

Inspection of East Crompton St George's CofE School

George Street, Shaw, Oldham OL2 8AX

Inspection dates:	26 and 27 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The executive headteacher of this school is Mark Couper-Barton. This school is part of the Cranmer Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Julie Hollis, and overseen by a board of trustees, chaired by Janet Gregory.

What is it like to attend this school?

Pupils are proud to be part of East Crompton St George's Church of England School. They come to school happy to learn and spend time with their friends. Pupils know that the staff are there to support them and can speak to them when they have concerns. The school fosters a nurturing environment where pupils feel safe and valued.

Pupils rise to live out the school's high expectations for their behaviour. Its 'star statements' ensure that pupils know how to conduct themselves each day. The school's focus on positive reinforcement helps pupils build strong morals and a sense of responsibility.

There was a joyous buzz among pupils when they shared their learning. This was particularly evident when sharing their design and technology creations. Pupils are typically living out the school's high ambitions for their academic achievements.

Trips out of school contribute well to pupils' learning. Pupils showed off proudly the 'Cranmer Cup', which was won as part of a trust sporting event. They enjoy spending time in the 'immersive room', where pupils are transported around the world and to events in the past. It helps expand their curriculum experiences and gives sensory support to pupils who need it. These activities not only enhance their academic learning but also promote social skills and teamwork.

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

Since the previous inspection, changes in staffing and a reduction in pupil numbers have resulted in an unsettled period. However, in recent times, the new leadership team and trust have begun successfully to stabilise the school. The 2024 published outcomes do not reflect the quality of education that pupils in this school now receive.

The curriculum has been carefully redesigned to support better learning outcomes. It is ambitious and well sequenced. Staff have good subject knowledge and present new information clearly to pupils. This helps pupils to learn successfully. For example, in science, pupils can explain about vascular plants and seed dispersal in depth. However, in some subjects, the school's work to check what pupils have learned is not secure. This means that some pupils' gaps in knowledge over time are not addressed as swiftly as they could be. Gaps in their learning and writing skills remain over time for these pupils.

Reading is a top priority. Staff teach phonics with a well-structured programme. Staff use the programme's resources in a consistent way. As a result, pupils learn sounds and letters in a logical order. Staff check on what each pupil knows and can do. They track pupils' reading skills to spot and address any gaps. Books for younger pupils are matched carefully to their phonics knowledge. Pupils who are at risk of falling behind receive effective support. Across the school, pupils enjoy reading and develop a personal taste in books.

In the early years, children thrive in an environment that emphasises language development, strong relationships and high expectations. Staff encourage children to be independent. Purposeful activities help children practise skills and communication. For example, children eagerly shared their learning about tadpoles and how to grow a bean plant.

The school identifies accurately pupils' needs quickly and seeks external advice when necessary. Teachers consider the needs of pupils with special educational needs and/or disabilities (SEND) when planning lessons. They modify activities. However, some of the adaptations to learning are not tailored enough to pupils' needs, limiting their impact. As a result, some pupils with SEND do not make as much progress as they could.

Pupils have mature attitudes to religion, difference and diversity. They understand the importance of treating everyone with respect. Pupils enjoy lunchtime clubs, such as chess and dodgeball. They love representing the school in a range of sports teams, including cross country and football. Pupils learn how to stay safe online. The school fosters pupils' spirituality well. Pupils steadily build their understanding of healthy relationships as they move through the school.

Pupils of all ages work and play together well. This makes the school a calm and happy place. Older pupils revel in their roles as ambassadors. In these positions, they set positive role models for other pupils in school. The school has clear and rigorous systems to track attendance. This helps staff identify those pupils who may need additional support. Pupils attend regularly.

The school makes sure that staff are well trained for the roles that they do. Everyone works together as a team, and many staff believe that leaders are considerate of their workload and listen to their views. The trust provides well for the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school does not have an overview of how well pupils are learning the intended key knowledge over time. This means that, sometimes, pupils do not develop a deep understanding and are unable to connect their prior knowledge to new learning. The school should ensure that approaches to assessment identify accurately where pupils need to revisit prior learning, so that pupils retain key knowledge and build on their learning over time.
- Some of the adaptations to learning for pupils with SEND are not effective. On occasion, some pupils with SEND do not make as much progress as they could. The

school should ensure that support for pupils with SEND is as effective as possible so that they learn more.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142271
Local authority	Oldham
Inspection number	10348322
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	Board of trustees
Chair of trust	Janet Gregory
CEO of the trust	Julie Hollis
Headteacher	Mark Couper-Barton (executive headteacher)
Website	www.stgeorges-primary.co.uk
Dates of previous inspection	3 and 4 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Cranmer Education Trust.
- This Church of England school is part of the Diocese of Manchester. The last section 48 inspection, for schools of a religious character, took place in February 2024. The school's next section 48 inspection is due before February 2029.
- Since the last inspection, the school has appointed a new executive headteacher and head of school.
- This school uses one unregistered alternative provision for its pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English including early reading, mathematics and geography. They met with subject leaders and with teachers. Inspectors visited lessons, looked at samples of pupils' work and talked with groups of pupils about their learning.
- The lead inspector observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector spoke with members of the local governing body and the trust. She also spoke with a representative of the local authority.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders to discuss attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. There were no responses to Ofsted's online pupil survey.

Inspection team

Helen Friend, lead inspector

His Majesty's Inspector

David Spruce

His Majesty's Inspector

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