

Royton Hall Primary School

High Barn Street, Royton, Oldham, Greater Manchester OL2 6RW

Inspection dates

4–5 December 2018

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

Summary of key findings for parents and pupils

This is a good school

- Leaders have an accurate view of the school's strengths and weaknesses. This contributes to development plans having a positive impact on pupils' outcomes.
- Leaders' and governors' commitment and decisive actions have contributed to pupils' good outcomes.
- Staff morale is high. Staff feel valued and respected.
- Disadvantaged pupils' progress is strong because of the well-considered use of extra funding.
- The teaching of reading and writing is effective. Pupils use the skills learned in English lessons well in different subjects.
- Safeguarding is effective. Leaders and staff ensure that pupils are safe from harm.
- Pupils treat each other with care. They cooperate with one another well and demonstrate respect for others.
- Leaders promote and celebrate the diversity of the local community very well. This gives pupils a strong appreciation of different faiths and cultures.
- Children have a good start to their education in the early years. Adults support children well in order to help them become inquisitive learners. As a result, children make strong progress.
- The curriculum provides interesting and relevant opportunities for pupils to develop knowledge and understanding in a wide range of subjects.
- The quality of learning is good in most subjects. Leaders hold teachers accountable for their work and provide effective professional development so that teachers continually improve their teaching skills
- Some middle leaders are new to their posts. As a result, they are not consistently effective in raising the quality of provision and standards in a minority of subjects.
- There is a lack of challenge for the most able pupils in some subjects other than English and mathematics. As a result, some of these pupils do not make the progress of which they are capable.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by enabling middle leaders to have a greater role in developing teaching and learning in their subjects.
- Improve the quality of teaching, learning and assessment and pupils' outcomes by ensuring that the most able pupils are challenged to make the progress of which they are capable in subjects other than English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection, there have been several changes to staffing, especially at senior leadership level. However, morale is high, and staffing is more settled. Staff at all levels support senior leaders and share a commitment to putting pupils' needs at the heart of the school's work.
- Leaders have a strong understanding of the school's strengths and weaknesses. The school's self-evaluation is accurate, and its improvement plans focus on pupils' outcomes. This contributes to the quality of teaching, learning and assessment being good, especially in English and mathematics.
- Leaders are evaluative in how they assess pupils' learning and progress. They hold teachers accountable for how well pupils learn. Leaders check the precision of assessment and the impact of teaching on pupils' progress.
- Leaders provide teachers with training, which ensures that teachers' subject knowledge and teaching skills are strong. This has contributed to pupils' learning in writing and mathematics improving. Leaders have followed up training initiatives with checks on the quality of teaching, and they give effective feedback to help teachers improve their work.
- Leaders ensure that pupils understand fundamental British values and are well prepared for life in modern Britain. The tolerance and respect for diversity that pupils develop are clearly demonstrated in the way they interact with adults and other pupils.
- Leaders spend the primary physical education and sport premium effectively. Use of this extra funding has improved pupils' skills in a range of sports. As a result, pupils take part in a wide range of physical activities and sporting competitions, such as girls' football, cross-country running and netball.
- Leadership and provision for pupils with special educational needs and/or disabilities (SEND) are strong. Pupils with SEND make good progress. Leaders assess these pupils' needs effectively and use extra funding to plan and deliver effective support.
- The curriculum provides pupils with rich learning experiences, including excellent opportunities for pupils' spiritual, moral, social and cultural development. For example, pupils learn about their community through a wide range of activities, such as visits to the local council chambers, and they discuss topics such as democracy and tolerance.
- Leaders target extra funding for disadvantaged pupils and monitor its impact effectively. As a result, disadvantaged pupils make strong progress. However, teaching in a minority of subjects other than English and mathematics does not challenge the most able disadvantaged pupils.
- Most subject leaders provide strong leadership. They use their good subject knowledge to evaluate how the curriculum is supporting pupils' learning. However, because some middle leaders are new to their roles, the quality of leadership in a minority of subjects is not as effective. Where this is the case, the contribution to school improvement made by these middle leaders is underdeveloped.

Governance of the school

- Governors hold leaders to account for the progress that pupils are making. The information the school provides about pupils' attainment and progress is detailed. This enables governors to support and challenge senior leaders effectively. This has a positive impact on the school's continued improvement.
- Governors check the use of the additional funding closely. They ensure that this funding has a positive impact, and improves the outcomes for disadvantaged pupils and pupils with SEND.
- Governors take their responsibilities for safeguarding seriously. For example, they fulfil their duties by ensuring that recruitment procedures are thorough. As a result of regular training, they accurately hold leaders to account for their work in safeguarding pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Records show that leaders take appropriate action in response to concerns about pupils' safety and welfare. They work closely with external agencies to provide effective support for vulnerable pupils and their families.
- Pupils say that they feel safe in school and that adults will help them if they have any concerns.
- Records show that leaders take appropriate action in response to concerns about pupils' safety and welfare. Training helps staff to recognise signs that pupils may be at risk of harm and abuse. They raise any concerns with the designated safeguarding lead swiftly, who in turn takes these concerns seriously and responds appropriately. As a result, there is a strong culture of safeguarding in the school.

