

# Royton Hall Primary School

High Barn Street, Royton, Oldham, OL2 6RW

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement in reading, writing and mathematics has improved significantly since the last inspection. Pupils in all classes now make good progress.
- Most pupils reach the levels expected for their age by the end of Year 6. The most-able pupils are challenged well and the proportion of pupils reaching levels above those expected for their age has increased.
- Children get off to a good start in the Early Years Foundation Stage. They settle in quickly and make good progress.
- Teaching is good. Teachers have excellent relationships with pupils and praise and encourage them. Pupils are keen to learn and say that they enjoy their lessons because teachers plan interesting activities that are at just the right level for them.
- This is a very happy and inclusive school where pupils feel safe and well looked after. They behave well and are welcoming and friendly. Their attendance is above average.
- The curriculum provides a range of rich experiences. The carefully planned topics and creative approach to linking skills in different subjects makes learning exciting and meaningful for the pupils.
- Most parents are very supportive of the school and enjoy opportunities to be involved in their children's learning.
- The headteacher provides strong leadership in this improving school. Her vision and determination are shared by other senior leaders and the governing body. Together they have taken highly effective action which has led to improvements in teaching and achievement since the last inspection.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. In some lessons, pupils' learning does not move forward quickly enough. The skills of teaching assistants are not always used well enough to support pupils' learning in lessons. Pupils do not always have enough opportunities to take responsibility for their own learning.
- Pupils who are eligible for the pupil premium across the school do not yet make such good progress in writing as they do in reading and mathematics.

## Information about this inspection

- The inspectors observed teaching and learning in 23 lessons, including one observation carried out jointly with the headteacher and one with the deputy headteacher. The inspectors listened to pupils reading and observed the teaching of early reading skills. They observed teaching in small support groups. They also looked at examples of pupils' work to obtain a view of teaching and learning over time.
- Discussions took place with pupils, parents, the Chair of the Governing Body, the vice-chair and one other governor, a representative from the local authority, senior leaders and other staff.
- The inspectors took account of 57 responses to the Ofsted on-line questionnaire, Parent View, the analysis of the most recent parental and pupil surveys carried out by the school and eight staff questionnaires.
- The inspectors looked at a range of documents, including data on pupils' progress across the school, the school's view of its own effectiveness and its development planning, records of the quality of teaching and learning, records relating to behaviour and attendance, and documentation in relation to safeguarding.

## Inspection team

Christine Potter, Lead inspector

Additional Inspector

Jonathon Yodaiken

Additional Inspector

Anthony Buckley

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium is increasing and is now above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Royton After School Care Association provides a breakfast and after-school club (Tweenies). This is subject to a separate inspection and the report is available on the Ofsted website.

### What does the school need to do to improve further?

- Improve the quality of teaching, so that more of it is outstanding, by:
  - ensuring that the pace of learning in lessons is quick enough and that pupils do not spend too long as a whole class when they are ready to move on to their own work
  - ensuring that teaching assistants' skills are always used as effectively as they are in the best lessons to support pupils' learning
  - giving pupils more opportunities to take responsibility for their own learning and to challenge themselves and each other through independent and collaborative work.
- Raise achievement in writing of pupils who are eligible for the pupil premium by:
  - developing pupils' understanding and use of a wider range of interesting vocabulary
  - developing pupils' skills and confidence in using different types of sentences in their own writing.

