

Radcliffe Hall Church of England/Methodist Controlled Primary School

Bury Street, Radcliffe, Manchester M26 2GB

Inspection dates

19–20 June 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- New leaders and governors have only been in post for a short period. They have not had enough time to bring about much-needed change to the quality of education at this school.
- Due to a lack of training, middle leaders do not make an effective contribution to school improvement.
- The curriculum fails to meet the needs of pupils. It does not prepare them well for their next stage of education. Pupils' cultural experiences are underdeveloped.
- Assessment information does not accurately identify pupils who are falling behind.
- Teaching fails to meet pupils' educational needs. As a result, pupils underachieve significantly. Too few pupils make the progress needed to achieve to the best of their abilities. Teachers do not have high enough expectations of what their pupils can achieve.
- Disadvantaged pupils make weak progress. Their attainment compares poorly to that of other pupils nationally. The additional funding to support these pupils is not used effectively.
- Pupils who have special educational needs (SEN) and/or disabilities, and pupils who speak English as an additional language, do not receive the support that they need. Teachers do not make effective use of additional adults to support these pupils.
- Teachers do not provide enough challenge for the most able pupils.
- Pupils say that they feel safe in school. However, there are some behaviour issues which disrupt pupils' learning.
- Children in the early years do not make enough progress. They are inadequately prepared for their learning in Year 1.
- Attendance is below the national average and too many pupils are persistently absent.

The school has the following strengths

- Leaders and governors have an accurate view of the school's weaknesses and overall effectiveness.
- Leaders have quickly revised the processes for raising concerns about pupils' well-being. Safeguarding arrangements are effective.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the effectiveness of leadership, including governance, by ensuring that:
 - leaders use assessment information about pupils' progress and attainment more effectively to identify, and then support, any pupil who is at risk of falling behind
 - leaders evaluate how additional funding is used effectively so that pupils make better progress, especially disadvantaged pupils, pupils who speak English as an additional language and those who have SEN and/or disabilities
 - the curriculum is designed and implemented to allow pupils to gain the skills, knowledge and understanding they need so that they are well prepared for the next stage of their education
 - middle leaders have the skills and knowledge to contribute to the school's improvement
 - pupils' experiences of other cultures are strengthened
 - the interim executive board (IEB) has sufficient and accurate information so that its members can provide suitable challenge and hold senior leaders to account.
- Urgently improve teaching in all key stages so that pupils make stronger progress and attain at least as well as other pupils nationally, by ensuring that:
 - teachers have high expectations of what all groups of pupils can achieve, especially pupils who have SEN and/or disabilities and those pupils who speak English as an additional language
 - teachers use assessment information to match learning appropriately to meet the needs of all pupils, including the most able pupils
 - teachers make more effective use of additional adults to support the learning and progress of identified pupils.
- Improve pupils' personal development, behaviour and welfare by:
 - eliminating any poor behaviour so that pupils' learning is not disrupted
 - improving attendance, particularly for those pupils who are persistently absent from school.

- Improve the provision and outcomes in the early years by making sure that:
 - assessment is used to inform learning which is suitably challenging to enable children to make strong progress
 - teaching is improved, so that all children experience consistently good-quality teaching.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