Quality of teaching, learning and assessment

Good

- Teachers have good subject knowledge. This enables them to provide pupils with clear explanations and to teach confidently and effectively so that pupils are interested in what they are learning and make good progress.
- There are strong relationships between teachers and pupils. Teachers encourage pupils to enjoy their lessons, to be resilient when they find things difficult and to work hard.
- Teachers' effective questioning challenges pupils and helps them to take the next steps in their learning. For example, inspectors observed strong questioning in mathematics in key stage 2. This questioning helped pupils learn how to solve increasingly complex mathematical problems.
- Staff use the school's assessment information effectively to plan teaching and support for disadvantaged pupils. Evidence in these pupils' books shows that they typically make good progress in a range of subjects. The difference between the progress of these pupils and that of other pupils nationally is diminishing.

- The work that pupils with SEND undertake closely matches their skills and abilities. Leaders deploy teaching assistants well. Teaching assistants make a very strong contribution to the progress of these pupils. They are knowledgeable about how to use activities to promote pupils' steps in learning. Teaching assistants' questions often encourage pupils to think independently. This helps pupils to consolidate their understanding and to make good gains in their learning.
- Teachers encourage pupils to reason and apply their knowledge of mathematics in other curriculum subjects. Pupils' work in books shows that they apply what they know about mathematics successfully in a range of situations. For example, pupils' use of data-handling in science reflects teachers' high expectations and becomes more challenging each year.
- Teachers provide pupils with purposeful opportunities to write at length in a range of subjects. This means that pupils gain a strong understanding of how to write in different styles and for different purposes and audiences. Pupils learn how to vary the structure of their sentences and use increasingly sophisticated and well-chosen vocabulary. For example, work in lower key stage 2 about the water cycle showed very strong progress in both science and writing.
- The teaching of phonics is effective. As a result, pupils use their phonics skills to decode words and spell with increasing accuracy. A high proportion of pupils meet the expected standard in the Year 1 phonics screening check.
- In a minority of subjects, such as history and geography, the quality of teaching, learning and assessment is not as strong. As a result, pupils' progress in these subjects does not match the good progress they make in English, mathematics and science.
- Teachers use the accurate information they have about pupils' attainment to plan learning effectively. They create activities that meet most pupils' needs, which results in pupils making good progress over time. However, teachers sometimes do not have high enough expectations of what the most able pupils can achieve in some subjects other than English and mathematics. They do not ensure that teaching consistently deepens learning and provides sufficient challenge for this group of pupils, which limits their progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders have created a strong community spirit. This, along with the school's caring and supportive ethos, ensures that pupils feel safe and develop into happy and confident learners.
- Pupils are tolerant and respectful of people's differences. They have a good understanding of different faiths, cultures and religions because leaders promote understanding very well. As a result, pupils play happily together, and they are proud of their school and the community of which they are part. One pupil commented that, at Royton Hall, 'We all value our differences.'
- Pupils are kind and thoughtful. Pupils enjoy opportunities to take on responsibility, for

example as head boy or girl, or as members of the school council. The school council is particularly proud of the recent improvement to the school library because this is a result of its efforts.

- Pupils understand the difference between bullying and ‘falling out’. They say that bullying rarely happens and that, if it does, adults address this promptly. Pupils also know how to resolve friendship issues and what to do if they are worried or upset.
- The pupils spoken to said that they feel safe in school, and they showed that they understand how to keep themselves safe in a range of situations, for example when using the internet. Pupils are able to talk about how the school supports them to learn about keeping safe, such as in assemblies and in their work across the curriculum.
- Staff teach pupils to understand risks, for example those associated with crossing the road and riding bicycles. Pupils understand how to stay safe online.

Behaviour

- The behaviour of pupils is good. This is because staff have high expectations of pupils’ behaviour, which they reinforce consistently.
- Pupils demonstrate positive attitudes to learning. They concentrate well in lessons and apply themselves productively to tasks. Pupils work well on their own and with their peers, sharing ideas and taking turns. Pupils listen carefully to adults and to one another. They take pride in their work and present it neatly.
- Pupils’ conduct at breaktimes and lunchtimes is typically positive. Pupils of different ages play well together. Pupils are polite, confident and well mannered. They respond quickly to adults’ instructions and move around the school sensibly and quietly.
- Pupils who spoke to inspectors said that they enjoy school. This contributes to pupils’ attendance currently being in line with the national average.

