

Ludworth Primary School

Lower Fold, Marple Bridge, Stockport, SK6 5DU

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Ludworth Primary is an outstanding school. Pupils are provided with a first-rate education and thrive both academically and personally. The school is a vibrant place. All pupils are able to flourish and their achievements are celebrated with pride.
- Pupils' achievements are impressive and have been sustained over a number of years. Children start school with skills and abilities that are broadly average. They make rapid progress and by the end of Key Stage 1, their attainment in reading, writing and mathematics is significantly above average.
- Pupils continue to make outstanding progress overall in Key Stage 2. As a result, their national test results in English and mathematics have remained consistently high.
- The quality of teaching is outstanding and is typified by warm relationships, robust challenge and high expectations. Pupils enjoy their lessons. Across the school, they are given every opportunity to contribute and to share their questions and ideas with their peers and adults.
- Pupils are proud of their school. They show respect and care for others and have very positive attitudes to their learning. The school provides very clear and high expectations, which are known and respected throughout the school community. Behaviour in lessons and around the school is exemplary. Pupils feel very safe here.
- Pupils enjoy a rich and diverse curriculum, including an extensive range of extra-curricular opportunities. These provide an excellent stimulus for learning and strongly promote pupils' spiritual, moral, social and cultural development.
- The outstanding leadership of the headteacher, ably supported by a very effective team of leaders, has resulted in a shared vision of success that relentlessly drives the school forward. This is wholly supported by all school personnel. Excellent team work and mutual support for improvement is evident across the school. The governing body is highly effective in challenging the school's work.

Information about this inspection

- Inspectors observed 15 lessons, including one joint observation with the headteacher. In addition, inspectors listened to pupils read and reviewed pupils' written work in lessons.
- Meetings were held with the headteacher, senior and middle leaders, teaching staff, pupils, the Chair and vice-chair of the Governing Body and the local authority representative.
- Inspectors examined Ofsted questionnaires completed by school staff and 82 online responses to the Parent View questionnaire.
- Inspectors looked at a number of documents including the school's information on pupils' achievement, records of lesson observations, information on behaviour and attendance, the minutes of governing body meetings and safeguarding information.

Inspection team

Angela Headon, Lead inspector

Her Majesty's Inspector

Dave Blackburne

Additional Inspector

Barbara Martin

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported at school action is below average, and the proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils eligible for pupil premium funding (which provides additional funding for pupils in local authority care, children from service families and those known to be eligible for free school meals) is well below average.
- The proportion of pupils from minority ethnic backgrounds is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school holds a number of awards including the Leading Parent Partnership award, Artsmark Gold and Investors in People.
- The Playmates Funclub provides before- and after-school childcare and a holiday club. This provision is not managed by the governing body and is subject to a separate inspection.

What does the school need to do to improve further?

- Sustain the high quality of teaching and pupils' outstanding achievement by continuing to review the monitoring role of leaders across the school.

Inspection judgements

The achievement of pupils

is outstanding

- Children make a strong start in the Early Years Foundation Stage. When children join the school, their knowledge, skills and abilities are broadly similar to those expected for their age. By the end of Key Stage 1, their levels of attainment are significantly above average.
- As they move through the school, progress in reading, writing and mathematics accelerates and by the end of Key Stage 2, pupils' attainment in national test results is high. A significant percentage of pupils reach the higher levels in English and mathematics. This pattern of high performance across the school has been sustained over time.
- Disabled pupils and those with special educational needs also make excellent progress. The school carefully tracks the achievement of each individual pupil and they receive well-tailored support from teachers and teaching assistants. The impact of all support and intervention work is rigorously monitored. Pupils supported by pupil premium funding make similar progress to their peers and achieve exceptionally well. Those known to be eligible for free school meals do equally as well as others and attain high standards.
- School leaders set challenging achievement targets. Progress towards these targets is regularly checked in meetings between the headteacher and class teachers. This ensures that any pupil at risk of underachieving is swiftly identified and receives targeted support.
- The school has developed a rigorous system to track the progress and attainment of all its pupils. Leaders are constantly working hard to ensure that any variation in achievement is addressed. As a result, the school recently introduced 'Big Maths' to further promote mental and oral skills in mathematics and strengthen pupils' wider understanding of the subject.
- Pupils read widely and with enthusiasm and their speaking and listening skills are excellent. Reading is promoted strongly across the curriculum and this has helped pupils to become independent and avid readers both in school and at home.
- In subjects other than English and mathematics, pupils have the opportunity to make at least good progress. The quality of the curriculum, including enrichment activities and first-hand experiences enables pupils to successfully make key links between subjects and also extend further their literacy and numeracy skills.

