

Littlemoor Primary School

Littlemoor Lane, Oldham, Greater Manchester, OL4 2RR

Inspection dates 4–5 June 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| 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.

- Issues raised in the last inspection to raise standards for higher ability pupils, enhance pupils' skills in information communication technology (ICT) and improve the quality of teachers' marking have all been addressed well.
- Children in the Early Years Foundation Stage make good progress particularly in reading.
- In Key Stage 2, in 2013, standards were above the national average in writing and mathematics and significantly above average in reading.
- By Year 6 pupils known to be eligible for free school meals reach above average standards and do better than others in reading, writing and mathematics.
- Teaching and learning is generally good. Staff have good knowledge of the subjects they teach and activities inspire and engage pupils well.
- The school's processes for tracking pupils' progress have been very effective in raising standards in reading.
- Behaviour is good and pupils are happy in school and they feel safe. The interesting environment supports their spiritual, moral, social, cultural development and well-being.
- Pupils' attendance has improved to above the national average.
- The headteacher and deputy headteacher together with middle managers work together well to improve the quality of teaching and learning.
- The governing body is strongly committed to the school.
- The majority of parents believe that the school provides a good education for their children.
- The local authority's challenge and support is outstanding because it is based on a thorough knowledge of the school and its context.

It is not yet an outstanding school because

- Some teaching requires improvement. At times, not enough is expected of pupils and work is not matched accurately to the ability of pupils.
- In Key Stage 1, pupils do not do well enough in mathematics.
- Not enough pupils supported by the pupil premium funding in Key Stage 1 do better than expected.

Information about this inspection

- The inspection team observed 17 lessons and part lessons.
- Inspectors observed many aspects of the school's work, including the support for pupils who need extra help. They listened to pupils read, and had discussions with pupils to establish their views of the school. Inspectors examined pupils' work in their exercise books and that displayed in classrooms and around the school.
- The inspectors looked at a range of documents. These included: records of notable incidents including bullying, the tracking of individual pupils' progress, the school's plan for improvement, the use of additional funding for supporting pupils known to be eligible for free school meals, the impact of the primary school's sports fund, safeguarding and child protection arrangements and pupils' attendance records.
- Inspectors held meetings with the headteacher and deputy headteacher to evaluate their impact on the pupils' achievement.
- Meetings were held with the leader of the Early Years Foundation Stage, the manager of provision for pupils who are disabled or have special educational needs, middle managers and the school counsellor. A discussion was held with two governors, including the Chair of Governors, and there was a conversation with the local authority representative.
- Inspectors spent a good amount of time evaluating the overall views of parents. Informal discussions were conducted with nine parents willing to offer a view as they brought their children to school on the second morning of the inspection. In addition, consideration was given to the views expressed in five emails forwarded to the inspection team. A short telephone conversation was held with a past parent. An evaluation was made of the 21 responses to the online questionnaire, Parent View, alongside 115 responses to a questionnaire conducted by the school at its recent parents' evening.
- The views of staff were considered through 17 staff questionnaires and one letter.

Inspection team

| | |
|-------------------------------------|----------------------|
| Prydwen Elfed-Owens, Lead inspector | Additional Inspector |
| Sheila O'Keeffe | Additional Inspector |
| Frances Farnorth | Additional Inspector |

Full report

Information about this school

- Littlemoor Primary School is larger than most primary schools.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well below the national average.
- The proportion supported at school action plus or with a statement of special educational needs is well below the national average.
- Most pupils are of White British heritage. The proportion of pupils who are from minority ethnic backgrounds and the proportion who speak English as an additional language are low.
- The number of pupils joining and leaving school partway through their education is slightly below average.
- There is a breakfast and after-school club run by the school and after-school activities run by outside agencies.
- A new Chair of Governors was appointed in October 2013.
- In 2013, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Raise all standards further to be consistently above average by ensuring that:
 - the recent improvements in teaching and learning in mathematics in Key Stage 1 are built upon securely
 - any teaching that requires improvement is eradicated by staff always expecting the best of pupils, making sure that work is matched to their abilities and that any help provided to pupils is appropriate to their needs.
- Close the gap in the standards reached by pupils in Key Stage 1 supported by the pupil premium and their classmates by:
 - ensuring teachers and pupils work together closely to move swiftly to the next steps of learning
 - enabling pupils to build on their knowledge in small steps and gain confidence through their success
 - ensuring that teaching assistants and other adults in the classroom are used effectively to support each pupil to aspire to higher standards
 - responding to pupils' efforts through high-quality marking.

