

# Livingstone Primary School

Valeside, Mossley, Ashton-Under-Lyne, OL5 0AP

**Inspection dates** 27–28 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- It has improved well since the last inspection. This is due to the strong leadership of the headteacher and the deputy headteacher with the support of staff and governors.
- Pupils enjoy learning and achieve well. All groups make good progress from their starting points and test results at the end of Year 6 are above average in English and mathematics.
- Teaching is good across the school because lessons are interesting and expectations are mostly high. Some teaching is outstanding.
- Children get off to a good start in the Nursery with good attention given not only to developing skills in reading, writing and mathematics but also to children's personal development.
- Pupils at risk of falling behind in their learning are well supported through small group work or one-to-one teaching.
- Pupils behave well not just in lessons but in and around the school. They are very friendly and rightly feel safe and secure.

### It is not yet an outstanding school because

- Teaching is good rather than outstanding.
- Teachers' questioning is not always as effective as it might be.
- At times, teachers do not take the opportunity to change what they have planned for pupils to do in lessons when the planned task is not challenging enough.
- In the Reception class, there are many opportunities for children to develop their skills well in the classroom but far less so in the outside area.
- The planned curriculum does not provide enough challenging opportunities for pupils to use their good mental arithmetic skills well in solving mathematical problems.

## Information about this inspection

- The inspector observed eight lessons of which one was a joint observation with the headteacher. Additional short visits in lessons were carried out to look at important issues such as how well pupils get on with their classmates and how well they behave.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- The inspector heard pupils read and talked to them about the types of books they enjoy and why.
- Pupils' current work and available work and assessment from the previous academic year were scrutinised, including information which showed how well pupils do in English and mathematics.
- Nineteen responses were received to the online questionnaire (Parent View). Some parents reported that they could not gain access online.
- Most members of staff completed the voluntary staff questionnaire.

## Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is a below average-sized primary school.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils from minority ethnic groups is well-below average.
- The proportion of pupils known to be eligible for the pupil-premium funding (pupils known to be eligible for free school meals and those looked after by the local authority) is above average.
- The school meets current government's floor standard, which set the minimum expectations for pupils' attainment and progress.
- The school has achieved many awards including Healthy School status.

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

- Improve the quality of teaching so that more of it is outstanding by :
  - adapting lesson plans where necessary to ensure that all pupils are always challenged to make as much progress as they can in lessons
  - providing more opportunities for pupils to work and learn independently of their teachers
  - making better use of questioning so that teachers find out exactly what pupils know and what is needed to move them on in their learning
  - sharing the very best practice in teaching amongst staff.
- Improve the curriculum for children in the Reception class and in mathematics for pupils from Years 1 to 6 by:
  - providing more appropriate opportunities for children to develop their skills when they play and learn outdoors
  - providing more challenging opportunities for pupils to use their good mental arithmetic skills in solving mathematical problems.

## Inspection judgements

### The achievement of pupils is good

- Pupils are keen to do well and are enthusiastic about the work they do. They know that teachers and support staff think a great deal about them and, as a result, they are never frightened to ask for help if they need it.
- Pupils' achievement has improved since the last inspection and is now good. In 2012, Year 6 pupils achieved above-average test results in English and mathematics. Inspection evidence and the school's own assessments demonstrate that current attainment is also above average.
- The majority of pupils start school with skills that are below those expected for their age. They make good progress overall in the Early Years Foundation Stage and, as a result, they enter Year 1 as enthusiastic learners working at the expected levels. In the Nursery, very good use is made of the outside area to support children's learning. For example, children enjoy working in the 'mud kitchen' adding apples and bananas to their 'mud meals'. They are well aware they should not eat their recipes! A teaching assistant works well with the children in developing their language skills, introducing words such as 'mixture'. However, in the Reception class, there are missed opportunities in using the outside resources effectively to develop children's skills.
- In Years 1 to 6, learning and progress continues to be good as a result of good teaching. The school has successfully narrowed the gaps in achievement between all pupils and those eligible for pupil premium. It does so by carefully providing extra adult support where necessary to improve their literacy and numeracy skills.
- In 2012, the majority of pupils did well in the Year 1 phonics (linking sounds and letters) test, showing good progress. Attainment in reading is above average at the end of both Year 2 and Year 6. Pupils say they enjoy reading and can confidently discuss and give opinions about what they have read.
- While pupils make good progress in mathematics, between Years 1 and 6 there are too few opportunities for them to use and apply their mental arithmetic skills well in solving mathematical problems. This contrasts with the good opportunities provided for pupils to use their writing skills.
- Disabled pupils and those with special educational needs make good progress and achieve well. This is because of the good support they receive and the strong emphasis placed on developing pupils' speaking and listening skills.
- Parents indicate that they are pleased with their children's achievements.

