

# Royton and Crompton School

Blackshaw Lane, Royton, Oldham, OL2 6NT

**Inspection dates** 3–4 June 2015

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although standards are rising and increasing numbers of students are making the progress expected nationally for their age in English and mathematics, too few students exceed expected progress.
- The quality of teaching, while improving, is not yet consistently strong enough to support good progress in all subjects and for all groups of students, including in English and mathematics.
- There are some remaining gaps in achievement between different groups of students such as disadvantaged students, boys and those whose ability level is low on entry, particularly in Key Stage 4.
- Behaviour requires improvement. The work teachers set in lessons does not always challenge students of all abilities to achieve well. As a result, some students lose focus, present their work carelessly and, on occasions, low-level disruption occurs.
- Teachers' marking does not consistently help students to improve their work.
- A small number of students do not attend sufficiently regularly to achieve well.
- Not all subject leaders are as skilled as others in using information about students' progress to check the quality of teaching, including in business studies, information and communication technology (ICT), languages and geography. When this is the case, students' progress is slower.
- Not all subject leaders have had the opportunity to benefit from the good practice that exists in other schools.
- Senior leaders have not addressed the inconsistencies in the way that school policies and procedures are being implemented by different teachers. This means that behaviour and the quality of teaching are not improving as quickly as they could.

### The school has the following strengths

- The headteacher and governors reorganised leadership and management in the school after the previous inspection. A more effective governing body and team of middle leaders has been established. Consequently, the school is improving.
- In lessons where students enjoy their learning, behaviour is positive and they make good progress.
- The school promotes students' spiritual, moral, social and cultural understanding well.
- The school's work to keep students safe and secure is very effective. Parents are positive about the school and would recommend it to others.
- Students appreciate the opportunities they have to take on leadership roles and value the fact that their suggestions are taken into consideration.

## Information about this inspection

- The inspectors observed 46 parts of lessons and support sessions, including four joint observations with two senior leaders.
- Meetings were held with senior and middle leaders, groups of staff, members of the governing body, including the Chair and Vice-Chair, and a representative from the local authority.
- The inspectors met with groups of students, talked to students within lessons and listened to a selection of students read.
- Additionally, inspectors scrutinised the data and paperwork relating to student progress, the school’s self-evaluation and improvement plans, policies and minutes of governing body meetings. Reports of visits of external consultants, along with records of behaviour and attendance and paperwork relating to safeguarding, were also considered.
- The inspectors took account of the responses to 58 staff inspection questionnaires. The results of 43 responses to the online questionnaire, Parent View, were also considered alongside feedback from parents to the school’s own parental questionnaires.
- At different times in the day, inspectors observed students moving between activities inside and outside the school and at breaks in the dining hall and outside leisure areas.

## Inspection team

Helen Gaunt, Lead inspector	Additional Inspector
Marcia Harding	Additional Inspector
Philip Wood	Additional Inspector
Michael Loveland	Additional Inspector
Clive Hurren	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average size 11–16 secondary school.
- The proportion of disabled students and those who have special educational needs is below the national average.
- The proportion of disadvantaged students, those who are eligible for support through the pupil premium funding, is above average. The pupil premium is additional government funding for those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of students from minority ethnic backgrounds is below the national average. The proportion who speak English as an additional language is well below average.
- In 2014, the school met the government's current floor standards, which are the minimum expectations of students' attainment and progress in English and mathematics.
- Until 2015, some students have been entered early for GCSE examinations in English and mathematics to give them an opportunity to try to improve their grades. From 2016 onwards, this will no longer be the case.
- Since the previous inspection in 2013, a new headteacher has been appointed, the membership and structure of the governing body has changed, and there have been changes to staffing at all levels. During the past year, the school has experienced some difficulties in recruiting staff and has employed a number of supply staff.
- A small number of students in Years 8 to 10 have some lessons at local off-site learning skills providers Kickstart and Teens and Toddlers.