## Inspection judgements

### The achievement of pupils is good

- Children start school in the Nursery class with skills which are generally slightly lower than those expected for their age, although there are wide variations. The good teaching and lively range of activities, both indoors and outdoors, mean that children make rapid gains in their learning throughout the Early Years Foundation Stage and are well prepared for Year 1.
- Progress has improved significantly since the last inspection. The school's own data shows that, during the last school year, pupils made good progress in all year groups throughout the school. In Key Stage 2, most pupils made expected progress in reading, writing and mathematics and a higher proportion than nationally made progress which was better than this.
- Attainment has risen and most pupils reach the levels expected for their age at the end of both Key Stages 1 and 2, in reading, writing and mathematics. The proportion of pupils reaching levels above those expected for their age by the end of Year 6 has increased and was higher than the national average in 2013.
- Pupils make good progress in reading because early reading skills are now taught systematically. The proportion of pupils reaching the expected standard in reading words in Year 1 has improved from below average in 2012 to above average in 2013. The school works hard to ensure that pupils understand what they read. Pupils learn to check the meaning of unfamiliar words and to search for a range of clues to help them analyse texts. Pupils of all ages love reading.
- Pupils' skills in writing are developed well through a wide range of opportunities to use them in other subjects. Children in the Early Years Foundation Stage were learning to form their letters through a range of activities, such as stirring a cake mix. Pupils in Year 3 and 4 made posters with clear descriptions, including a range of similes and adjectives, to help find the missing 'Thomas Tull', a fictional character.
- The school has focused successfully on raising standards in mathematics since the last inspection. Pupils' achievement is now good because there is a consistent approach to developing number and calculation skills and an emphasis on applying these skills to solving mathematical problems.
- Pupils make good progress in other subjects because of skilful planning that links different areas of the curriculum. For example, pupils have used their skills in design and technology to reinforce their understanding in history, by making wooden frames for models of air-raid shelters. Pupils use information and communication technology confidently.
- The school is fully committed to equality of opportunity and giving all pupils the best possible chance to succeed through a range of well-planned support. Pupils who are most-able, pupils who speak English as an additional language, disabled pupils and those with special educational needs make good progress, and some make exceptional progress, from their starting points.
- Pupils eligible for the pupil premium funding across the school make the same good progress as other pupils in reading and mathematics. Although their progress in writing has improved strongly as a result of specific small-group teaching, it is not yet quite as good as it is in reading and mathematics. Pupils do not use a wide enough range of vocabulary or different types of sentences in their writing. The relatively small number of pupils in Year 6 in 2013 for whom the pupil premium provided support makes comparisons between their attainment and that of other pupils statistically unreliable. However, the standards that they reached at the end of Year 6 represent good progress overall from their starting points.

### The quality of teaching is good

- Good relationships are a feature of all lessons. Teachers praise and encourage pupils and they are eager to learn. Pupils say how much they enjoy their lessons and that lessons are interesting and fun. Their work shows that they work hard and take pride in what they do.

- Teachers plan very effectively together for their mixed-age classes within key stage units. They know the pupils well and make sure that the work is at the right level for them, and that activities will interest them and inspire them to learn. Resources are well-planned and pupils have access to a range of practical equipment to help them to learn well.
- Adults in the Early Years Foundation Stage take advantage of opportunities to develop children's understanding of the world around them. For example, children made handprints in the frost and discussed why the ice was melting and dripping from the roof.
- Teachers have high expectations of pupils and question pupils skilfully to check their understanding and enhance their progress in lessons. Pupils in Years 5 and 6 explained how they could infer from a text that an 'army of black and yellow' referred to a swarm of bees. Pupils in Years 3 and 4 had good opportunities to rehearse orally and improve what they were going to write in their descriptions of Roman soldiers' clothing.
- Pupils are involved in assessing their own work. They have a good picture of what they need to do to improve and to move to higher levels because they have clear targets in their books, which they refer to as they work. They let the teacher know when they feel they have achieved their target and they have opportunities to discuss their progress at individual meetings with their teacher each term. The displays and 'working walls' in classrooms provide them with valuable prompts to help them when they are working independently.
- Where teaching is outstanding, learning moves at a brisk pace and pupils are given opportunities to investigate and explore independently. Pupils of all abilities challenge themselves and each other in order to extend their learning. Pupils in Years 5 and 6 compared their findings with those of their classmates as they investigated fractions, and explained and discussed different answers. A group of most-able pupils were successfully using their skills in manipulating fractions as they eagerly investigated whether 'Freddie the Frog' would ever get out of the well.
- In some lessons, however, learning does not move forward quickly enough because pupils spend too long as a whole class when they are ready to move on to their own work. Pupils do not have enough opportunities to take responsibility for their own learning and to challenge themselves and each other through independent and collaborative work.
- Where teaching is most effective, teaching assistants have a clear understanding of pupils' needs and provide well-planned support for different groups of pupils at all stages of the lesson. Therefore, pupils of all abilities make good or better progress. However, in some lessons, teaching assistants' skills are not used so effectively to support pupils' learning.