Inspection judgements

The achievement of pupils is good

- In the Early Years Foundation Stage and in Key Stage 1, pupils' understanding of phonics (the links between letters and sounds) has improved significantly. The standards pupils reach in reading have risen to be significantly above the national average by the end of Key Stage 2. This is the result of the school's focused priority on reading led effectively by the literacy leader. The school's actions have included providing a plethora of appealing fiction and non-fiction books and the involvement of parents in supporting their children's progress.
- In 2013, more pupils in Key Stage 1 than in previous years reached standards in writing and mathematics similar to the national average. Standards in reading are now significantly higher than previously. Pupils in Key Stage 2 in 2013 reached above average standards in writing and mathematics and significantly above average in reading. This improved progress and higher standards are due to the improvements in the quality of teaching.
- By Year 6 pupils known to be eligible for free school meals reach higher standards than average and higher than other pupils in the Year in reading, writing and mathematics.
- Girls do slightly better than boys in writing and boys do significantly better than girls in mathematics. Leaders are committed to ensuring every pupil has an equal opportunity to succeed and leaders are working successfully to close these gender gaps.
- The number of disabled pupils and pupils with special educational needs is small. They make good progress across the school. Pupils' results in national assessments and tests in 2013 showed that this group of pupils had made very good progress from their starting points.
- By the end of Key Stage 2, the most-able pupils make excellent progress in reading, and good progress in writing and mathematics. Current work in lessons and in books shows that the proportion of pupils reaching the higher Level 5 in reading in Year 6 is continually increasing.

The quality of teaching is good

- The quality of teaching has improved since the last inspection. This is due to a strong focus on the qualities of good teaching and learning and on improving teaching resources to include additional technology and attractive books.
- Work in pupils' books, the school's checks and learning observed during the inspection confirm that the impact of teaching over time is good.
- In the main, expectations of what pupils can achieve are high and tasks are matched well to provide a good amount of challenge for pupils.
- A small amount of teaching requires improvement. This is usually when the work in lessons is either too easy or too hard and when the support is not suitable to the needs of the pupils. Nevertheless, school leaders are addressing this issue well.
- The school's processes for tracking pupils' progress is rigorous in both key stages and have been particularly effective in raising standards in reading.
- The focus in the Early Years Foundation Stage and Key Stage 1 is on ensuring that pupils recognise and accurately sound out new sounds and words and this is leading to more confident and enthusiastic readers.
- Staff are knowledgeable about the subjects they teach. They use a wide range of resources, including displays, books, interesting artefacts and interactive technology to make learning absorbing for pupils.
- Most pupils have a positive attitude to learning because activities are imaginative and well-planned. This was seen clearly in the whole-school plan of interesting activities arranged for Healthy Eating week. Each class started its study with a visit to the local superstore to investigate seasonal fruits and to decide why some fruits are more expensive than others. This was followed by individual class research projects. These include, for example, the effects of not eating fruit, technological investigation into the causes of scurvy, placing fruits in categories

independently, for instance colour, seeded, segmented, country of origin. One Year 5 class was engaged in making a fruit kebab. Another Year 5 class was totally engaged in tasting different fruits to find the tastiest combinations. Throughout these projects, pupils were encouraged to support one another to share ideas in pairs and use technology to aid their investigations.

