

Rack House Primary School

URN: 105448 | Inspected: 18 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Pupils achieve very well in reading, writing and mathematics. This is reflected in the high- quality work that pupils produce in these subjects. At the end of Year 6, disadvantaged pupils achieve much better than the same group nationally and slightly better than non- disadvantaged pupils nationally. This has been the case over a number of years. Leaders' actions ensure that in these subjects, disadvantaged pupils have the knowledge they need to hit the ground running in secondary school. In subjects other than reading, writing and mathematics, pupils typically achieve well across different year groups. Typically, they are well prepared for their next stage of education. However, there remain a small number of subjects where pupils do not achieve as well as they could. For example, they have gaps in their knowledge and some important skills are underdeveloped. This limits how well prepared they are for their

next steps

in learning.

Curriculum and teaching

Expected standard

Leaders have designed a curriculum that is ambitious for all pupils. It begins in the provision for 2-year-olds and has a focus on ensuring that pupils secure the important knowledge and skills they need in reading, writing and mathematics. Teachers carefully check pupils' understanding in these subjects. Where pupils need extra help, timely support is provided by staff. This ensures that these pupils keep up with their peers. Across many subjects, the curriculum sets out the important knowledge that teachers should deliver. Teachers have the expertise they need to teach the curriculum well. This helps pupils to gain the knowledge that they need for their

next steps

. However, in a small number of subjects in the wider curriculum the key knowledge that pupils should learn is not set out in sufficient detail. This means that teachers are unsure what to prioritise when designing some learning activities. At times, this limits how well pupils are prepared for their

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next steps

. Leaders have been highly successful in ensuring that all pupils have access to the curriculum. Effective adaptations to teaching help pupils with special educational needs and/or disabilities and those who are disadvantaged to fully take part and learn the curriculum well.

Early years

Expected standard

The school has developed a carefully designed curriculum. It begins in the provision for two- year-olds and maps out the important knowledge and skills children should learn through to the Reception Year. The curriculum takes account of the needs and interests of children. It also considers children who may have gaps in their learning when they join the early years. Staff keep parents and carers up to date with what their children are learning through events, such as stay and learn. The provision for 2-year-olds provides children with a positive start to their education. Across the early years, there is a focus on helping children to develop their language and communication. Typically, staff support children well in learning and using new words. In the main, staff design learning activities that help children build on what they already know.

In the Reception Year, there is a sharp focus on helping children learn the different sounds that letters make. Children get to read books that are closely matched to the sounds that they know. Enjoyment of a good book also comes through the stories that staff regularly share. By the end of the Reception Year, children are generally ready for the next stage of learning.

Inclusion

Strong standard

Pupils with special educational needs and/or disabilities (SEND) have their needs and barriers to learning swiftly identified. Leaders and staff are highly alert to pupils' emerging and changing needs. They respond quickly to provide carefully considered and targeted support, drawing on specialists where needed. For example, some disadvantaged pupils benefit greatly from focused emotional wellbeing support. The school works closely with parents and carers to ensure that pupils' individual needs are catered for. Pupils who attend the specially resourced provision for pupils with SEND receive highly effective support. Many spend significant parts of their school day successfully learning alongside their friends within the mainstream classrooms. Leaders have been highly effective in supporting staff to adapt their teaching of the curriculum to meet the individual needs of pupils. This helps pupils to effectively access the same curriculum as their peers. The pupil premium funding is used well to help disadvantaged pupils succeed across many aspects of school life. Pupils who are looked after and those with previous experience of children's social care are provided with the support that they need to thrive in school. Expected standard

