

Royton Hall Primary School

Inspection report

Unique Reference Number	135341
Local authority	Oldham
Inspection number	381877
Inspection dates	28–29 September 2011
Reporting inspector	Geoffrey Yates

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	331
Appropriate authority	The governing body
Chair	Roy Butterworth
Headteacher	Jane Wilson
Date of previous school inspection	17 June 2009
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Introduction

This inspection was carried out by three additional inspectors. Twenty-three lessons were observed, taught by 12 members of staff. The inspectors held meetings with members of the governing body, staff and groups of pupils and took part in informal discussions with parents and carers. They observed the school's work and looked at the tracking of pupils' progress and documents relating to the school's monitoring, self-evaluation and planning for improvement. The inspectors analysed 92 questionnaires returned by parents and carers.

The inspector reviewed many aspects of the school's work looking in detail at a number of key areas.

- How well pupils achieve as they move through the school, especially in mathematics.
- How well the Early Years Foundation Stage is planned and organised to meet children's needs.
- How successful the school is in ensuring consistently good teaching, especially in the use made of questioning and other forms of assessment.
- How well the school provides for pupils' personal development.

Information about the school

This school is much larger than the average primary school. The proportion of pupils known to be eligible for free school meals is below average as is the proportion of pupils from minority ethnic groups. The percentage of pupils with special educational needs and/or disabilities is above average. The school has gained many awards, including the Eco Schools award. Since the last inspection, the school has moved to a new site. There is on-site before- and after-school childcare which is not managed by the governing body. This provision is subject to a separate inspection.

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 satisfactory standard of education. It has some good features, including the care, guidance and support offered to pupils, meaning that they feel very safe in their environment. Most aspects of their personal development are good. Pupils behave well and enjoy school as shown by their above-average attendance. Parents and carers are pleased with what the school offers. Pupils with special educational needs and/or disabilities make good progress because of the well-tailored support they receive.

Pupils generally start school with skills in line with those expected for nursery-aged children. They make satisfactory progress in the Early Years Foundation Stage and as a result, enter Year 1 with skills that are typical for their age. In the rest of the school pupils' learning and progress have been variable, especially in mathematics, but are now satisfactory and are at their best in English, particularly writing. Pupils are not given sufficiently challenging opportunities to use and develop their writing skills in subjects other than English. Attainment is broadly average overall but tends to be weaker in mathematics than English.

The school provides a satisfactory curriculum with a wide range of interesting extra-curricular activities for pupils that contribute to their enjoyment of school. Pupils have a good understanding of the school community and local community. Teaching is satisfactory. Some is good but there is variability in effectiveness. For example, questioning is not always used well and there are variations in the pace of lessons. The school has satisfactory assessment procedures in place to track pupils' progress. However, marking does not always provide a clear indication of what pupils need to do to improve further. In some lessons, explanations about mathematical concepts are not always clear enough and some of the work pupils are asked to do lacks sufficient challenge.

The headteacher and her newly established leadership team have accurately identified areas of weakness in the school. They are implementing appropriate plans to address them but the full impact of what they are doing has yet to be seen. The evaluation of teaching and learning does take place but there is insufficient emphasis placed on evaluating the quality of learning. The school's evaluation of its overall performance is accurate. There are clear improvements in writing as a result of a successful leadership initiative and middle leaders are more involved in subject leadership. The school has a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate progress in mathematics by:
 - matching work more closely to pupils' needs
 - improving the clarity of explanations given to pupils in mathematics lessons.

- Ensure teaching is good or better by:
 - making good use of questioning
 - making marking more effective
 - increasing the pace of lessons
 - providing challenging opportunities for pupils to use their writing skills in subjects across the curriculum.

