

# St Mary's Roman Catholic Primary School, Radcliffe

Belgrave Street, Radcliffe, Manchester, M26 4DG

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- At the end of Year 6, standards in mathematics are not high enough. Too few pupils achieve well.
- Disadvantaged pupils do not achieve as well as other pupils and this gap is not closing rapidly enough.
- Teaching has not ensured that pupils have made consistently good progress over time across the school.
- Expectations of what pupils can achieve are not always high enough and the work set is not always challenging enough.
- Staff do not always give pupils clear enough guidance about what they need to do to improve their work. Furthermore, they do not always check that pupils respond to this advice when it is given.
- Teaching assistants are not always fully involved and effective in supporting pupils' learning.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to solve practical problems in different subjects.
- School leaders, including governors, do not analyse and use data as effectively as they might to compare the performance of different groups of pupils and evaluate the impact of the school's actions to raise standards.
- Subject leaders are not yet fully accountable for the quality of teaching and pupils' progress in their areas of responsibility.
- Staff do not have enough opportunities to observe outstanding teaching in order to improve their own practice.

### The school has the following strengths

- Children get a good start to their learning in the early years provision. They are well prepared to start work in Key Stage 1.
- There is a positive climate for learning. Pupils enjoy coming to school, behave well and are keen to learn. They get on very well with one another and say they feel very safe and well cared for in school.
- Pupils' spiritual, moral, social and cultural development is promoted strongly. Pupils are well prepared for life in modern Britain.
- In many respects, school leaders, governors and the local authority have a clear view of what the school needs to do to improve. They are now working well to bring this about as quickly as possible.
- Parents are strongly supportive of the school.

## Information about this inspection

- Inspectors observed teaching and learning on 22 occasions. One lesson was observed jointly with the headteacher.
- Inspectors held meetings with school leaders, and met eight governors, including the Chair and Vice-Chair of the Governing Body. In addition, inspectors met a representative of the local authority.
- Inspectors met two groups of pupils. They spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of responses to the online Parent View questionnaire. Inspectors also considered 43 responses to the staff questionnaire.

## Inspection team

Robert Birtwell, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector
Sheila Loughlin	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- Pupils are taught in 15 classes from the Nursery to Year 6. The early years provision includes a part-time (morning and afternoon) Nursery class and full-time Reception classes.
- A very large majority of pupils are from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils is below average. These are pupils supported by the pupil premium. This is funding the school receives for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is average.
- The headteacher and an assistant head were seconded to work with another school for much of last year.
- Four new teachers have joined the school this year, including three newly qualified teachers.
- There have been several changes in membership of the governing body recently.
- The school runs a before- and after-school club. This is inspected separately by Ofsted.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve teaching, so that it is consistently good or better, in order to raise pupils' achievement, especially in mathematics and for disadvantaged pupils, by making sure that:
  - expectations of what pupils can achieve are always high enough
  - the work set is always hard enough so that pupils are consistently challenged to achieve the highest standards and make the best possible progress
  - pupils are always given very clear guidance in teachers' marking about what they need to do to improve their work and that checks are made that they respond to this advice
  - teaching assistants are always involved fully and effectively in supporting the learning of vulnerable and disadvantaged pupils
  - there are more opportunities for pupils to use and apply their mathematical skills and knowledge to solve practical problems, both in mathematics lessons and in different subjects
  - staff have more opportunities to observe outstanding teaching in order to improve their own practice.
- Improve the quality of leadership and management by ensuring that:
  - school leaders, including governors, analyse and use data more effectively to compare the performance of different groups of pupils so that they have a fuller picture of the impact the school's actions are having on raising standards
  - subject leaders are more involved and accountable for making checks and improving the quality of teaching and learning in their areas.

