented with appropriate timescales, personnel and success criteria. Parents and pupils speak very positively of the way in which the school seeks and values their views. Communication between school and home is good with all issues being dealt with in an effective, sensitive and caring way. The ethos is evident from the moment you walk into the school. Parents feel the academic, personal and social needs of their children are well catered for by the school and actively chose this school because of its Christian character. There is an effective Parent Teacher Association, which strengthens links well between home and school, providing opportunities not only for learners' social development but also interaction between all members of the school community. Team work is a strength of the school. The views of parents, staff, children and governors are sought through questionnaires and acted upon on a regular basis. The returns indicate that parents are clearly aware of and support the Christian character of the school and its impact upon their children. The School Council makes a real contribution to the life of the school through its meetings and impacts on consequent decision making. The school's Christian foundation is being firmly established through a very approachable and inspiring Acting Headteacher, backed up by the pastoral dedication of the chair of governors, the supportive clergy and a committed staff.