



Livingstone Primary School

Inspection Report

Unique Reference Number 106210
Local Authority Tameside
Inspection number 287444
Inspection dates 27–28 September 2006
Reporting inspector Marie Cordey

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

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|---|--------------------|-------------------------|---|
| Type of school | Primary | School address | Valeside |
| School category | Community | | Mossley, Ashton-under-Lyne Lancashire OL5 0AP |
| Age range of pupils | 3–11 | Telephone number | 01457 832495 |
| Gender of pupils | Mixed | Fax number | 01457 839450 |
| Number on roll (school) | 133 | Chair | Mr David Steward |
| Appropriate authority | The governing body | Headteacher | Mrs Linda Zrada |
| Date of previous school inspection | 26 February 2001 | | |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small school is situated in a village near Ashton-under-Lyne. The vast majority of the pupils are of White British heritage and there are a small number of minority ethnic heritage pupils. The proportion of pupils who have learning difficulties and/or disabilities is below average. The proportion of pupils who are eligible for a free school meal is above average. The headteacher has been in post since January.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

Livingstone is a caring school that provides a satisfactory standard of education and satisfactory value for money. The headteacher, recently in post, is committed to providing the care and support for pupils that are needed to raise achievement. Pupils make satisfactory progress overall and attain average standards in English, mathematics and science by the end of Year 6. Standards in reading are a strength. Writing is not as good because pupils' punctuation, spelling and imaginative work are weak. The new leadership team has effectively tackled some under-achievement by pupils who have learning difficulties and most pupils achieve as expected. However, there are still a small number of higher attaining pupils who are not challenged sufficiently to attain the standards of which they are capable. This is a concern to some parents. The quality of teaching and learning is satisfactory. Examples of good practice capture the pupils' imagination using role-play and practical activities and motivate them to learn. Pupils' personal development is satisfactory, the strengths are in pupils' good work with the community, and that they lead healthy lifestyles. Extra activities after school are well attended and enjoyed by pupils. Additional resources for information and communication technology have improved pupils' skills in information and communication (ICT) since the previous inspection. Leadership and management are satisfactory. The headteacher forges strong links with neighbouring schools and encourages children to feel part of a bigger world. As a result, pupils are learning to become tolerant and open-minded towards others. Senior staff and governors have a good understanding of the school. Their largely accurate self-evaluation is borne out by the inspection findings. The exceptions are in the judgements concerning pupils' personal development and well-being and in their care, guidance and support. Whilst there are good features in these areas they are judged satisfactory rather than good. Despite the school's best efforts, attendance, although broadly average, is adversely affected by the absence of a small minority of pupils. The marking of pupils' work is thorough but assessment information concerning pupils' progress is not used consistently to meet the needs of all pupils. The headteacher, staff and governors work together closely and have good capacity to make further improvement. There has been satisfactory improvement since the previous inspection.

What the school should do to improve further

- Use assessments of pupils' progress consistently to plan work to meet their needs.
- Provide more challenge for higher attaining pupils to enable them to reach their potential.
- Improve pupils' standards in writing by encouraging pupils to talk about their ideas and plan their written work together.

Achievement and standards

Grade: 3

Children start school with attainments that are usually expected for three-year-olds. They make satisfactory progress and, by the end of the Reception Year, most attain the learning goals expected for their age. Pupils continue to make satisfactory progress in Years 1 to 6. Standards are broadly average by the end of Year 2 and Year 6 when pupils leave the school. However, there is a weakness in pupils' spelling, punctuation and grammar and imaginative writing. Standards in writing are not as high as those in mathematics and science. The achievement of some higher attaining pupils is recognised by the school as an area to improve in, all subjects and strategies are being developed to stretch the most able. An effective analysis of data is now helping the school to raise standards but it is not yet used consistently well. Challenging targets were not met in 2006 but pupils are now on track to meet their targets for 2007.

Personal development and well-being

Grade: 3

Pupils' make satisfactory progress in developing their personal development and well-being. Attendance is average. Pupils enjoy school and make a good contribution to the school and to the wider community. Behaviour is satisfactory. Most pupils are well behaved and are careful to consider others. However, there is, occasionally, some jostling in queues and inappropriate language. Pupils are not as self-reliant as they could be. They do not, for example, consistently work independently. Pupils' spiritual, moral social and cultural development is satisfactory. Children begin to develop a good understanding of world cultures in the Foundation Stage. They continue to successfully develop their understanding of other cultures through charity fundraising and assemblies. As pupils become older they take responsibility for others. They also have a good understanding of how to live a healthy lifestyle.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers establish orderly routines that pupils generally follow without fuss. A good example of how teachers help to make learning fun was observed in an exciting science lesson in Class 2 by matching activities to pupils' interests and abilities. In the mixed age classes, teachers generally plan lessons appropriately to match the work to the ages and abilities of most of the pupils. Occasionally, teachers over direct lessons and the pace of learning slows. Pupils who find learning difficult are appropriately supported. However, there are opportunities missed to develop pupils' ideas for writing, for example, through role-play and drama. Work for some higher attaining pupils is not challenging enough for them to reach the standards of which they are capable.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and it offers a wide range of learning opportunities both in and after school. Pupils regularly attend trips and clubs after school. The curriculum meets the needs of most pupils satisfactorily. Provision for pupils who have learning difficulties and/or disabilities is appropriate and enable them to make satisfactory progress. The exception is for higher attaining pupils who sometimes do not find their work sufficiently challenging. In writing, there are limited planned opportunities for speaking and listening to encourage pupils' to write imaginatively. 'Big Writing' sessions are beginning to develop speaking and listening opportunities. Resources and planning for ICT have improved significantly since the previous inspection. As a result, teaching is more varied and pupils' skills in ICT are better than they were.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory and contribute to pupils' personal development. The careful deployment of teaching assistants supports the pupils' learning, particularly pupils who find learning difficult. Pupils are looked after and cared for well. Health and safety and child protection procedures are in place. Good links with parents and a wide range of outside agencies meet the needs of pupils with learning difficulties and/or disabilities and ensure that they are fully safeguarded. Teachers are encouraging when helping pupils with their work. However, pupils are not all aware of how well they are doing or how to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory at all levels and, following a period of staffing changes, are effectively promoting achievement. The leadership team is providing a clear vision and focus for improvement. The commitment to caring for all pupils is clearly visible. The headteacher and governors are positive about what they want for the school and are working together well to raise standards. The school is working well to involve parents in the work of the school and their children's learning. Staff and governors have an accurate understanding of the strengths and weaknesses of the school, and are taking action to use assessment more sharply to improve standards in writing and the achievement of the most able pupils. Governors are very supportive and involved in the work of the school.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 3 |
| The extent of learners' spiritual, moral, social and cultural development | 3 |
| The behaviour of learners | 3 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 3 |
| The extent to which learners adopt safe practices | 3 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. You were very friendly and looked after me well. The things I found to be good about your school are:

- your headteacher and governors know what they want to do to improve the school
- you enjoy school
- the good standards in your reading.

To make your school even better, these things will help:

- time in lessons to talk about your ideas to help to improve your writing
- the school needs to make sure that you all know how you are doing in your work and that you know what to do to improve
- teachers need to give the most able pupils more challenging work so they can reach higher standards.

I hope you help your teachers make these three changes.