0 Inspection judgements

Effectiveness of leadership and management

Inadequate

- Since the last inspection, there has been much upheaval in leadership at all levels and regular occurrences of staff absence. Weak teaching has not been challenged well enough, and pupils have underachieved significantly over time.
- Current leaders have an accurate view of the weaknesses that need to be addressed. They realise that there is still a long way to go to ensure that the quality of teaching improves, and that pupils make at least the same gains in their learning as others nationally. The new leaders have been hampered in their attempts to improve pupils' outcomes quickly, due to the poor behaviour of some pupils, inaccurate assessment information and the capacity of middle leaders within the school.
- Current leaders are revising the system to assess pupils' attainment and progress. The analysis of the achievement of different groups of pupils is not focused well enough on pupils' starting points. As a result, leaders are too slow to spot underperformance and to support pupils when they start to fall behind.
- The curriculum is not fit for purpose. Pupils' learning in a wide range of subjects is typified by low expectations and teachers' poor subject knowledge.
- Middle leaders have not had sufficient training to equip them to carry out their roles effectively. They do not have an accurate picture of pupils' progress in the subjects for which they are responsible.
- Pupils' English and mathematical skills are underdeveloped across a wide range of subjects. A lack of strategic vision across key stages means that the work teachers provide does not help pupils to achieve as well as they should.
- Support to improve teachers' practice has been ineffective. Teachers have had limited access to quality training. As a result, the quality of teaching and learning is poor and is not improving quickly enough.
- The impact of the spending of the pupil premium funding on disadvantaged pupils' academic achievement has not been measured effectively over time. This has contributed to the inadequate progress that these pupils make.
- Pupils who have SEN and/or disabilities do not make the progress that they need to catch up with pupils who have similar starting points. Leaders have not measured the

impact of the spending of the funding for this group of pupils.

- Many parents and carers told inspectors that they have seen a significant improvement since the arrival of the interim headteachers. However, parents still expressed concerns about disruption due to some pupils' poor behaviour.
- The primary school physical education (PE) and sport funding has not been used effectively, for example to provide training for teachers, improve PE resources or increase the number of clubs and competitions available for pupils.
- Pupils' spiritual, moral, social and cultural development is not promoted effectively. Pupils do not develop their knowledge and understanding of people from different cultures and religions. Consequently, pupils are not prepared well for their lives as citizens in modern Britain.

Governance of the school

- Over time, the work of the governing body has been ineffective. This has contributed to weak outcomes for pupils and the poor quality of teaching in the school.
- An IEB has very recently been appointed. The members of this board are experienced in school improvement and finance. However, the board has not had the time to demonstrate its capacity to improve the school.

Safeguarding

- The arrangements for safeguarding are effective.
- The new interim headteachers have made the safety of pupils their highest priority in the short time that they have been in the school. Leaders are vigilant in checking the suitability of any adults who work with pupils.
- Record-keeping meets statutory requirements, due to the diligence of the interim headteachers. Records are now completed, and appropriate measures taken to support vulnerable pupils.
- There are systems in place for staff to raise concerns about pupils' welfare. Leaders check that these procedures ensure that pupils at risk of harm are identified and supported effectively. When necessary, leaders work appropriately with parents and external agencies.

Quality of teaching, learning and assessment

Inadequate

- The impact of teaching and assessment on pupils' learning has been inadequate over time. Pupils' current progress is not good enough for them to catch up quickly from the legacy of underachievement. As a result, progress for all groups of pupils is weak.
- Teachers' expectations of what their pupils can achieve are too low. The quality of work accepted by teachers is often not good enough to make sure that progress is made, including for the most able pupils. The quality of presentation and handwriting also varies substantially from class to class.

- The work in current pupils' books in mathematics and writing varies in quality and accuracy. Teachers do not demand enough from pupils. As a result, pupils are not gaining the stamina to write at length. Pupils have little opportunity to apply their mathematical skills across subjects.
- Pupils' learning across the curriculum is poor. A lack of training for teachers has resulted in their underdeveloped subject knowledge. This has led to weak teaching over time. Pupils have gaps in their learning which prevent them from making enough progress in a wide range of subjects
- Teachers do not use questioning to gain an understanding of pupils' knowledge. As a result, teaching is not adapted quickly enough to move pupils' learning on.
- Disadvantaged pupils do not receive the necessary support with their learning to fill gaps in their knowledge and understanding. Consequently, disadvantaged pupils make inadequate progress.
- The teaching of phonics does not develop pupils' skills quickly enough. Year 1 pupils do not make enough progress in developing and using their phonics knowledge and skills. The teaching of reading is inconsistent in its quality. Although some pupils read fluently, there is a lack of understanding of vocabulary. Reading areas in classes and the library show a lack of pride in how pupils and adults care for books.
- Teachers do not use the additional adults who support pupils' learning effectively. Opportunities to provide further challenge or to check pupils' grasp of learning to address any misconceptions are often lost. Pupils who have SEN and/or disabilities and those who speak English as an additional language do not receive the support that they need.
- Teachers do not use assessment consistently well to plan learning that closely matches pupils' learning needs. Occasionally, uninteresting tasks lead to poor behaviour, which is not managed well.
- Relationships between pupils and adults are usually positive.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils do not develop consistently good attitudes to learning. Some do not always concentrate well on their activities in class. These pupils do not take pride in their work and sometimes show little interest and enthusiasm in their learning. This is apparent across both key stages.
- The wider curriculum does not provide for pupils to develop fully a deep understanding of British values. Pupils' understanding of values, such as respect or valuing differences in others, is often lacking.
- Pupils have some understanding of how to stay safe when using the internet. Pupils also told inspectors that they feel safe in school, especially since the interim headteachers have taken up post.