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

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because, although they are improving, pupils' achievement and the quality of teaching are not consistently good.
- Instability in school leadership slowed progress in 2014. School leaders have now taken action to raise standards following the disappointing results in 2014 and this is beginning to improve pupils' attainment and progress. However, their actions have not yet led to consistently good teaching and good progress over time throughout the school.
- School improvement planning correctly focuses on improving teaching in order to raise achievement. There was a successful drive to improve pupils' progress in writing in 2014 and there are now clear plans in place to improve teaching and raise standards in mathematics.
- School leaders analyse data about pupils' achievement and progress. This information about pupils' performance is used to provide pupils with extra help and support if they need it. This includes disadvantaged pupils, disabled pupils and those who have special educational needs.
- However, these data are not analysed or used as effectively as they might be. There is insufficient focus on the performance of different groups of pupils. This means that leaders cannot fully analyse or evaluate the impact that their actions are having in closing any gaps in performance between different groups of pupils, including disadvantaged pupils.
- While school leaders are strongly committed to equal opportunities for all pupils, gaps in the performance of different groups are not closing rapidly enough.
- While subject leaders monitor how pupils are performing, they are not yet fully accountable for making checks and improving the quality of teaching and learning in their areas.
- School leaders use information about the quality of teaching and pupils' achievement to check how well teachers are performing and to identify where further support or training is needed. This is helping to raise the quality of teaching. Staff are working increasingly effectively to improve practice but there are too few opportunities for them to observe outstanding teaching.
- Information about pupils' achievement is also used when making recommendations about teachers' pay.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. However, there are too few opportunities for pupils to use and apply their mathematical skills, both in mathematics lessons and in other subjects.
- There is an increasing range of activities, clubs, trips and visits to enhance the curriculum, including sport, drama, music and culture. Year 5 pupils spoke enthusiastically about a recent residential outdoor activities trip and Year 4 pupils visited the Science Museum in Manchester during the inspection.
- The curriculum addresses discrimination effectively, fosters good relations and contributes well to pupils' strong spiritual, moral, social and cultural development. There is a set of core values that are understood well by all pupils. Pupils are tolerant and understanding; they show an improving knowledge of other cultures and religions. There is a strong focus on charitable giving, including at local, national and international levels.
- British values are addressed effectively in lessons and through activities and assemblies. For example, the importance of democracy is highlighted successfully through the elected school council, and the school held a mock election to coincide with the recent general election. The school prepares pupils well for life in modern Britain.
- The school's safeguarding arrangements meet statutory requirements. Staff and governors' training is up to date, and systems and procedures are implemented effectively.
- The school uses the pupil premium funding to support the learning of disadvantaged pupils in the classroom, individually and in small groups. In addition, it is used to provide extra support for vulnerable pupils and to improve links with parents. However, the impact that this funding has on the achievement of disadvantaged pupils has not been fully evaluated and gaps in their achievement are not closing rapidly enough.
- The school is using the additional primary school physical education and sport funding successfully. Specialist coaches take lessons, run activities and train staff. Consequently, more pupils are involved in a wider range of sports activities and the school participates in more sports competitions than previously. This is having a positive impact on pupils' physical well-being and lifestyles.
- The local authority is providing increased monitoring and support for the school. This is contributing to improving the quality of teaching and is helping the school to move forward.

### ■ The governance of the school:

- Governors are very supportive of the school. They are well informed about pupils' behaviour and the quality of teaching and learning. They have an improving knowledge of the use and analysis of data about pupils' performance because of new members joining the governing body and increased training. They do not, however, use this effectively to compare the performance of different groups of pupils. Nevertheless, governors have a clear view of how well the school is doing and where it needs to improve. In particular, they recognise the need to raise achievement in mathematics and to close the gap in performance between disadvantaged pupils and others in the school.
- Governors increasingly hold the school to account effectively by asking probing questions and by setting challenging targets as part of the headteacher's performance management. They also make sure that pupils' achievement is taken into account when making decisions about teachers' pay. They have a good knowledge of how the pupil premium is spent but are less sure about the impact it is having. They manage the school's finances effectively and make sure that the school meets its statutory duties, including those related to safeguarding.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils know how they are expected to behave and understand why good behaviour is important.
- Pupils are keen to do well and have positive attitudes to learning. They are typically polite and considerate and get on well with one another and with adults in the school.
- Pupils say that they enjoy lessons and that teachers try to make learning interesting and fun. As a result, lessons typically run smoothly and without interruption.
- Inspectors observed good behaviour around the school. Pupils play enthusiastically and safely during break and behave well in the hall at lunchtime. Pupils say that behaviour is usually good but that pupils sometimes fall out. If this happens, they say that teachers deal with it effectively.
- School records show that there are relatively few instances of poor behaviour and there have been no racist or discriminatory incidents in recent years. If pupils do misbehave, staff act appropriately, consistently and effectively.
- A small number of pupils sometimes show challenging behaviour but staff manage this consistently and well. These pupils are supported in a caring and nurturing way. This leads to improved behaviour of these pupils.
- Pupils take on responsibility in a variety of different areas. Some act as prefects, some are play leaders and help younger pupils, and others are peer mediators who help to sort out pupils' problems. This makes a positive contribution to their strong spiritual, moral, social and cultural development.
- Pupils say that they enjoy coming to school and are proud of it. Attendance has improved and is above average.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe and are well cared for in school.
- Pupils have a good knowledge of how to keep themselves safe in different situations. They speak confidently about personal safety when using the internet, for example.
- Pupils have a good knowledge of the different forms of bullying and are very aware of the harmful effects of name-calling and discrimination. They say that there is no bullying in the school at present but would report it, if it occurred. They are very confident that the school would sort it out quickly.
- All parents who responded to the Parent View questionnaire think that their child is happy, safe and well looked after at the school.