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Leadership and governance

Expected standard

Leaders have a clear understanding of different aspects of the school's work. They know the strengths of the school and where there is further work to be done. Typically, where improvements are required, leaders have prioritised appropriate actions. Governors carry out their duties effectively. They know the school well and provide leaders with suitable levels of challenge and support. For example, governors have a clear oversight of how the pupil premium funding is being used in school and the positive impact that this is having for disadvantaged pupils. Governors and leaders make decisions that are in the best interests of pupils. This has contributed to the very positive support received by disadvantaged pupils and pupils with special educational needs and/or disabilities. Teachers at the start of their careers benefit from the guidance and training that is put in place for them by leaders. This helps them to further develop their expertise as a teacher. Staff value being part of the school. They appreciate the actions that leaders take to listen to their feedback. This has had a positive impact on ensuring that staff have a manageable workload. Leaders support staff well in their different roles through professional learning. Opportunities are provided that support career development. The investment that leaders make in the school's staff ensures that pupils get off to a positive start in their education. Personal development and well-being Expected standard Pupils, including those who are disadvantaged, benefit from a carefully considered approach to personal development and wellbeing. In the early years, children are supported well to develop their independence. For example, they learn how to put their coats and shoes on by themselves. Children are taught the importance of personal hygiene. Brushing their teeth in school helps them to learn about self-care. Pupils develop an understanding of important moral values, such as respecting different opinions. They understand right from wrong and the importance of speaking up if somebody is being treated unfairly. Typically, pupils begin to develop their understanding of fundamental British values. Some activities in school, such as voting for members of the school council, bring these to life. Pupils develop an understanding of the changes they will go through as they get older and the signs of what makes a healthy relationship. The school ensures that pupils learn how to manage different risks in the community. For example, pupils learn to be safe around the local tram lines and the dangers of swimming in open water. Clubs such as robotics, gymnastics and music provide pupils with further opportunities to develop their talents and interests. The school is very effective at identifying and responding to pupils' changing needs. Carefully considered pastoral support provides tailored help and guidance for pupils during their times of need.

Pupils attending the resourced provision for pupils with special educational needs and/or disabilities benefit from personal development opportunities that help to develop their independence. For example, staff support them in understanding how to use public transport. Pupils learn about the different shops in the area and how to use money to buy what they need for everyday life.

What it's like to be a pupil at this school

One of the school's values is for pupils to be 'safe, secure and successful'. Pupils experience this in many different ways. For example, pupils trust that staff will help them with any concerns or worries. Pupils are confident that instances of bullying are infrequent. On the rare occasion it occurs, leaders deal with it quickly and effectively. Typically, behaviour in lessons and around the school is positive. This begins in the early years, where children

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follow adult instructions and are keen to help at tidy-up time. Feeling safe and secure helps pupils to focus on their learning. The school works with families to support pupils to attend school regularly. The support provided for disadvantaged pupils and pupils with special educational needs and/or disabilities enables them to progress well through the curriculum from their starting points. As a result, pupils across the school achieve very well in reading, writing and mathematics by the end of Year 6. Therefore, in these subjects, pupils have the knowledge they need in readiness for secondary school. While pupils enjoy their learning across the curriculum, there are a small number of subjects where they are not prepared as well as they could be for their next stage of education. Pupils' wider experiences are well catered for through trips to different places of worship, museums and local theatres. They benefit from opportunities to take on different leadership roles in school. For example, members of the 'Rights Respecting' steering group seek and act on the views of pupils to bring about improvements to the school. Pupils leave school well prepared for life in modern Britain.

Next steps

- Leaders should ensure that the content of subjects in the wider curriculum matches the subject-specific rigour of reading, writing and mathematics, supporting pupils to produce consistently high-quality work across the curriculum.
- Leaders should continue to further improve the attendance of pupils who persistently miss out on periods of their education.

Attendance and behaviour

Expected standard

Improving attendance has been a focus for leaders over the past few years. They have established a broad range of systems that quickly pick up attendance concerns. Leaders have used this information to begin to help pupils attend more regularly and often. This has resulted in significant improvements over time for pupils with special educational needs and/or disabilities. Leaders have worked hard to reduce the number of term-time holidays taken. Their approach to this is beginning to have a positive impact on reducing the number of pupils missing extended periods of school. Building on what has been achieved so far continues to be an appropriate priority for the school. Leaders have created an orderly, safe and nurturing environment, where bullying and discrimination are not tolerated. Caring staff provide effective support for those pupils who struggle to manage their emotions. Pupils behave well in class and have a positive attitude towards their learning. Staff in the early years help children to understand the importance of sharing and taking turns. Older pupils act as positive role models for their younger peers. The vast majority of staff ensure that pupils engage in positive behaviour during social times and provide appropriate support where pupils need it.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

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<https://whatschool.ai/en/school/rack-house-primary-school-manchester>