- Teaching assistants are deployed very effectively to support pupils of all abilities and those who speak English as an additional language. Assistants are encouraged to use their particular skills to the benefit and enjoyment of pupils, for example in leading fun music sessions to support Year 3 and Year 4 teachers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- In most classes, relationships between pupils and adults are founded on firm mutual respect. Pupils conduct themselves well and are polite and friendly. This was always the case with all pupils when engaged in conversation and in groups discussing their views. Their behaviour in breakfast club, at lunchtimes and around the school was good. One child said, 'there is a bit of name-calling, teachers deal with it immediately'.
- The school's strategies to support pupils with behavioural issues are effective and include regular visits from the school's counsellor. The celebratory assemblies encourage and reward good behaviour. This is a strength of the school.
- Pupils enjoy coming to school and this is reflected in their above average attendance and improved punctuality. Pupils say that behaviour is generally good in their school.
- Pupils' attitudes to learning are good.
- They are enthusiastic learners and bring effort to their work. They listen well to each other. Pupils were unanimous in their praise of 'fun activities', literacy, numeracy, art and swimming. During the past year all pupils have shown more enjoyment of reading and writing. This was noted by parents and one parent said, 'Both my children are doing well. I think the school is brilliant'. This summed up the views of many.
- The school's work to keep pupils safe and secure is good.
- Pupils have a very good awareness of how to keep safe, for example, in relation to e-safety. They say that they feel very safe and happy in school and one child said, 'Children are kind to one another here'. Parents' views confirm this and pupils' good attendance is further testament to this.
- Pupils feel well cared for and have a very high level of trust in the adults in school. They know they can go to anyone should they need help or with any concerns. The school promotes pupils' spiritual, moral, social and cultural development well. Staff consistently celebrate improvements and accentuate positive elements. This aspect is a strength of the school.

The leadership and management are good

- The headteacher secures a good quality of education for pupils and learning is maintained at a good rate. The relatively new deputy headteacher shares the headteacher's same ambition and the ability to raise achievement further. Together with the supportive staff team, governors and the majority of parents, the school is set to move forward rapidly.
- Leaders and managers check the quality of teaching regularly and provide good support to improve practice where necessary. This process secures for the school an accurate view of how well it is performing and identifies the most relevant targets to move it forward. Improvement planning is very precise in its intentions for raising the achievement of all pupils.
- The provision for pupils who are disabled and those with special educational needs is well managed and the leadership of the Early Years Foundation Stage is effective. Middle leaders are dedicated and work hard to successfully develop their units and subjects to support colleagues. The local authority support is outstanding in its contribution to the development of leadership skills, to the quality of teaching of inexperienced teachers and to the skills of new governors.

- Given the generally positive responses to all elements of the staff questionnaire provided by inspectors, and the very positive responses in all conversations with staff, staff morale is high. Their performance is regularly reviewed and leaders take staff's performance into account when making decisions about whether they are entitled to move up the pay scale.
- Pupils receive a broad and interesting variety of experiences covering all subjects of the curriculum including science, art and music which the pupils enjoy. Stimulating whole-school topics such as a week of intense study on fruit in the context of healthy eating capture pupils' enthusiasm well. They provide good opportunities for pupils to apply their reading, writing, mathematical and technological skills in a variety of subjects.
- Plentiful opportunities are provided for pupils' spiritual, moral, social and cultural development in daily learning. Educational visits widen pupils' horizons and provide a very good foundation for studies.
- Sports premium funding has helped to widen the range of extra-curricular sport as well as increasing pupils' participation in sports competitions particularly in swimming. Funding is giving teachers bespoke training to build their confidence and expertise in teaching different sports. Funds have also been allocated to launch an innovative programme to boost pupils' healthy eating and physical well-being.
- The school values its partnerships with the parents and families. Their views are sought through questionnaires. Information about their child's progress is available at regular parents' evenings. The school website is accessible and provides a good range of information for parents, including how to access learning programmes for use at home.
- **The governance of the school:**
 - The newly strengthened governing body is effective and committed to the school.
 - Governors bring to their roles a varied range of professional and personal skills which benefits the school and its developments. They have a very good understanding of the context of the school and knowledge and respect for its community.
 - They have developed in confidence with the excellent support of the local authority and the advice of an external governor adviser.
 - They have worked diligently in a short time to ensure all statutory requirements are in place.
 - They are now in the process of conducting a skills audit to ensure an effective balance of expertise by the end of the summer term to be able to challenge and support the school more rigorously.
 - Governors participate fully in checks on the school's performance, including comparisons with other schools and national data and governors speak knowledgeably about where improvement is required. The headteacher, senior leaders and the governing body are dedicated to the school and to accelerating the learning of pupils of all abilities still further. Consequently, the school's overall effectiveness remains good, as judged at the time of the previous inspection.
 - Governors ensure that safeguarding requirements are met.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 105642 |
| Local authority | Oldham |
| Inspection number | 439946 |

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 category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 298 |
| Appropriate authority | The governing body |
| Chair | Mrs K Knox |
| Headteacher | Mrs C Kelly |
| Date of previous school inspection | 9 February 2009 |
| Telephone number | 0161 624 4188 |
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