St Thomas’ Moorside and East Crompton St James’
The Dove Shell Federation, Oldham

SCHOOL INFORMATION

Pupils on roll: 235 at St Thomas’ Moorside, 211 at East Crompton St James’
Age range: 3-11 at St Thomas’ Moorside, 4-11 at East Crompton St James’
Gender: Mixed
LEA: Oldham
Contact: Donna Warburton, Federative assistant head teacher
Ofsted: Outstanding - St Thomas’ Moorside, Good - East Crompton St James’
Using Inspire Maths since: 2015
Year groups using Inspire Maths: 1-6

BACKGROUND

• St Thomas’ Moorside and East Crompton St James’ are both above average-sized primary schools. The schools are federated with each other and share a joint governing body and an executive head teacher.
• St Thomas’ Moorside is located in an area of significant social deprivation – 59.1% of its pupils live in such areas. Just 0.5% of East Crompton St James’ pupils live in areas of social deprivation.
• Most pupils are of White British heritage with English as a first language. 14.8% of pupils at St Thomas’ Moorside speak English as an additional language and 5.5% of pupils at East Crompton St James’.
• The Dove Shell Federation has achieved the Investors in People accreditation.
• Both schools foster a Christian ethos and are inspected by the National Society Statutory Inspection of Anglican and Methodist Schools (SIAMS), as well as by OFSTED.

OFSTED COMMENTS ABOUT THE TEACHING AND LEARNING OF MATHS

St Thomas’ Moorside:
• The school’s data and work in pupils’ books demonstrate that they make rapid and sustained progress from their starting points in mathematics in all year groups across the school.
• There is a consistent approach to teaching basic skills in mathematics. Pupils’ mathematical understanding is deepened successfully as they apply these skills to solving problems in a broad range of different contexts. Pupils in Year 5 and 6, for example, were constructing pie charts based on their project on endangered species and were using the information to consider deeper questions concerning man’s role in conservation.
• The most able pupils make outstanding progress overall and achieve high standards at the end of both Key Stages 1 and 2. This is because the work they are given challenges them well, helps them to deepen their understanding and accelerates their progress. For example, in mathematics, the most able pupils are regularly given problems and investigations that involve several steps and processes.

East Crompton St James’:
• The mathematics work examined showed growing confidence in pupils’ understanding and application of concepts and methods in a variety of contexts.
2017 SATS RESULTS:

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<tr>
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<th>St Thomas’ Moorside</th>
<th>East Crompton St James’</th>
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<tbody>
<tr>
<td><strong>Key Stage 1 Mathematics</strong></td>
<td></td>
<td></td>
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<tr>
<td>Percentage of pupils who did not achieve expected standard for mathematics (less than 100 scaled score)</td>
<td>23%</td>
<td>30%</td>
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<tr>
<td>Percentage of pupils who achieved expected standard for mathematics (100-110 scaled score)</td>
<td>77%</td>
<td>70%</td>
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<tr>
<td>Percentage of pupils working at greater depth for mathematics (more than 110 scaled score)</td>
<td>20%</td>
<td>13%</td>
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<tr>
<td><strong>Key Stage 2 Mathematics</strong></td>
<td></td>
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<tr>
<td>Percentage of pupils who did not achieve expected standard for mathematics (less than 100 scaled score)</td>
<td>24%</td>
<td>7%</td>
</tr>
<tr>
<td>Percentage of pupils who achieved expected standard for mathematics (100-110 scaled score)</td>
<td>76%</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of pupils working at greater depth for mathematics (more than 110 scaled score)</td>
<td>11%</td>
<td>29%</td>
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OUR RESULTS IMPROVED BECAUSE:
“The Federative Mathematics Leader, under the decisive leadership of the executive head teacher, has made significant improvements in the teaching of maths using Inspire Maths. Staff in both schools work well together by sharing CPD, ideas and resources. Pupils take pride in using modern, easy to access text books and enjoy collaborating and helping each other learn. Although lessons are more challenging, by using concrete apparatus as part of carefully added practical activities at the start of units, pupils are absorbed in their learning and are more likely to succeed. Lessons are planned very carefully, making good use of teaching sequences outlined in the Teacher’s Guides to make sure that pupils in mixed ability groups can collaborate well. Inspire Maths also offers appropriate challenge for higher ability pupils. This level of work matches their ages and abilities and challenges them to extend their knowledge, skills and understanding.”

Donna Warburton, Federative assistant head teacher

www.stthomasmoorside.co.uk
www.stjames-primary.co.uk