### **The behaviour and safety of pupils are good**

- Pupils are friendly, welcoming and polite. They get on well together, both when working and playing. They care about one another and behave considerately towards each other and towards adults. They enjoy being given responsibility, such as giving out snacks at break times. Pupils' enjoyment of coming to school is reflected in their above-average attendance.
- Pupils' positive attitudes to learning and their desire to do well make a strong contribution to their good progress in lessons. However, when the pace of lessons slows, some pupils lose interest and there is some minor misbehaviour.
- Pupils feel very safe and well cared for in school. They understand about different types of bullying and say that there are few incidents of bullying in school. Any concerns that they might have are sorted out effectively by the school. Parents agree that the school keeps their children safe and that behaviour is good.
- Pupils know how to stay safe in situations outside the school, including when using the internet. Older pupils have attended e-safety training, and have given a presentation on this to other pupils.
- There are consistent systems in place, which are clearly understood by pupils, to help them manage their behaviour. Pupils who find it difficult to deal with their feelings are given effective extra support through small group activities such as 'Lego' therapy.

**The leadership and management are good**

- The headteacher's determination and strong leadership, with the support of other senior leaders and the governing body, have been key factors in securing the ongoing improvements in teaching and achievement since the last inspection.
- The headteacher has been keen to develop the leadership potential of other staff, and middle leaders play an active role in checking pupils' progress in different subjects and key stages. Leaders at all levels know the school well and school development planning is firmly focused on further improving teaching and learning.
- Leaders carry out a range of frequent checks on teaching. Teachers receive clear guidance on how to improve their practice. They have good opportunities to observe and mentor each other, so that the best aspects of teaching are shared across the school. Teachers' performance management targets and training opportunities are matched closely to whole-school priorities.
- The progress of individual pupils is tracked carefully and swift action is taken to provide support where pupils are at risk of falling behind in their learning. Pupils are given special teaching and high quality support from teaching assistants in small groups. This is tailored specifically to their particular needs and its effectiveness is monitored closely.
- The curriculum has a clear focus on improving pupils' basic skills. It is well-planned to link subjects into topics which capture pupils' interests and fire their imagination. It contributes well to pupils' good spiritual, moral, social and cultural development. It is enriched by the use of the outdoor environment and visits to interesting places, including residential trips.
- Pupils of all ages enjoy regular opportunities to participate in sport and physical education activities through timetabled lessons and lunchtime and after-school activities. The school is making good use of the Primary School Sports funding to provide additional training for staff, as well as enabling pupils to benefit from the skills of specialist sports teachers.
- The school works well with parents, most of who are very supportive of the school and feel that all staff 'have the children's interests at heart'. Governors' mornings, when parents can come into school to meet the governors and work alongside their children, are extremely popular and well-attended.
- The support provided by the local authority has helped to drive improvements since the last inspection.
- **The governance of the school:**
  - Governors are highly ambitious for the school and provide good support. Their drive and commitment have contributed to improvements since the last inspection. Governors know the school well because, as well as receiving detailed reports from the headteacher, they are involved in observing pupils' learning. They study performance data and hold the school to account by asking challenging questions about pupils' progress. Governors are fully committed to equality of opportunity and tackling discrimination of any kind. They check carefully that pupil premium funding is helping eligible pupils to achieve well. They know that their progress in writing still needs to improve and have allocated resources to provide special small-group teaching of writing skills. They are well-informed about the quality of teaching and ensure that decisions relating to pay progression are linked to the outcomes of teachers' performance management. They ensure that safeguarding arrangements meet statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135341
<b>Local authority</b>	Oldham
<b>Inspection number</b>	426172

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	339
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Butterworth
<b>Headteacher</b>	Jane Wilson
<b>Date of previous school inspection</b>	28 September 2011
<b>Telephone number</b>	0161 770 1529
<b>Fax number</b>	Not applicable
<b>Email address</b>	info@roytonhall-pri.oldham.sch.uk



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