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

- Improve the quality of teaching, accelerate students' progress and improve their attitudes to learning by:
  - providing work and learning activities that challenge students of all abilities and enable them to achieve their best, so that they remain fully engaged in their learning and low-level disruption does not arise
  - ensuring that all teachers use effective assessment and marking practices consistently which help students to improve their work
  - insisting that students always present their work neatly.
- Further strengthen the impact of leadership on students' achievement, particularly in Key Stage 4 and in business studies, information and communication technology, languages and geography by:
  - improving the progress of disadvantaged students, boys and those whose ability level is low on entry, so that all groups achieve equally well
  - developing and extending the skills of all middle leaders by providing further opportunities for them to share the good practice that exists within the school and in partner schools
  - making middle leaders fully accountable for their impact on students' performance
  - ensuring that all teachers consistently apply school policies relating to behaviour and teaching.
- Continuing to work with external agencies and the families of the small number of students who are frequently absent from school so that the attendance of these students is improved.

## Inspection judgements

### The leadership and management requires improvement

- The progress of students has not been fast enough throughout the school, including in English and mathematics.
- Since the last inspection, the headteacher, senior leaders and governors have developed a more ambitious vision for the school's development. Decisive action by senior leaders and governors has led to a restructuring of the school's leadership and management. There is now greater clarity of expectation in the roles of senior and middle leaders and of their accountability for the school's improvement.
- The headteacher has made many changes to improve teaching and behaviour and the majority of staff support these changes. However, there are some fairly recent policies and procedures that are not being applied consistently by all staff.
- The quality of written marking and feedback is still too variable and there are many examples which illustrate that guidelines are not being followed. Also, the wealth of student data that exists is not being used effectively enough by some teachers to plan appropriate learning activities for individuals within their groups. This means that progress is still not good enough for some students.
- Subject leaders are developing their roles. They scrutinise students' books, carry out 'drop-ins' to lessons, monitor students' progress using regular assessment information and discuss the additional support and intervention that teachers need to provide for underachieving students. Not all subject leaders routinely check the quality of teaching and students' progress thoroughly enough to pick up inconsistencies in teaching and learning. This is because they do not yet all have the necessary skills or training.
- Disadvantaged students are making quicker progress, especially in Key Stage 3. The gap is wider further up the school. Leaders are now making sure that specific help and guidance are available to fill gaps in students' learning from previous years, but this has not yet had a full impact.
- Leaders' strategies are leading to better attendance for the majority of students, but the attendance of some is not yet high enough to support good achievement for these students.
- Staff are generally positive about the school and about the direction in which it is going. A small proportion of staff do not feel that their individual training needs are being met. Leaders have started to identify individual training needs through the feedback they receive from middle leaders alongside the latest system for reviewing staff performance.
- Parents are extremely positive about the school and the vast majority would recommend it to others. Leaders encourage good communication between home and school. Parents' evenings give parents the chance to discuss their child's targets and progress with the staff.
- Leaders have reviewed and amended the curriculum to make sure that it matches students' abilities and aspirations, and their personal as well as academic development. Students are well informed about their career options and the skills they need for higher education and the world of work. They understand their roles as young citizens and learn about British values through the democratic processes the school uses and the sense and rightness of obeying the law it promotes.
- While the school values all of its students equally, their variations in achievement show that not all students have an equal chance of success. Leaders make sure there is a culture of respect in the school and do not tolerate discrimination of any kind.
- The school enables all students to develop their spiritual, moral, social and cultural understanding well through the curriculum and daily events. They understand the diversity of society and how it benefits the country.
- The school's safeguarding procedures meet requirements and are effective. Leaders keep a close check on the safety, attendance and achievement of the students who study on other sites.
- The school has an Achievement Partner, who works on behalf of the local authority and who checks the school's work regularly and provides professional development for leaders and governors. This helps to ensure that the judgements made by leaders about the quality of teaching are accurate. A consultant has provided support for teaching in English, to help raise achievement and develop leadership in the subject. The local authority has brokered a partnership between this school, North Chadderton School and the Denes Trust, so that more rapid improvement can be facilitated.
- **The governance of the school:**
  - Since the last inspection, an external review of the governing body has been undertaken. As a result, governance has improved and is increasingly effective. Governors undertake appropriate training and pay frequent visits to the school. They understand the regular and comprehensive information and reports, including reports about data that are presented by the headteacher, and ask searching questions to confirm the accuracy of information.