Outcomes for pupils

Good

- Since the previous inspection, academic standards have varied but are currently stable. Pupils’ achievement in reading, writing and mathematics improved in 2018 because their learning was more effective. At the end of key stage 2 in 2018, pupils’ progress improved to be in line with the national average in reading, writing and mathematics. The proportion of Year 6 pupils who reached the expected standard in reading and writing in 2018 was similar to the national average. In mathematics, it was above the national average.
- At the end of key stage 1, the proportion of pupils who achieve the expected standard in reading, writing and mathematics has been in line with the national average for the last three years. The proportion of pupils achieving greater depth in writing was above the national average in 2018. These pupils make good progress.
- Pupils develop their phonics knowledge well in the early years and key stage 1. As a result, the proportion of pupils who meet the required standard in the Year 1 phonics screening check has been in line with the national average for the past three years.
- A high proportion of pupils with SEND are making good progress in reading, writing

and mathematics. This is because staff make effective provision for these pupils' individual needs.

- Work in pupils' books shows that current pupils make good progress in reading, writing and mathematics. They also make good progress and develop their knowledge in a range of other subjects, such as science and art. This is because, in most subjects, pupils' learning builds progressively on what pupils know, understand and can do.
- Disadvantaged pupils make good progress. However, fewer disadvantaged pupils achieve the higher standard in mathematics at key stage 2. Similarly, fewer disadvantaged pupils achieve greater depth in writing because learning does not always challenge the most able pupils.
- The proportions of pupils who achieved the higher standard in mathematics and greater depth in writing at the end of key stage 2 were in line with the national averages in 2018. The proportion of pupils who achieved the higher standard in reading was above the national average. However, work in subjects other than English and mathematics does not often challenge the most able pupils to achieve the high standards of which they are capable.

Early years provision

Good

- Leadership of the early years is effective. Leaders have a good understanding of the strengths and weaknesses in the provision. This is because leaders make regular checks on the quality of teaching and on children's progress. Leaders provide effective training to improve the quality of teaching and learning.
- Children enter the early years with a wide range of starting points but, mostly, they have communication skills that are below those typical for their age. Children make good progress in Nursery and Reception because of the good teaching that they receive. As a result, the proportion of children who have reached a good level of development at the end of the Reception Year has been in line with the national average for the past two years.
- The learning environment is stimulating and well resourced. Children are enthusiastic learners and are eager to take part in the exciting activities on offer. These activities become increasingly challenging as children move through the early years. In Reception, children show good learning behaviours, applying themselves well to written tasks linked to the class reading book. Children are prepared well for learning in Year 1.
- Adults plan tasks carefully to match children's needs and interests. As a result, children sustain their concentration well, and persevere with English and mathematics tasks. For example, in Reception, children were eager to show books to inspectors and read them aloud, while in Nursery, a small group of children discussed two-dimensional shapes.
- Adults focus well on developing children's communication skills. They are aware that, in the past, boys have not achieved as well as girls. They have adapted the curriculum to provide more practical and engaging activities to encourage boys to read and write. As a result, boys are making stronger progress and the gap between boys' and girls' attainment has closed.

- Relationships between adults and children are strong. Children are happy and enjoy coming to school. They work and play well together, sharing and taking turns. Clear routines and high expectations support children to behave well. Children are quick to follow adults' instructions and are keen to do well.
- Leaders ensure that the use of funding to support disadvantaged children has the intended impact. As a result, these children make good progress from their starting points.
- Statutory requirements for the early years are met. Adults receive appropriate training to keep children safe, including paediatric first-aid training. They provide a high level of care for children.

School details

Unique reference number	135341
Local authority	Oldham
Inspection number	10037778

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	Mr Roy Butterworth
Headteacher	Miss Tracy Wood
Telephone number	0161 770 1529
Website	www.roytonhall-pri.oldham.sch.uk
Email address	info@roytonhall-pri.oldham.sch.uk
Date of previous inspection	19–20 November 2013

Information about this school

- This is larger than an average-sized primary school.
- The proportion of pupils supported by pupil premium funding is lower than the national average. The proportion of pupils with SEND is also lower than the national average.
- The proportion of pupils from minority ethnic groups is lower than the national average. The proportion of pupils who speak English as an additional language is also lower than the national average.

Information about this inspection

- Inspectors conducted meetings with leaders to review the impact of their work on pupils' learning and outcomes. They considered the school's current assessment information and conducted an in-depth analysis of pupils' work across a range of subjects to consider how well pupils learn and achieve over time.
- Inspectors visited classes in every year group. Some of these visits were conducted jointly with leaders.
- Records of 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 governing body. A discussion was also held with a representative of the local authority.
- Inspectors met with groups of pupils to discuss their views on the school. Inspectors observed pupils' behaviour around the school, including at playtimes.
- A group of pupils read to the inspectors. Inspectors also heard pupils read during visits to classrooms and talked with them about their attitudes to reading.
- Inspectors gathered the views of parents through informal discussions in the playground before school. Inspectors also considered 44 responses to Parent View, Ofsted's online questionnaire, 21 responses to the online pupil survey and 23 responses to the online staff survey.

Inspection team

Simon Hunter, lead inspector	Her Majesty's Inspector
Steve Kirkpatrick	Ofsted Inspector
Cole Andrew	Ofsted Inspector

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