- There are opportunities for pupils to accept posts of responsibility. For example, they are proud to be members of the school council. However, pupils do not have the opportunity to contribute to the wider life of the school, as activities to gather their views are limited.
- Pupils are aware of the importance of leading a healthy lifestyle. However, the promotion of pupils' emotional well-being is limited.
- Many pupils are often polite, displaying good manners. However, a small number of pupils do not treat adults or other pupils with respect.
- Pupils told inspectors that they enjoy school, but there is some bullying and behaviour which disrupts learning. Incidents of racist or homophobic language are rare. A significant number of parents who spoke with inspectors or responded to Parent View, Ofsted's online questionnaire, do not have confidence that their concerns about bullying are addressed effectively.

Behaviour

- The behaviour of pupils is inadequate. While most pupils have positive attitudes to learning, some pupils show less commitment. Some pupils lose concentration quickly and distract others.
- Pupils say behaviour has improved since the interim headteachers have taken up their posts. However, teachers' inconsistent application of the behaviour policy and the varying use of praise are not strengthening the behaviour of all pupils.
- Attendance is below the national average for primary schools. Too many pupils have poor or irregular attendance, which holds back their personal development, learning and progress.

Outcomes for pupils

Inadequate

- Outcomes for current pupils are not improving quickly enough. A legacy of underachievement means that there is still a significant amount of progress needed for pupils to catch up to where they should be.
- Pupils' progress is consistently low in a range of subjects and across key stages over time. Standards have fallen since the school was last inspected. Progress in reading and writing at key stage 2 was below the national average in 2017 and in the bottom 20% of schools nationally.
- Work in current pupils' books shows that their progress is variable and often weak. A significant proportion of pupils across the school are not making good progress in a range of subjects and across key stages.
- Progress and attainment in mathematics has declined throughout the school. The school's own assessment information confirms that this has not improved for current pupils.
- Pupils' achievement in reading is particularly weak. Teachers do not routinely check if pupils are reading sufficiently challenging books. This contributes to pupils' limited progress in reading.

- In writing, pupils do not make enough progress to reach the standards that they are capable of. In many classes, pupils do not have a clear enough understanding of what good writing looks like. Furthermore, they do not routinely apply spelling, punctuation and grammar skills in their writing.
- The most able pupils do not make the progress of which they are capable. This is because teachers do not challenge these pupils sufficiently during lessons, and expectations for them are too low in all year groups.
- Disadvantaged pupils' progress is weak. They have made exceptionally slow progress over time and this is not improving. Differences in attainment between disadvantaged pupils and other pupils nationally are wide in reading, writing and mathematics and are not diminishing.
- Pupils who speak English as an additional language make poor progress, as teaching is often inconsistent and fails to meet their needs. Progress in reading for these pupils has been especially weak over time.
- Phonics teaching fails to help pupils develop the skills that they need to read and write well. In 2017, the proportion of Year 1 pupils who met the expected standard in the national phonics check dropped and was well below the national average.
- Pupils with SEN and/or disabilities do not make the progress that they are capable of. Additional teaching sessions are not effective at supporting pupils to build successfully upon their learning.