## The quality of teaching requires improvement

- Teaching requires improvement because it does not ensure that all groups of pupils make consistently good progress and achieve well across the school over time, particularly in mathematics. School records show that teaching is improving and this is leading to pupils making more rapid progress.
- Expectations of what pupils can achieve are not always high enough. As a result, the work set is not always hard enough to challenge pupils to reach the highest levels and make the best possible progress. Consequently, progress is slower than it could be and pupils do not achieve as well as they should.
- Reading is taught effectively and pupils have a good knowledge of phonics (letters and the sounds they make). Staff ensure that pupils read regularly at a suitable level, both at school and at home. This ensures that pupils make good progress.
- The teaching of writing has improved. Pupils have opportunities to write in a variety of styles across the curriculum and there is an appropriate focus on spelling, punctuation and grammar.
- Mathematics teaching is improving and pupils' numeracy skills are increasingly secure. However, staff do not give pupils enough opportunity to use and apply these skills to investigate and solve practical problems.
- While improving, the quality of marking and assessment is not consistent. Staff mark pupils' work regularly and use praise effectively. However, pupils are not always given clear enough guidance about what they need to do to improve their work. Also, there are too few checks to see that pupils respond to this advice when it is given.
- Teachers and teaching assistants generally work well together to support the learning of pupils who need extra help. This includes those who are disadvantaged, disabled pupils and those who have special educational needs. Extra help is provided in the classroom or in individual or small-group sessions. However, at times teaching assistants are not as involved and effective in supporting learning as they might be. As a result, the progress of some pupils, including those who are disadvantaged, slows.
- Where pupils learn well, staff have high expectations and set challenging work that engages pupils in their learning. For example, in mathematics, Year 4 pupils were working on a variety of activities to improve their multiplication skills. Different groups of pupils had different tasks which were challenging and set at the right level. Questioning was used skilfully to check and deepen pupils' understanding, and teaching assistants were fully involved in pupils' learning. As a result, pupils had to think hard about what they were doing and made excellent progress.

## The achievement of pupils requires improvement

- Achievement requires improvement because pupils do not make consistently good progress across the school. Although in many classes pupils make good progress in all subjects, the progress of different groups of pupils and in different subjects slows in others. By the end of Key Stage 2, standards in mathematics are not high enough and too few pupils achieve well, particularly disadvantaged pupils.
- Pupils have a sound knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check was above average in 2014.
- In 2014, standards at the end of Year 2 were broadly average in reading but well-below average in writing and mathematics. The school's most recent records show that pupils are likely to achieve similar standards in reading this year, with writing and mathematics improving but still remaining below average.
- At the end of Year 6, pupils' standards in reading, writing and mathematics have been variable. In 2014 they were above average in reading, below average in writing and well-below average in mathematics. The proportion of pupils who made the progress expected of them was above average in reading and writing but well below average in mathematics. The proportion that made more than the expected progress was around average in reading but well-below average in writing and mathematics.
- Inspection evidence and the school's most recent data show that pupils in Key Stages 1 and 2 are making steady and improving progress from their starting points. Year 6 pupils are on track to achieve much improved results in mathematics and the proportion of pupils making expected progress is likely to be close to average in all subjects. However, achievement is not yet consistently good across the school.
- Pupils' writing skills are improving because of stronger teaching. Pupils have opportunities to write in different styles in different subjects.
- Pupils' basic skills in mathematics are not yet fully secure. There are too few opportunities for them to use and apply their mathematical knowledge to solve practical problems.
- Disadvantaged pupils have not achieved as well as other pupils in the school. In 2014, the standard achieved by Year 6 pupils eligible for the pupil premium was around a term behind that of other pupils

nationally in reading, two and a half terms behind in writing and almost five terms behind in mathematics. In comparison with other pupils in the school, they were around a term and a half behind in all subjects. Disadvantaged pupils made slower progress than other pupils in the school and nationally. These gaps are not closing rapidly enough because staff expectations are not always high enough, support is not always effective and leaders do not check on the impact of provision.

- Disabled pupils and those with special educational needs make progress at a similar rate to that of other pupils in the school. Their needs are identified accurately and they receive good quality support from teachers and teaching assistants.
- The most-able pupils achieve higher standards than their classmates and make progress at a similar rate. However, too few of them reach the highest standards and make good progress. This is because, in common with other pupils, they are not always given work that is challenging enough.

### The early years provision

is good

- Most children join the early years with skills and knowledge that are below those typical for their age. They make good progress and catch up quickly from their individual starting points. The proportion that achieved a good level of development at the end of the Reception year was average in 2014. Children are well prepared to enter Key Stage 1.
- The quality of teaching is good. There is a strong focus on developing language and social skills. Staff ensure that learning activities are purposeful and well focused. Children are keen to learn. They approach activities, both indoors and outdoors, with equal enthusiasm and both provide them with good learning opportunities.
- Staff work well to meet the needs of individual children. They check on children's progress regularly and use this information to plan tasks and activities to develop children's learning further. Any disadvantaged or vulnerable children are supported well and make good progress.
- Children behave well and are happy to learn in the safe and caring environment. They listen carefully to adults, concentrate well and work effectively together, sharing and showing concern for others.
- There are strong links with parents and local nursery providers. These ensure that children settle quickly into the early years provision.
- The early years provision is led and managed very well. All staff work well together with a common sense of purpose. They are well trained and know how well each child is performing. This ensures that children make good and improving progress.

## 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>	105353
<b>Local authority</b>	Bury
<b>Inspection number</b>	461906

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	453
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Iris Turner
<b>Headteacher</b>	Paul Heaton
<b>Date of previous school inspection</b>	26 September 2011
<b>Telephone number</b>	0161 723 4210
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