### The quality of teaching is good

- While teaching is good, there are some examples of outstanding teaching. Outstanding teaching is very lively, with teachers using questioning particularly well not only to find out what pupils know but also to move them on in their learning. This results in pupils developing skills in working on their own with the need for support from the teacher kept to a minimum. These very best teaching practices are not used as well in all lessons.
- Good assessment of pupils' progress ensures that teachers plan lessons well to meet the needs of all learners. However, occasionally this planning is not adapted to take account of pupils' experiences within the lessons to ensure that they are given work that is always challenging enough. This means that some pupils do not always make the progress they are capable of.
- A good understanding by the staff of the needs of children in the Early Years Foundation Stage ensures that children make good progress. While provision is good overall, resources outside, although used very well by Nursery children, are not consistently used well to develop children's skills in the Reception class.
- Disabled pupils and those with special educational needs benefit from the work done by support staff who are effectively deployed both within and outside the classroom.

- Reading is well taught throughout the school. Phonics lessons are planned well and pupils enjoy the challenges set. Pupils say they enjoy reading with one child commenting, 'I just love it.' Reading is given a high profile by, for example, asking pupils to nominate the best historical book they have read. The school also celebrates an 'author of the month'.
- Teachers promote pupils' spiritual, moral, social and cultural development well. The importance of generosity and fairness to everyone is high on the school's agenda. Pupils are proud of the money they have raised to help improve conditions in Kenya.
- Parents who completed the online questionnaire, and those spoken to during the inspection, believe the quality of teaching is good, as do the pupils who spoke with inspectors.

### **The behaviour and safety of pupils** are good

- The school provides a very happy harmonious community where pupils say they feel safe. They show good attitudes to learning and most have an eagerness to learn. It was a delight to see the effort put in by the pupils in the school choir preparing a song for a north-west region music festival.
- Most pupils are polite and parents, pupils and staff agree that behaviour is good and staff report that behaviour has improved since the last inspection. These factors are key factors in the school's success.
- A scrutiny of the school's records of pupils' behaviour and observations during the inspection demonstrate that behaviour, over time, is good.
- Pupils respond well to the many opportunities provided for them to take on responsibilities. These include being a member of the school council, with one pupil stating that being a school council member means, 'I am in charge!'
- Pupils' enjoyment of school can be seen in their above-average attendance and the punctual way they arrive at the start of the day.
- Pupils have a good understanding of different types of bullying. They are confident that should any ever occur, adults would deal with it straight away.

### **The leadership and management** are good

- The headteacher and other leaders have a very clear and ambitious vision of how the school can get even better. They know exactly how well the school is doing. The main areas for development identified by the last inspection have been addressed and the rate of pupils' progress and the quality of teaching are both improved and are now good.
- The systems for recording and analysing information about pupils' progress are thorough. They are supplemented well by teachers' prior knowledge of each pupil as an individual.
- Good management of the performance of staff has brought about improvements in the quality of teaching, with teaching that required improvement being tackled successfully. By working alongside individual teachers, the deputy headteacher, for example, is successfully improving the consistency in the quality of teaching. Even so, not enough is done to share best practice. The staff questionnaires indicate that staff think highly about the leadership of the school and of the provision made for their professional development.
- The school celebrates the differences between pupils from all backgrounds and abilities, and meets all requirements for safeguarding children. This approach helps to ensure that all pupils have an equal chance to succeed without discrimination.
- The curriculum is of a good quality, but further curriculum adaptations are needed in mathematics to provide more problem-solving opportunities. The curriculum makes a strong contribution to the pupils' good spiritual, moral, social and cultural development. Pupils have a good understanding of right and wrong and take a great pride in caring for others.
- The local authority has a good relationship with the school. It acknowledges that the school has

improved and is now good and, as a result, now only provides 'light touch' support.

■ **The governance of the school:**

- The governing body discharges all its legal responsibilities well. Governance has improved since the previous inspection. Governors now have a good awareness of the school's strengths and areas for development. In order to have a greater understanding and say in school affairs, governors meet monthly and are not afraid to ask searching questions. A new initiative linking individual governors with subjects, such as mathematics, is proving to be successful to involve them in school life even more. They keep a close check on the school's budget, making sure that, for example, pupil-premium money is used to good effect and for the purpose intended.
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## 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>	106210
<b>Local authority</b>	Tameside
<b>Inspection number</b>	400827

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Wilson
<b>Headteacher</b>	Linda Zrada
<b>Date of previous school inspection</b>	28 April 2010
<b>Telephone number</b>	01457 832495
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