- Ensure the senior leadership team monitors pupils' learning in lessons effectively and uses the findings to improve the quality of learning across the school.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory as is the progress they make. Pupils with special educational needs and/or disabilities make good progress because of the strong support they receive. Pupils enjoy school and enjoy their learning. For example, around 30 pupils were observed proudly playing together during a guitar lesson. The gardening club members are proud of what they do with one pupil recording in the school's gardening journal, 'We have so much fun working together'. In an upper Key Stage 2 lesson, pupils were enthralled by a project focused on working out the angles on a plan of a Formula 1 racetrack. The lively atmosphere and good concentration bore witness to pupils' enjoyment of learning.

Reading and writing are given good attention in Key Stages 1 and 2 and an increasing number of pupils are making good progress in writing. Progress in mathematics varies, resulting in attainment in mathematics being below average in 2011. However, this dip in performance is being tackled and the school has evidence to show that pupils' progress in this subject is satisfactory overall.

Pupils are thoughtful and very polite. They make a good contribution to the school community. For example, eco councillors ensure that environmental issues remain high on the school's agenda. Pupils' views are represented in the decision-making process. Pupils' contribution to the local community is well regarded. Pupils are keen to succeed and are soundly prepared for their future education. Their good understanding of healthy lifestyles is demonstrated through participation in a wide

range of sports and fitness activities. Pupils show good spiritual, moral, social and cultural awareness. Pupils mix easily with others and there are very few disputes which they cannot resolve themselves. They show great respect to all their classmates and respect those from backgrounds different from their own.

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	2
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	2
The extent to which pupils develop skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff are committed and enthusiastic and teaching assistants provide good support. In the most effective lessons, probing questions ensure pupils really understand what they need to do, with pupils encouraged to reason and explain their ideas or solutions to problems. For example, younger pupils respond well to the challenge of explaining in a science lesson the impact of pulling and pushing. In lessons where progress slows, tasks are sometimes not challenging, particularly in mathematics. On occasions, lessons proceed too slowly and activities are allowed to run on unnecessarily. Mathematical concepts are not always explained well. In a minority of lessons teachers accept pupils' explanations when they are mathematically incorrect. However, in most lessons oral feedback given by teachers is informative. Written feedback in pupils' books is less effective, with marking not consistently informing pupils of the next steps they need to take to improve their work. The curriculum provides a satisfactory range of interesting opportunities for learning because of the way teachers increasingly plan links between subjects. The work started this term on the Second World War is providing some exciting activities. However, across the school the work produced in other areas of the curriculum the previous year did not enable pupils to use their writing skills well enough. The school has adapted its curriculum to address weaknesses in mathematics provision but it is too early to judge the success of this work. Good features of the curriculum are the way in which it is enriched by clubs and activities, the wide range of visits and visitors to support learning and the way that pupils' personal development and enjoyment are promoted.

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

Care, guidance and support are good. This includes the school’s effective arrangements for meeting the needs of potentially vulnerable pupils or those who face challenging circumstances. Parents and carers are especially appreciative of the good quality of care, pupils’ enjoyment and the sense of belonging that the school provides. Pupils report that staff are very quick to identify any inappropriate behaviour or concerns and worries pupils may have. Support staff are highly skilled at supporting individual pupils.

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?

Since the previous inspection the headteacher has worked effectively in not only establishing the school on its new site but also in ensuring a very positive school ethos is embedded. She leads the school well and with the support of the newly established senior leadership team, a strong commitment to improving the school's performance is apparent. This can be seen in the improvements already made in pupils’ writing. However, not enough is currently done to monitor the quality of learning across the school in order to ensure consistently in practice, for example, in the way pupils’ develop their mathematical skills.

The governing body meets all its statutory duties satisfactorily. Its members are supportive of the school and know its strengths and weaknesses. The school promotes safeguarding procedures well and great care is taken to ensure security arrangements are robust. Record-keeping is particularly effective, and all staff benefit from up-to-date child protection training. The school enjoys very positive relationships with parents and carers. Partnerships with local services and external agencies make a good contribution to pupils’ well-being, for example, for those with specific behavioural, emotional and social needs.

