

St Anne's CofE Lydgate Primary School

Cedar Lane, Grasscroft, Oldham, Lancashire, OL4 4DS

Inspection dates 13–14 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Through a period of staff turbulence school leaders, including governors, have secured improvements in the achievement of all groups of pupils and in the quality of teaching. As a result, the school continues to improve.
- The headteacher is highly ambitious for every pupil. She is well supported by a staff and governing body that are entirely committed to her view of how successful the school can be.
- The subjects provided effectively meet pupils' needs. Their spiritual, moral, social and cultural awareness is well developed so that they learn to respect themselves and others.
- Behaviour is good both in class and around the school. Pupils like their teachers and enjoy learning.
- Pupils are happy and feel safe in school because staff care for them well.
- Teaching is effective because it is well led and managed. Teachers create lessons which motivate and engage pupils.
- Teachers and teaching assistants work well together as a team to provide for the needs of disabled pupils and those who have special educational needs.
- Pupils make good progress from their individual starting points in reading, writing and mathematics because they are taught well.
- Children in the early years make good progress because of good teaching which helps to develop their enthusiasm for learning.

It is not yet an outstanding school because

- The quality of learning and teaching is not outstanding because there are times when the most-able pupils do not get on with appropriately challenging work quickly enough.
- Teachers do not always check that pupils correct and edit their work.
- In some classes, written work is not well presented and pupils do not always use capital letters in the right place.
- Some subject leaders are new to their role and not yet skilled enough to check on and drive improvements in pupils' achievement in their areas of responsibility.

Information about this inspection

- Inspectors observed teaching and learning in all classes taught by teachers and in activities taken by teaching assistants. Two learning walks around the school also took place.
- Inspectors met with two groups of pupils and listened to pupils reading. They observed and spoke to pupils during lessons, play times and at lunchtime.
- Meetings were held with parents, staff, senior leaders and managers, members of the governing body, a representative from the local authority and the national leader of education (NLE) who is supporting the school.
- A range of documents was considered by inspectors, including the school's analysis of how well it is doing, the school development plan, information about pupils' progress, checks on the quality of teaching, minutes of governing body meetings, and records relating to attendance and safeguarding. Inspectors also examined work in pupils' books.
- Inspectors took account of 65 responses to the online questionnaire (Parent View) and of a summary of the responses to a parental questionnaire recently distributed by the school.
- Inspectors considered responses from 20 staff to the inspection questionnaire.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Jean Tarry

Additional Inspector

Full report

Information about this school

- This school is smaller than most primary schools.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals and those looked after by the local authority) is well below average.
- The proportion of disabled pupils and those who have special educational needs is below the national level.
- The proportion of pupils from minority ethnic groups is below average and there are currently no pupils at the very early stages of learning to speak English as an additional language.
- The school provides full-time places for children in the Reception classes.
- Since the previous inspection, five new teachers have taken up posts in the school. Two senior leaders have joined the staff since September 2014.
- The school is supported by a national leader of education (NLE) who is the headteacher at St Chad's primary school.
- The school provides a before- and after-care service which includes a breakfast club for pupils.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve teaching and learning so that more pupils make outstanding progress by making sure that teachers always check that:
 - the most-able pupils start working on appropriately challenging activities as quickly as possible
 - the good advice provided through marking is followed up by pupils, so that they learn from their mistakes
 - pupils present their work well and use capital letters correctly in their written work.
- Improve the impact of leadership and management by building the skills of subject leaders so that they are fully involved in checking on the progress that pupils make in their areas of responsibility.