- Governors are informed about the quality of teaching and how action taken by the headteacher is tackling weaknesses. They have implemented systems to ensure that pay increases for teachers are related to student progress.
- Governors know how the pupil premium and Year 7 catch-up funding are spent. They have started to monitor whether it is being used effectively enough to narrow the attainment gaps between the school's disadvantaged students and non-disadvantaged students nationally.
- Governors fulfil their statutory duties effectively.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of students requires improvement.
- The behaviour and attitudes to learning of some students vary. When work interests and involves them, they are attentive and learn well. Although learning is not generally interrupted by poor behaviour, students are sometimes compliant rather than enthusiastic learners and, occasionally, there are incidences of off-task chatter or inattentiveness.
- Students' attendance is average. There is a significant minority of students who are frequently absent from school and, although persistent absenteeism is reducing, it is still above average.
- Students' conduct around the school, and when attending the alternative provision, is calm and orderly. They are polite and respectful to teachers and visitors. Students told inspectors that behaviour is better now than in the past because expectations have risen under the leadership of the current headteacher.
- Students respond promptly to teachers' instructions. Adults supervise students well and act as good role models for how students should behave.
- Students have a good understanding about the issues relating to extremist behaviour. Modern British values and democracy are well promoted through the school's Junior Executive Leadership Group, a group of Year 11 students who meet regularly with the headteacher and who represent the views of other students.
- Students are encouraged to develop their leadership skills through a range of activities, including sports and charity fund-raising, about which they are very positive.

### Safety

- The school's work to keep students safe and secure is good.
- Students of all ages have a good grounding in how to keep themselves safe. They are taught well to assess risks to their well-being; for example, from social media and the internet. Students understand the different forms that bullying can take, including prejudiced-based and cyber bullying. They say that bullying does sometimes occur but that they trust staff to deal with it quickly. Incidences of racism are rare.
- The school site and buildings are safe and secure. There are effective procedures for checking visitors to the school. All the necessary checks are carried out on staff before they are appointed.
- Teachers and support staff work hard to ensure that the most vulnerable students develop confidence in themselves and learn how to keep themselves safe. These students appreciate the care and support that school adults provide for them.

## The quality of teaching

## requires improvement

- The quality of teaching is improving in a range of subjects, including English and mathematics. It has not been good enough over a sustained period of time to ensure consistently good learning and achievement. Teachers do not always expect enough from their students in terms of their achievement.
- Difficulties experienced in recruiting permanent teachers in mathematics and English have led to the appointment of a number of temporary teachers, which has caused instability for some classes. This, in turn, has slowed learning for some students. The school has now managed to appoint new subject specialist teachers and is in the process of resolving this problem.
- The work teachers set does not always challenge students of all abilities to achieve well. Consequently, some students lose concentration, the presentation of their work suffers and, on occasions, low-level disruption occurs.
- Teachers' marking is improving and examples of detailed and frequent marking can be seen in some

subjects. Good examples were seen in English where marking contains good advice on how students can improve their work. However, there are inconsistencies within and across subjects. Sometimes books are rarely marked or teachers' advice does not make it clear to students how they can reach the next level or grade. In many cases, even when advice is given, teachers do not check whether students have acted upon that advice.

- Teachers know their students well as individuals. Since the last inspection, leaders have worked hard to ensure that teachers' assessment of students' attainment and progress is accurate. Where learning is more effective, teachers are increasingly using this information to plan work that challenges learners to do their best and to identify which students may be likely to underachieve. When the progress of some students is weaker than others, teachers have not used the information well enough to plan learning activities that match students' interests or learning needs.
- The presentation of work in students' books is too variable. Some teachers do not encourage students to set out their work neatly and clearly.
- When learning is more effective, students make good progress. In a Year 10 science lesson where students were learning about the planets, learning tasks enabled students to build upon prior learning and address earlier misconceptions. The teacher's questioning required students to think more deeply about their responses, which served to deepen their understanding. Students were engaged right from the start of the lesson and their attitudes to learning were extremely positive. The teacher accurately assessed students' progress and provided appropriate support and guidance for individuals as required.
- Pupils read in a range of lessons and many staff promote reading well. All students are encouraged to read books that appeal to their interests and many read at home.
- Writing is promoted well across a range of subjects but not all teachers place a strong enough emphasis on the correct use of grammar and spelling in students' writing.
- Although inspectors saw examples of where students' numeracy skills were applied in other subjects, for example in food technology, opportunities to develop numeracy skills across the curriculum are at an early stage of development.
- Teachers work hard, have a good knowledge of their subjects and are very committed to doing the best for their students. Relationships between adults and students are warm, positive and respectful.
- Disabled students and those who have special educational needs are well supported, both in class and in extra sessions by learning support assistants.

