

Limehurst Junior Infant and Nursery School

Inspection report

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| Unique Reference Number | 105638 |
| Local Authority | Oldham |
| Inspection number | 324245 |
| Inspection date | 8 January 2009 |
| Reporting inspector | Kathleen McArthur |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 277 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs Shirley Buckley |
| Headteacher | Mr Mark Roberts |
| Date of previous school inspection | 17 May 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | White Bank Road Oldham Lancashire OL8 3JQ |
| Telephone number | 0161 770 3140 |

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|--------------------------|----------------|
| Age group | 3–11 |
| Inspection date | 8 January 2009 |
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Fax number

0161 770 3141

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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: standards in writing, pupil's involvement in assessment and improving their work, and the quality of leadership and management. Evidence was gathered from the school's self-evaluation, national published assessment data, and classroom observations. Discussions were held with staff, pupils and governors, and parents' questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation were not justified and these have been included where appropriate in this report.

Description of the school

The school is larger than most and serves an area of social and economic disadvantage. The proportion of pupils entitled to free school meals is higher than average. Nearly all of the pupils are of White British heritage. The proportion with learning difficulties and/or disabilities is a little above average. The Early Years Foundation Stage (EYFS) provides a nursery. There have been significant staff changes since the last inspection and the headteacher and deputy headteacher have been in post for just over a year.

The school holds Healthy Schools and Investors in People awards.

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: 2

This is a good school that successfully carries out its aim to ensure pupils are happy, safe and healthy and achieve well. The vast majority of parents support the school and appreciate the work it does for their children, several commenting that their child, 'loves school'. The school has a largely accurate view of its effectiveness. However, leadership and management are good, rather than the school's more cautious assessment of satisfactory.

From low starting points when they enter school, pupils of all capabilities make good progress, due to good quality teaching. They learn well. Standards are broadly average by the end of Year 6. Standards have varied at Key Stage 2, due to a legacy of staffing disruption and incoming pupils with additional needs. Provisional outcomes for 2008 show pupils met challenging targets in mathematics and in science where almost half reached the higher level, due to specialist teaching and practical investigations that pupils really enjoy. They narrowly missed their English targets; reading results were in line but writing results were below expectations at both the nationally expected Level 4 and at the higher Level 5. Well planned actions and good teaching in the younger classes have boosted language skills and improved writing. As a result, standards are now consistently above average at the end of Year 2, and they were significantly above average in 2008, especially in writing. These actions are gradually being implemented at Key Stage 2 but have yet to make a significant impact. Pupils enjoy literacy lessons, they read fluently and their work is presented well but contains many spelling mistakes. Effectively organised support enables pupils with learning difficulties and/or disabilities to progress well.

Pupils' personal development and well-being are good. They show good understanding of the importance of looking after their health by limiting chocolate treats and taking plenty of exercise. They know rules are for their safety, and are confident the staff successfully deal with any problems. Pupils behave well and this makes a strong contribution to their good progress in their learning. Class and school councils discuss pupils' ideas and they are keen to help others by organising charity work and harvest gifts. Good personal and social skills together with average academic standards give pupils a firm foundation for the next steps in education and for their future economic well-being. The school makes good provision for spiritual, moral, social and cultural development. Pupils are caring and considerate towards each other, commenting that new children can find friends at the 'Buddy Bus Stop'.

The good curriculum is suitably adapted to meet the needs of all pupils and successfully promotes their personal development. English, mathematics, science, and information and communication technology (ICT) receive appropriate priority. Lessons are well organised and make full use of resources, including the interactive whiteboards, to provide interesting activities. Consequently, pupils say learning is fun, work hard and progress well. Staff are beginning to link subjects to make learning more meaningful, for example, finding adjectives to describe Victorian household objects in a literacy lesson. Specialist teaching in science, physical education and music and a great variety of visits enrich the curriculum most effectively and the wide range of after-school clubs is popular.

Care, guidance and support are good. Staff know pupils and their families well and good liaison with all external support agencies benefits pupils with particular learning or welfare needs. Arrangements for safeguarding meet current requirements. Good provision for pupils with learning difficulties and/or disabilities ensures they are fully involved in all activities. Good academic guidance ensures pupils know their literacy and numeracy targets and are shown how

to improve their work through one-to-one discussions with staff and teacher's marking. They say, 'We have to try our best', and enjoy using 'smiley faces' or 'thumbs up' to tell staff how well they have understood the lesson. Robust systems track and monitor progress and identify any areas of underachievement so staff can quickly direct extra help.

The headteacher and deputy headteacher are an effective team, supported by good governance. The well informed governors bring a range of expertise and make a valuable contribution to improvement planning. Staff training is used well to support action plans to raise standards. Senior leadership's clear vision for improvement sets challenging targets, but the role of middle managers in monitoring standards is at an early stage. Community cohesion is promoted well and pupils show good awareness and respect for different lifestyles and cultures in the wider world. Improvement since the previous inspection is good; standards in mathematics have risen, assessment is used well and attendance is now satisfactory. The school gives good value for money and has good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start in the EYFS. They enter Nursery with low starting points in communication, mathematical, personal and social skills. Children arrive happily each morning, are greeted warmly and quickly settle in the calm, purposeful atmosphere. Arrangements for their care and welfare are good. Parents are welcome to stay with their child for a short time, and staff make good use of this opportunity to gather and share information informally. Good teaching provides a well balanced blend of child-initiated and adult-led activities. Carefully directed questions help children extend their thinking and speaking skills, for example, when making porridge for the Three Bears. Children are keen to learn and behave well, happily taking turns and sharing when playing in the puppet theatre. Careful checks on progress provide valuable information for staff to plan interesting activities for children to investigate in all areas of learning. Children progress well, gaining self-confidence and improving their language skills, but do not quite reach the expected level for their age when they enter Key Stage 1. The EYFS runs smoothly and is led well on a day-to-day basis.

What the school should do to improve further

- Improve writing and spelling, particularly at Key Stage 2.
- Extend the role of middle managers in monitoring standards and progress in their subjects.

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Annex A

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? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 2 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

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| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 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 | 2 |

The quality of provision

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| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| 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 leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Limehurst Junior Infant and Nursery School, Oldham,

OL8 3JQ

We would like to thank you all for making us welcome when we inspected your school. We enjoyed meeting so many friendly, polite and helpful children. You told us how much you like your school, and your parents say they are pleased with the school, too. We thought you would like to hear what we found.

Limehurst is a good school with a good leadership team. You are taught well and work hard so you make good progress and reach average standards especially in mathematics and science. However, although we were impressed by your neat and tidy books and your good reading skills we think that many of you, particularly pupils in Key Stage 2, need some extra help in order to improve your writing and spelling. We have asked the school to make sure that you get the help you need.

The curriculum is good and you told us you enjoy all the trips, visits and clubs. Many of you said the staff make lessons interesting; you especially like the mathematics games, physical education and science. The staff take good care of you and carefully check how well you are doing and you know how to make your work better. We have asked the subject leaders to keep a close check on your progress and the standards you reach.

We think your teachers and your parents can be proud of your good behaviour. You know how to look after your health and stay safe. You told us about looking after new children, the 'Buddy Stops' in the playground and how the school and class councils listen to your ideas for the school.

So look out for lots more interesting work and challenges and carry on enjoying your time at school!