Inspection judgements

The leadership and management are good

- The headteacher has an extremely clear view of how successful the school can be. She is well supported by the deputy headteacher and by school governors. Together, they have effectively tackled the areas for development identified at the previous inspection. What is more, they demonstrate the skill and determination to bring about further improvement.
- Subject leaders are encouraged to share their knowledge and expertise with other members of staff. This contributes toward the good standards of teaching across the school. However, because most subject leaders are new to their role, they are not yet fully involved in checking upon the progress of pupils in their areas of responsibility.
- The headteacher has appointed new staff who work together well and share her ambition for the school. Morale is high and staff confirm their dedication to contributing towards school improvement by very quickly and reliably implementing new practice. For instance, following training to help staff develop their questioning techniques, they all skilfully question and encourage pupils to think hard during all lessons.
- School leaders are committed to making sure that there is no discrimination or prejudice at school and that all pupils have equal opportunities to succeed. Consequently, pupil premium funding is used effectively to support the small numbers of disadvantaged pupils. For example, the school provides additional small group teaching sessions and one-to-one support for these pupils.
- The primary sport funding has been used well to increase opportunities for pupils to participate in sporting activities. An experienced sports teacher works with staff to help them teach sporting activities to a higher standard. As a result, there are a wider range of sporting activities available and participation has increased for pupils across the school.
- The curriculum meets pupils' needs well and prepares them for life in modern Britain. Through the school council, pupils are encouraged to share their opinions and develop their understanding of democracy.
- There is a strong commitment to developing pupils' spiritual, moral, social and cultural understanding which helps to foster good relations across the school. Pupils know how important it is to behave well and respect each other. They practice their Golden Values which include resilience, thoughtfulness and cooperation.
- The local authority was involved in brokering the support of a national leader of education (NLE) for the school. The NLE has provided effective and highly valued support to the school, especially in helping to develop assessment procedures and improve the quality of teaching. Both the NLE and the local authority agree that the school no longer requires external support.
- Safeguarding requirements are robust. All staff and governors agree that keeping pupils safe is one of their prime responsibilities. This is much appreciated by parents.
- **The governance of the school:**
 - The governing body is effective. Members know about teachers' performance management systems and the actions taken to reward good teaching and tackle underperformance. Governors also have an accurate overview of the quality of teaching and pupils' attainment and progress. This is because they are committed to the school, visit as often as possible, look at pupils' work and receive regular, accurate and comprehensive reports from school leaders and staff.
 - Governors keep themselves up to date with training and know how to analyse information on pupils' progress, including nationally published data. This enables them to hold school leaders effectively to account for standards at the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are well mannered and show respect for each other and the adults around them. They look smart in their uniforms and the school environment is well looked after. Though some classrooms are small, they are all vibrant and bright.
- Pupils are keen to learn. They say that their teachers are helpful and have good ideas that make learning fun. Pupils' work is attractively displayed, celebrated and valued. Pupils receive praise and encouragement from staff and each other to help them do their best. For example, during the inspection staff and pupils were wearing You Can Do It tee-shirts to support Year 6 through their SATs tests.
- The school council arranges events to raise money for charity and to help buy equipment for school; for

example, they are currently saving to buy a defibrillator. Pupil councillors have also been highly involved in designing and equipping the Peace Garden, which provides an area of quiet reflection in the playground. Senior leaders rightly recognise that pupils are highly capable of taking on even more responsibilities and are planning to create more roles for pupils across the school.

Safety

- The school's work to keep pupils safe and secure good.
- Parents who spoke with an inspector were very happy with the way the school looks after their children. Most parents responding to the on-line questionnaire, Parent View, confirmed that the school kept their children safe. Pupils say that they feel safe in school because they know that the adults care for them well. They are confident that staff will listen to them and that any concerns will be swiftly and successfully addressed.
- Staff make sure that pupils have a good understanding of risk, including those associated with using new technologies.
- Pupils know about different forms of bullying and discrimination. Pupils say that there is no bullying at their school and records confirm that bullying is rare.
- Pupils whose current circumstances might make them vulnerable are well supported by school staff. The school works external agencies, when necessary.
- The vast majority of pupils arrive at school on time and attendance is consistently above national average levels. This reflects how much pupils enjoy coming to school.

The quality of teaching

is good

- Since the previous inspection, there has been a number of changes to the teaching staff. The quality of teaching has improved; most teaching is now at least good and some is outstanding. School assessment information and work in pupils' books shows that pupils make at least good progress over time in reading, writing and mathematics and this is because they are taught very well.
- The teaching of reading is effective across the school and staff take every opportunity to encourage pupils to read. For example, adults display the books that they are currently reading on notices around the school and every classroom has a range of books placed in a comfortable reading area for pupils to enjoy. Teachers skilfully use books as a starting point for a range of lessons. For example, Year 2 pupils could discuss which of the *Lighthouse Keeper* series of books they preferred and the reasons for their choice. At the same time, pupils were using mathematical skills to find the cost of a party for four characters from the book and the change that they would have from ten pounds.
- Teachers provide a range of exciting stimuli to interest pupils and help them to produce interesting pieces of writing. For example, Year 1 pupils unexpectedly found small blue paw prints in their classroom. Following some serious sleuthing, including in-depth questioning of each other, the class came to the conclusion that the Bog Baby had escaped and been in their classroom. This event gave the pupils some very exciting ideas that they could use in their writing. Work in pupils' books and displays around the school demonstrate that pupils produce well thought out, imaginative pieces of writing. However, presentation is not always of the highest quality and capital letters are not always used appropriately.
- Well-planned lessons, knowledgeable teaching and exciting activities enable pupils to achieve well in mathematics. For example, Year 5 pupils used the internet to research how long it would take to travel from Oldham to the Eiffel Tower using different means of transport. Pupils analysed timetables and assessed their own walking speed. They then worked together very well to plot the time line of a journey to Paris. The pupils were highly engaged in this activity; they used a range of communication, research, reading and mathematical skills to arrive at their answers.
- Most teachers' marking is of good quality. Teachers give good advice to pupils on how to improve their work. They celebrate work that is well done but do not always check that pupils complete their corrections so that they can produce even better work next time.
- Across the school, teachers provide tasks that challenge pupils at least three levels. Pupils are often able to choose which activity they believe will effectively challenge them from the bronze, silver and gold activities. Though some teachers also provide a platinum challenge, there are times when the most-able pupils do not get on with challenging activities quickly enough. There are other occasions when activities provided are not challenging enough to help the most-able pupils to make as much progress as possible.
- Teachers and teaching assistants work very well together to guarantee that all pupils, including the disadvantaged, disabled and those with special educational needs, are supported well and make good progress.