### The achievement of pupils

### requires improvement

- Students enter the school with attainment that is broadly average. In 2014, their performance at the end of Year 11 was below the national average in relation to students gaining five GCSE A\* to C grades, including English and mathematics. Not enough students made the progress expected of them in some subjects, including in English and mathematics, mainly because the quality of teaching was not consistently good enough.
- In 2014, the proportions of students who made expected progress and more than expected progress were below the national average in English. In mathematics, these proportions were close to national averages. In both subjects, the proportions of disadvantaged students making expected or more than expected progress were below that of other the students in school.
- School data and the scrutiny of students' work show that progress is accelerating in English and mathematics in the current Year 11. Predictions based on this evidence indicate that the school's performance is on track to be close to the national average in this year's examinations. Leaders have used external support, including that from the school's Achievement Partner, to check on the accuracy of their predictions.
- In 2014, results in some subjects were not good enough, for example in business studies, information and communication technology, languages and geography, where insufficiently strong teaching has led to students making slow progress. While the average grade for GCSE subjects overall was a grade C, in more successful subjects such as health and social care, home economics, engineering, performing arts, separate sciences and sociology, the average was at least a grade B.
- Boys perform less well than girls, particularly in English. However, in those subjects where teachers are selective in using resources and learning activities that appeal to boys' interests, the gaps are narrowing or have closed.
- Some students in Key Stage 4, whose ability was low on entry to the school, have not yet made the progress they need to make up for lost ground resulting from previously weak teaching.
- Minority ethnic students and those who speak English as an additional language make progress which is in

line with that of other students.

- Year 7 catch-up funding is being used to support those students who join the school below the level expected for their age in literacy and numeracy to improve these basic skills quickly. Literacy was seen as a priority in 2013 and the specialist reading programmes and small group teaching, together with additional reading lessons that were put in place to support these students, have helped them to make good gains in their literacy skills. There has been less evidence of accelerated progress in numeracy, which leaders have identified as a priority for further development. The subject leaders for English and mathematics are working closely together to track the progress of these students.
- Leaders have put in place a range of provision to encourage the most able students to aim high, including visits to Oxford and Cambridge universities for students in Year 10. As a result, many of these students make good progress. Challenging targets are set by leaders who are working with teachers to improve expectations even further. As a result, teachers are more aware of the needs of the most-able students.
- The progress made by students with special educational needs is similar to that of other students. The school's work to support these students is effective in enabling them to gain confidence and be fully involved in a wide range of learning opportunities. Leaders are committed to equality of opportunity for all.
- In 2014, students supported through pupil premium funding did not achieve as well as their peers in school and were, on average, about one GCSE grade behind them in English and mathematics. Current predictions indicate that the gap is narrowing in the current year, but the school recognises that there is still some way to go before the gap is closed. The attainment and progress of disadvantaged students are both some way below other students nationally. In 2014, disadvantaged students in this school were about a grade behind other students nationally in English and about two grades behind in mathematics.
- Reading is promoted across a range of lessons including English. Students are encouraged to read out loud and develop oracy skills in a range of subjects. Many students enjoy reading and are able to access their preferred books. The majority of students have reading skills which allow them to read the text books in the subjects they study with understanding.
- The school has used early entry for English and mathematics GCSEs. This has helped to improve the attainment of some students and has not limited the achievement of the most able. However, in line with recent guidance, this practice will cease after 2015.
- Students who attend alternative provision study suitable courses that lead to worthwhile qualifications.

## 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>	105734
<b>Local authority</b>	Oldham
<b>Inspection number</b>	462315

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	B Devenport
<b>Headteacher</b>	K O'Hagan
<b>Date of previous school inspection</b>	12 June 2013
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