

Inspection of a good school: Royton Hall Primary School

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

Inspection dates:

19 and 20 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils enjoy being part of this happy and caring school, where every individual is valued. They appreciate the strong relationships that they have with staff. Pupils are kind and polite. They make sure that everyone feels welcome in their school.

Pupils behave well during lessons and at playtimes. They work hard and are keen to share what they have learned. In lessons, pupils listen well and participate in discussions enthusiastically.

The school has high expectations for pupils' learning. Pupils know that they are expected to work hard and to succeed. However, their achievement across the curriculum is uneven. Some pupils, including those with special educational needs and/or disabilities (SEND), do not learn all that they should in some subjects.

The school provides a range of support to help pupils learn beyond the academic curriculum. Pupils access a range of school visits, residential experiences and extra-curricular clubs, such as gardening, sewing and sports. These enable pupils to foster their interests and talents.

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

The school has successfully cultivated a love of reading by introducing pupils to a diverse range of suitable texts. This helps to develop pupils' knowledge of language and vocabulary successfully. Reading has a high priority at this school.

Early reading starts in the Nursery class as children are immersed in songs and rhymes. This prepares children well for learning phonics as soon as they enter the Reception class. Staff receive regular training so that they have the expertise to deliver the phonics

programme consistently well. The books that pupils read are carefully matched to their phonics knowledge. However, some pupils who struggle to read do not receive the support that they need to build their phonics knowledge. This hinders them from becoming fluent readers.

The school has reviewed the curriculum to develop its relevance and ambition for all pupils, including pupils with SEND. In some subjects, the school has set out the important knowledge that pupils should learn. In these subjects, this knowledge has been broken down into small steps. This helps teachers know what should be taught and when this should happen. Typically, staff have secure subject knowledge. They present knowledge clearly and check on pupils' learning to identify any gaps or misconceptions. Pupils achieve well in these subjects.

In other subjects, however, it is less clear what pupils should know. This makes it difficult for teachers to design learning that helps pupils to build on their prior knowledge. Some pupils find it hard to make connections between what they have already learned and what they are learning now. Some pupils struggle to remember what they have been taught. This hampers their progress through the curriculum.

There is a clear process for the identification of pupils with SEND. Staff know pupils' needs. However, their success in adapting the delivery of the curriculum to meet these needs is variable. As a result, some pupils with SEND do not achieve as well as they should.

Pupils behave well. The school is a haven of calm where pupils focus on their learning. They enjoy playtimes with their friends. Pupils are extremely well mannered and are highly respectful to one another.

The school's strategies to improve pupils' rates of attendance are having a positive impact. It takes effective action to support pupils who do not attend school regularly enough. As a result, absence rates are reducing over time.

The curriculum helps pupils to understand and respect the differences between themselves and others. Pupils also learn how to stay safe and be healthy. Pupils value the roles and responsibilities that they hold in school, such as kitchen and register monitors. They enjoy making a contribution to their school and to its community. Such work prepares them well for life in modern Britain.

Staff appreciate the school's consideration for their workload and well-being. Teachers appreciate the school's recent changes that have been made to the systems for checking pupils' work. This has helped to improve their work-life balance.

Members of the governing body understand their statutory duties and work closely with the school, offering appropriate support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils who find reading difficult do not receive the support that they need to catch up. This hinders their reading fluency. The school should ensure that all staff have the support that they need to help pupils gain the phonics knowledge that they need to read successfully.
- Some staff do not adapt the learning for pupils with SEND effectively. This means that some of these pupils do not achieve as well as they could. The school should ensure that staff are suitably equipped to design learning that enables pupils with SEND to achieve well.
- In some subjects, the school has not identified the knowledge that pupils should know and remember. This hinders some teachers from designing learning that enables pupils to build on what they already know. This hampers some pupils' progress through the curriculum. The school should ensure that it provides sufficient guidance so that teachers know what should be taught and when this should happen.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2018.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135341
Local authority	Oldham
Inspection number	10314033
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	355
Appropriate authority	The governing body
Chair of governing body	Michael Booth
Headteacher	Tracy Wood
Website	www.roytonhall-pri.oldham.sch.uk
Dates of previous inspection	4 and 5 December 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector spoke with a representative of the local authority.
- The inspector spoke with the headteacher and with other leaders and members of staff. He also spoke with members of the governing body.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector carried out deep dives in early reading, mathematics and history. He talked with curriculum leaders of these subject areas. The inspector visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with pupils. He also observed some pupils from Years 1 to 3 read to a familiar adult.
- The inspector considered the curriculum in some other subjects. He met with leaders and spoke with pupils about their work.
- The inspector observed pupils' behaviour during lessons and around school. He also observed pupils at lunchtime.
- The inspector spoke with groups of pupils about their experiences at school.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. He also met with parents before school.
- The inspector took account of the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Andy Hunt, lead inspector

Ofsted Inspector

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