Early years provision

Inadequate

- Low expectations characterise the quality of leadership and of teaching in the early years. Previous changes to staffing have had a negative impact on the quality of provision. Consequently, children make weak progress in this setting.
- Teaching fails to support and challenge children to develop the skills and understanding that they need. For the last four years, the proportion of children reaching a good level of development has been below the national average. School information suggests that this proportion has further declined this academic year. As a result, children have substantial ground to make up in order to be well prepared for their learning in Year 1.
- Teaching in the early years is not good enough. There is a lack of clarity and purpose in the planning of learning activities. Insufficient use is made of the outdoor or indoor provision to extend learning and to develop children's basic skills.
- Assessment has not been used effectively enough to identify children's needs and to plan learning. Staff do not set up activities specifically to guide children to the next stage of their learning, which slows their progress.
- A number of children have been identified as having SEN and/or disabilities. Parents spoke highly of the support given to their children. However, some of these children do not receive the extra help that they need to make good progress. Consequently, they are not well prepared for the next stage of their education.
- Disadvantaged pupils do not achieve well enough in the early years. The use of the early years pupil premium funding is not targeted to improve outcomes for

disadvantaged children. Leaders are consequently unable to evaluate its impact.

- The Nursery and Reception classes are not stimulating and do not encourage children to learn. Overall, there is not enough stimulus, either indoors or outdoors in the provision, to support good learning. This also results in a lack of positive attitudes to learning from some children.
- Not enough has been done to involve parents in their children's learning. Staff do not develop children's interests and strengths to increase the pace of learning.
- Children enjoy playing together but do not develop their personal and social skills well enough. As in key stages 1 and 2, phonics teaching does not promote better reading skills.
- Safeguarding in the early years is effective. Staff ensure that children are supervised and safe, and that the statutory welfare requirements are met.

School details

Unique reference number	105330
Local authority	Bury
Inspection number	10055217

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	Interim executive board
Chair	Mr Mark Granby
Interim Headteachers	Mrs Christine Reynolds and Mrs Tessa Townsend
Telephone number	01617244928
Website	www.radcliffehallschool.co.uk
Email address	radcliffehall@bury.gov.uk
Date of previous inspection	9–10 February 2017

Information about this school

- This is a larger-than-average-sized primary school.
- Around two thirds of pupils are White British. The proportion of pupils from minority ethnic groups is average. The proportion who speak English as an additional language is above average. A variety of languages is represented in the school.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The school meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

- There have been significant changes in leadership at all levels over the last few years. The interim headteachers were seconded to the school six weeks before the inspection. They are seconded until December 2018. An IEB has very recently been convened. At the time of the inspection, members of this board had not met to discuss their strategic role.

Information about this inspection

- Inspectors conducted meetings with leaders to review the impact of their work to improve teaching and raise standards for pupils. Inspectors considered the school's current assessment information and conducted in-depth scrutinies of pupils' work to consider how well pupils learn and achieve over time.
- Inspectors visited classes in every year group. Many of these visits were conducted jointly with leaders.
- School documentation related to safeguarding and behaviour was scrutinised by inspectors. Inspectors reviewed referrals made to leaders with responsibility for safeguarding, as well as those that leaders subsequently referred to external agencies.
- Records of risk assessments, behaviour logs and leaders' checks on the suitability of staff to work in the school were considered. Inspectors also met with leaders to review the impact of their work to safeguard pupils' welfare and promote good behaviour and attendance.
- Inspectors held a meeting with members of the new IEB. A discussion was held with a representative of the local authority and a representative of a local teaching alliance.
- Inspectors met with groups of pupils to discuss their views on the school. Inspectors also considered 27 responses to Ofsted's online survey for pupils. Inspectors observed pupils' behaviour around the school, including at playtimes.
- A group of pupils read to inspectors. Inspectors also heard pupils read during their visits to classrooms and talked with them about their attitudes to reading.
- Inspectors met with staff to ascertain their views on the school. Inspectors also considered nine responses to Ofsted's online survey for staff.
- Inspectors gathered the views of parents, primarily through informal discussions on the playground before school. Inspectors also considered the four responses to Ofsted's online questionnaire for parents Parent View.

Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

Doreen Davenport

Ofsted Inspector

John Donald

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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