The presence of different cultural groups is used well to promote tolerance, and discrimination is tackled earnestly. However, equality of opportunity is promoted satisfactorily rather than well because most pupils’ progress differs from that of those pupils with special educational needs and/or disabilities. Community cohesion is promoted well. The school reaches out effectively to communities which are dissimilar to its own religious, social and cultural context in order to broaden pupils’ horizons.

These are the grades for the 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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills that are broadly in line with expectations, although some are working at a lower level. Children make satisfactory progress across the Early Years Foundation Stage, resulting in attainment being within the expected range on entry to Year 1.

Children settle happily because transition and care arrangements are good. They enjoy school and are very friendly. As a result, they readily engage with each other and adults in acting out roles, such as making an imaginary cup of tea, and when practising social and communication skills. Children learn to share and take turns and listen attentively to teachers and other staff. The school has some excellent resources both inside and outside, and the environment is very safe. However, some activities are not planned sufficiently well and lack challenge. This is because although day-to-day assessment is accurate, the analysis of data to inform future planning is not as effective in ensuring all members of staff have a clear understanding about what they want children to get out of a particular activity. While teaching and learning are satisfactory overall, there are examples of good teaching. For example, children were absolutely enthralled by the explanations and good use of questioning used by a member of staff to focus their observations of the school's guinea pig. Leadership and management are satisfactory and the leader is aware of what needs to be done to improve provision further.

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 in the Early Years Foundation Stage	3

Views of parents and carers

There was an average-sized return rate of questionnaires from parents and carers. The team also had access to information from the school's own parents' survey. Almost all questionnaires indicate strong support for all aspects of the school's work. The inspection did not judge some aspects of the school as positively. For example, teaching is satisfactory rather than good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Royton Hall 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 331 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	58	39	42	0	0	0	0
The school keeps my child safe	51	55	37	40	1	1	0	0
The school informs me about my child's progress	35	38	48	52	5	5	1	1
My child is making enough progress at this school	35	38	51	55	2	2	0	0
The teaching is good at this school	37	40	50	54	0	0	0	0
The school helps me to support my child's learning	37	40	48	52	1	1	0	0
The school helps my child to have a healthy lifestyle	42	46	47	51	1	1	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)	36	39	48	52	2	2	0	0
The school meets my child's particular needs	34	37	53	58	0	0	0	0
The school deals effectively with unacceptable behaviour	30	33	53	58	1	1	0	0
The school takes account of my suggestions and concerns	29	32	55	60	2	2	1	1
The school is led and managed effectively	38	41	43	47	3	3	3	3
Overall, I am happy with my child's experience at this school	49	53	40	43	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 September 2011

Dear Pupils

Inspection of Royton Hall Primary School, Oldham OL2 6RW

Thank you for the very friendly welcome you all gave the inspectors when we visited your school recently. It was good to see you playing outside so well together in the brilliant weather we all experienced during our time with you. We really enjoyed our visit, especially joining you in lessons. The inspectors found that you receive a satisfactory education with some aspects better than that. Year 5 pupils told us how much they enjoyed their guitar lessons and younger pupils clearly enjoy their visits to the Forest School.

We agree with you that all the adults working in your school take good care of you. You work hard in lessons and behave well; you are very polite. You told us that you feel very safe in school and that if problems occur an adult will sort it out quickly when you tell them about it. I have asked your school to make sure you make faster progress and reach higher levels in mathematics. It was good to see how well you are developing your writing skills in literacy lessons and the challenge is for you to also use them well in other subjects. There are a couple of other things I have asked your school to do.

- Make sure that all the teaching you receive is as good as that in the best lessons
- Make sure that the senior leadership team spends more time checking that the quality of your learning is consistently good.

I hope you keep on working hard so you can all continue to play a big part in trying to make your school even better. Also, keep up your good attendance record!

Yours sincerely

Geoffrey Yates
Lead inspector

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