The achievement of pupils is good

- In Key Stages 1 and 2, pupils currently in the school make at least good progress in reading, writing and mathematics. Some pupils make outstanding progress.
- In the 2014 national tests, pupils at the end of Year 2 attained well above national levels in reading, writing and mathematics. However, at the end of Key Stage 2 results in reading, writing and mathematics were broadly average. Although pupils were supported to make excellent progress in Year 6, there were pupils in the class with profound additional needs. In addition, all pupils had gaps in their learning due to previously poor quality teaching lower down in Key Stage 2. All poor teaching has now been eradicated from the school and attainment is set to improve this year. This is confirmed through the school's own records and work seen in pupils' books.
- Results of the 2014 Year 6 national tests show most pupils making the progress expected of them in reading, writing and mathematics but few did better than this; results are set to improve this year. Careful tracking of pupils' progress indicates that the proportion of pupils achieving more than expected progress in reading, writing and mathematics will be at least similar to national levels.
- The proportion of Year 1 pupils who reach the required standard in the national screening check for phonics is above national levels. Older pupils read well and enjoy the wide range of books available at school.
- Disabled pupils and those who have special educational needs are given very good support by teachers and teaching assistants. Their additional needs are met well because they are identified early, effective interventions are put into place and progress is carefully checked.
- Of the pupils who took tests at end of Year 6 in 2014, there were too few disadvantaged pupils to make possible any meaningful comparison with other pupils in the school or other pupils nationally. Scrutiny of the work of current disadvantaged pupils in school shows that the majority of them are making good progress and achieving well in reading, writing and mathematics. This is because they are given extra help when it is needed.
- In the 2014 end of Key Stage 2 national tests the proportion of pupils who reached the higher Level 5 in reading, writing and mathematics was similar to the national average. This is set to improve and over half of the pupils taking the tests this year are expected to attain Level 5 in the three subjects. Some pupils are expected to reach the highest Level 6. Overall, the most-able pupils make good progress although, at times, tasks are not hard enough or pupils do not always get to the more difficult tasks quickly enough to help them make faster progress.

The early years provision is good

- Good links with parents and nursery schools ensure that children settle quickly into the Reception class. From starting points which are often typical for their age, children make good progress. The proportion of pupils that reach a good level of development by the end of the Reception Year is above the national average and most children are well equipped with the skills they need to succeed in Year 1.
- Children really enjoy learning because teaching is good. Children soon become confident learners who are able to choose activities for themselves as well as concentrate when activities are led by the teacher.
- Children behave well in the Reception class because adults have high expectations of them and good routines are quickly established. Children soon learn to follow instructions, care for each other, share and take turns. They are kept safe because staff are trained well and aware of the needs of each individual.
- The early years is well led and managed. Though there have been changes to the teaching staff, school leaders have made sure that staff are well deployed and children's progress is carefully tracked and assessed. They recognise that the most-able children are not always challenged as effectively as they could be.
- The resources both indoors and out are of a good quality. For example, a group of children carefully studied the plastic mini-beasts on display indoors, naming each insect and counting and discussing the number of legs on each one. The following day the same group were outside searching for and excitedly finding evidence of the real thing.

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

Unique reference number	105689
Local authority	Oldham
Inspection number	462314

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Abigail Rowson
Headteacher	Jane Fraser
Date of previous school inspection	22 May 2013
Telephone number	0161 770 8661
Fax number	Not applicable
Email address	info@stannescelydgate.oldham.sch.uk

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