

Inspection of a good school: Ramsbottom Stubbins Primary School

Bolton Road North, Stubbins, Ramsbottom, Bury, Lancashire BL0 0NA

Inspection dates: 18 and 19 June 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 are courteous and a delight to meet. They enjoy attending this welcoming school and they value the positive relationships that they have with staff. They know that they can share any worries or concerns. This makes them feel safe and cared for in school.

Pupils behave well in lessons. They know the school's routines and respond positively to gentle reminders from staff about their behaviour. This makes the atmosphere in school calm and harmonious. Pupils do their best to demonstrate the 'Stubbins values'. They appreciate being rewarded for making good choices.

Pupils are encouraged to work hard and stay focused on their learning. The school is ambitious for pupils to achieve well. However, some pupils, including those with special educational needs and/or disabilities (SEND), do not remember their learning well enough in some subjects. This is because the recently refreshed curriculums are not delivered consistently well.

Pupils know how to stay safe when working online and when playing outside of school with their friends. Pupils spoke positively about some of the recent changes at school, such as increased ways in which they can develop their talents and interests, for example by singing in the choir or being part of computing competitions. They understand the importance of treating others with respect.

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

Recently, the school has made considerable changes to the curriculum in many subjects. The refreshed curriculum is ambitious. It makes clear what pupils should learn. In some subjects, staff have benefited from high-quality training. This has developed their subject knowledge so that they can deliver the curriculum effectively. This has had an impact on

pupils' achievement, especially in the early years. Children in Reception class are increasingly well prepared for the curriculum in key stage 1 because of these changes.

In other subjects, staff have not had the training that they need to deliver the new curriculums. They do not have a secure understanding of how to shape pupils' learning so that they understand subject information. In these subjects, staff are also unsure how to check if pupils have learned all that they should. As a result, pupils, including those with SEND, do not build their knowledge well enough over time. This hinders their achievement.

Pupils enjoy reading. Children in the early years and in key stage 1 enjoy hearing their favourite stories read to them. This helps them to develop their communication skills. Pupils have access to a wide range of suitable books. They have opportunities to read every day and to practise the sounds that they are learning. The phonics programme mostly enables children in the Reception class and pupils in key stage 1 to link sounds and letters to read words. However, the support that those pupils who find reading difficult receive does not help them to catch up quickly enough. This hinders how well these pupils are able to access the full breadth of the curriculum or enjoy the books that they are given to read.

The school has a clear process to identify the additional needs of pupils with SEND. Staff get the right information about pupils' needs. However, sometimes they do not use this information well enough to adapt their delivery of the curriculum for these pupils. As a result, some pupils with SEND do not achieve as well as they should.

Children in the early years behave well. They learn to play together nicely and to share resources respectfully. For example, children enjoyed working in groups to paint lighthouses or sell ice-creams. Adults encourage children to share their ideas and to listen to others. This continues to be a focus as pupils move through key stages 1 and 2. As a result, pupils' learning is rarely disrupted.

Attendance has been an important focus for the school. Pupils know the importance of good attendance. The school engages with parents and carers effectively to understand the reasons why pupils sometimes miss school. Consequently, the number of pupils who have missed a lot of school in the past is reducing.

Pupils enjoy participating in a wide range of competitive sports, such as cross-country, dodgeball and bowling. Pupils have the opportunity to share their positive and negative thoughts when discussing their emotions. This supports their mental health. They also understand the importance of healthy relationships. However, pupils' knowledge of other aspects of the personal, social, emotional and economic (PSHE) education curriculum is less well developed. This is because it is not taught consistently well. As a result, pupils are unsure about some of the differences between people in society and they lack sufficient understanding about the importance of healthy eating.

The school has ensured that it engaged with staff when introducing changes to the curriculum. This has helped staff to manage their workload. Governors have an accurate

view of the school. They know the priorities for improvement. They hold the school to account for its work and they are ambitious for its pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff have not had sufficient support or training to deliver the new curriculums or to check that pupils have learned subject content. As a result, some pupils are not learning the curriculum as well as they should. The school should ensure that staff have the subject expertise and training that they need to deliver the curriculum consistently well, so that pupils know and remember more.
- A small number of pupils who struggle with reading are not catching up quickly enough. This is because the support that they receive is not helping them to keep pace with the reading programme. As a result, they cannot access the full breadth of the curriculum. The school should ensure that staff support pupils more effectively to overcome gaps in their reading knowledge.
- Some staff do not adapt their delivery of the curriculum well enough for pupils with SEND. This means that these pupils are not supported as well as they should be to learn the curriculum. The school should equip staff with the skills they need to adapt teaching, and resources, to meet the needs of pupils with SEND.
- The school has not ensured that all aspects of the PSHE curriculum are taught consistently well. Some pupils do not have a secure understanding about healthy eating, and their knowledge about the differences that exist between people in society is underdeveloped. The school should ensure that pupils learn all that they should from the PSHE curriculum, so that they are fully prepared for life in modern Britain.

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 February 2019.

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	119196
Local authority	Lancashire
Inspection number	10321358
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair of governing body	Mathew Dunkin
Headteacher	Jill Cromey
Website	https://www.stubbins.lancsngfl.ac.uk
Dates of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

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 their evaluation of the school.
- During the inspection, the inspector met with school leaders. The inspector also met with representatives of the governing body, including the chair of governors, and with a representative from the local authority.
- 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 these subjects: early reading, mathematics and computing. For each deep dive, the inspector held discussions with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also spoke to subject leaders of other subjects.
- The inspector listened to a sample of pupils in Years 1 and 2 read to a familiar adult. He also met with groups of pupils from across the school.
- The inspector observed behaviour in classrooms and at social times. He spoke to teachers and pupils throughout the inspection about behaviour in school.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. He also considered the responses from staff and pupils to Ofsted's online surveys.

Inspection team

Thomas Fay, lead inspector

Ofsted Inspector

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