

Inspection of Alice Ingham Catholic Primary School, A Voluntary Academy

Millgate, Halifax Road, Rochdale, Lancashire OL16 2NU

Inspection dates: 9 and 10 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Leaders have raised their expectations of what pupils can achieve. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Children in the early years achieve well.

In key stages 1 and 2, pupils are now learning much more in English, mathematics and science. Leaders have also developed the wider curriculum. However, this new curriculum is in the early stages of implementation. As a result, some pupils in key stages 1 and 2 have not developed a deep enough understanding of subjects. They do not achieve as highly as they should.

Pupils are very happy. They told inspectors that adults help and support them to feel safe in school. Pupils told inspectors that behaviour has improved significantly in recent years. They explained that leaders make sure that any incidents of poor behaviour or bullying are not tolerated or repeated.

Leaders have worked hard to provide pupils with the support that they need to develop their self-esteem. Pupils, and children in the early years, demonstrate resilience and perseverance in how they tackle unfamiliar tasks. They enjoy earning points and rewards for hard work and good behaviour.

Pupils enjoy taking part in the wide range of extra-curricular activities and sporting events on offer. They are proud of their recent successes in football and athletics.

What does the school do well and what does it need to do better?

Governors and trustees have challenged and supported leaders to plan an ambitious and interesting curriculum. With the support of governors and trustees, leaders have been relentless in their efforts to design a curriculum that meets the needs of all pupils, including those with SEND. They are well on their way to delivering this.

Children in the early years get off to a flying start. They benefit from a well-thought-out and well-planned curriculum that meets their learning needs. As a result of the effective steps that leaders have taken to develop the early years curriculum, children are well prepared to embrace the demands of the key stage 1 curriculum.

In key stages 1 and 2, however, leaders remain on a journey of improvement. They have now taken effective steps to identify the important knowledge that they want pupils to learn. They know what order new knowledge should be taught. Leaders have planned new learning carefully in key stages 1 and 2, so that it builds on the skills and knowledge that children acquire in the early years. Despite this, they are in the early stages of rolling out their new curriculums in subjects other than English, mathematics and science. As a result, pupils do not achieve as well as they should across the curriculum as a whole.

In some subjects, leaders have benefited from extra training to enhance their own knowledge of the subjects that they lead. In these areas, leaders are now successfully working alongside teachers to support and train them to implement the new curriculum. Where this is most effective, teachers are gaining the confidence to deliver these subject curriculums as intended. Teachers are also using assessment systems with increasing success in these curriculum areas.

However, this is not the case in all subjects. Several subject leaders have not had access to the same high-quality subject-specific training. As a result, some subject leaders are unable to provide the same enhanced levels of support to teachers. They have not provided teachers with the training required to use assessment systems consistently well to check that pupils have learned the intended curriculum. Therefore, on occasions, teachers are unsure if pupils have retained essential knowledge. Teachers lack confidence in delivering the new curriculum in these areas.

Reading, and the development of vocabulary, are central to leaders' wider curriculum plans. They have ensured that all staff are trained effectively in order to deliver the early reading and phonics programme. Staff introduce new phonics to pupils in a logical order. This helps pupils, including children in the early years, to learn new sounds in a systematic way. Pupils take home appropriate books and activities to practise the sounds they learn in class. This is supporting pupils to improve their reading fluency and accuracy. Pupils who fall behind with their reading receive effective support to help them catch up quickly.

Leaders have well-tested systems in place to identify the additional needs of pupils who need extra support with their learning. Leaders and teachers adopt effective strategies to enable pupils, including those with SEND, to access the same curriculum as other pupils.

Pupils, including children in the early years, enjoy learning. They behave well in lessons and they have positive attitudes to learning. Children in the early years listen carefully to adults' instructions. Pupils move around the school calmly and sensibly. They can get on with learning with few interruptions to their lessons.

Pupils have many opportunities to develop their knowledge and skills beyond the taught curriculum. Recently, girls have been involved in a science and technology project to design formula one cars. Pupils are taught to be knowledgeable about the important role that they play in society. They know that they should treat everyone with dignity and respect.

Staff appreciate that senior leaders and governors consider their workload and well-being. They are proud to be members of the staff team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have provided staff with up-to-date safeguarding training. This means that all staff have the necessary skills to spot potential signs of harm in pupils. Leaders keep detailed records of their work to safeguard pupils. Leaders work with several external agencies to ensure that vulnerable pupils and their families receive appropriate support.

Through the curriculum, pupils learn how to keep themselves safe. For example, they learn about the potential dangers associated with the use of social media and online gaming.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some foundation subjects in key stages 1 and 2 has not been fully implemented. As a result, some pupils do not achieve as well as they should in subjects other than English, mathematics and science. Leaders should ensure that they continue to roll out their new curriculums in the foundation subjects, and that they are well delivered by teachers, so that pupils learn more of the intended curriculum.
- Some subject leaders have not had the opportunity to advance their own subject knowledge. As a result, some of these subject leaders do not support and train teachers as effectively as they should to deliver the new curriculum. Leaders should ensure that all subject leaders and teachers are well trained to deliver the curriculum. This is so that pupils achieve equally well across all subjects.
- In some subjects, leaders do not train teachers well enough to assess whether pupils have learned the intended curriculum. This hinders teachers from knowing whether pupils have retained prior learning. Leaders should ensure that teachers are well supported to use assessment systems as intended.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	144982
Local authority	Rochdale
Inspection number	10212110
Type of school	Primary
School category	Academy
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	Board of trustees
Chair of governing body	David Golding
Headteacher	Donna Malcolm
Website	www.aliceinghamrc.rochdale.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

Alice Ingham Catholic Primary School converted to become an academy school in October 2017. When its predecessor school, Alice Ingham Catholic Primary School, was last inspected by Ofsted, it was judged to be inadequate.

- This is a Catholic primary school. The most recent section 48 inspection was in June 2018.
- There have been several changes to staffing and governance since the last inspection.
- A new headteacher has been appointed to the school since the last inspection.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors held meetings with the headteacher, the deputy headteacher and other senior members of staff.
- The lead inspector met with two members of the governing body, including the chair of governors. The lead inspector also met with a representative of the Diocese of Salford, the chief executive officer of the trust and the chair of the board of trustees.
- Inspectors examined a wide range of safeguarding documentation and records of leaders' work to keep pupils safe. They spoke with staff to gauge how well they understood their safeguarding duties. Inspectors also spoke with staff to gather their views about their workload and well-being.
- Inspectors observed pupils' behaviour in lessons and at play times. They spoke with pupils throughout the inspection to gather their views about behaviour and safeguarding in the school. Inspectors spoke with parents and carers to gather their views and opinions about the school.
- Inspectors carried out deep dives in early reading, mathematics, science and history. They met with subject leaders, visited lessons and spoke with teachers. Inspectors spoke with pupils about their work. Inspectors observed children in the early years, and pupils in key stages 1 and 2 read to trusted adults.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors considered the responses to Ofsted's staff's survey. There were no responses to Ofsted's pupils' survey.

Inspection team

John Donald, lead inspector	Her Majesty's Inspector
Jonathan Keay	Her Majesty's Inspector
Joan Grant	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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