The quality of teaching

is outstanding

- There is a well-established and positive climate for learning across the school. Relationships are excellent and pupils' efforts and achievements are recognised and celebrated.
- Typically, over time, the high quality of teaching has resulted in outstanding achievement. During the inspection, lesson observations reflected this very positive picture, with a considerable amount of outstanding teaching seen.
- In lessons, teachers build effectively on pupils' previous learning. Many opportunities are provided for pupils to discuss and share their understanding and ideas across a range of subjects. Pupils respond enthusiastically to their teachers' high expectations and to the continuous encouragement they receive from all adults.
- In those lessons where pupils typically make outstanding gains in their learning, teachers display excellent subject knowledge and provide high levels of challenge for pupils of all abilities. Skilful and well-targeted questioning and the ability to swiftly adapt their teaching, where needed, to further extend pupils' understanding are key features. Pupils respond with enthusiasm and are keen to demonstrate their thinking to both peers and adults.
- Well-targeted individual support and small group work are highly effective in securing the best possible outcomes for any pupils at risk of underachieving or who may find some aspects of learning difficult.
- Pupils' written work is marked regularly, with good examples of written feedback that is

constructive and helps pupils to improve further. This work complements the excellent verbal feedback seen in lessons.

- The school's strong focus on developing pupils' personal skills and independence, through the 'growth mind-set' lessons and, more recently, the 'child leadership programme' has been significant in developing in pupils a real enjoyment of learning and a confidence to tackle any challenge that they encounter. These skills make a significant contribution to their outstanding achievement.

The behaviour and safety of pupils are outstanding

- Pupils thoroughly enjoy school life and this is reflected in their excellent behaviour, both in lessons and around the school. They have a clear understanding of the school's high expectations and consistently show care and respect for others.
- In lessons, pupils listen carefully and are keen to do well. They discuss enthusiastically and with purpose and show high levels of concentration and determination when tackling challenging activities. They take pride in their work and are confident to question and discuss to secure their levels of understanding.
- Pupils are very aware of how to stay safe and are confident that if any bullying should occur, adults would quickly ensure that this was amicably resolved. Bullying incidents are very rare and thoroughly recorded. The school's system of rewards consistently promotes and celebrates high standards of behaviour, effort and achievement.
- Pupils play together very well at social times and move very sensibly between the classrooms, particularly where space is limited. Older pupils are excellent role models for younger pupils. Pupils enjoy taking responsibility and school council members play an active part in school life, recently, for example, making decisions on the purchase of playground equipment. They also report regularly to the governing body.
- Thorough procedures to safeguard and care for those pupils whose circumstances make them vulnerable ensure that these pupils are given every opportunity to experience all that the school has to offer and are able to achieve well.
- Parents and staff are highly positive about pupils' behaviour and safety. Pupils' attendance is above average and has continued to improve over time.

The leadership and management are outstanding

- The headteacher's very skilful and highly effective leadership promotes an atmosphere of inclusion, excellence and continuous improvement. All personnel are able to play a full part in ensuring that every child can succeed to the best of their ability.
- Teamwork is a key factor in the school's continued success. The headteacher is ably supported by the senior leadership team and middle leaders. All have high expectations of each other and their colleagues. There is no room for complacency. As a result, despite a successful track record, the school continues to work relentlessly to tackle any variation in performance.
- Leaders are fully aware of the school's strengths and areas where improvement is needed. The school's development plan and subject action plans are comprehensive and are securely focused on key priorities.
- Senior and middle leaders rigorously check the quality of teaching, planning and pupils' workbooks. Middle leaders feel empowered, yet fully accountable in their role and all staff have the opportunity to contribute fully to the school's key priority areas. In its drive for even greater improvement, however, the school is currently reviewing further its monitoring procedures.
- There are rigorous performance management arrangements in place. Teachers are held to account for pupils' performance. Teachers' targets are sharply focused on the school's priorities and are underpinned by the Teachers' Standards and the expectations within the 'Ludworth Compass'. There is much in place to encourage teachers to develop and improve their practice

further.

- The school's excellent curriculum provides pupils with a wealth of exciting and engaging experiences. The quality and range of opportunities within lessons and in enrichment activities including visits and school clubs ensures that all pupils have the opportunity to take part in, for example, music, sport and creative activities. This provision strongly supports their spiritual, moral, social and cultural development.
- Not surprisingly, the school enjoys the overwhelming support of its parents. The school's very effective levels of engagement and consultation with parents ensure that they are active partners in the school's work.
- The school values the work of the local authority. The challenge and support provided is very effective and is proportionate to need; this is well judged.
- **The governance of the school:**
 - The governing body understands fully the strengths of the school and where further challenge is required. Through the committee structure, governors use appraisal procedures well to review teachers' performance in relation to pay progression. They have secure information on the impact of pupil premium funding on achievement. Governors visit the school regularly and have a linked responsibility to areas of the school's work. They have the required knowledge and skills to hold school leaders to account and their contribution to the on-going success of the school is significant. The school's safeguarding arrangements are comprehensive and meet all statutory requirements.

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	106057
Local authority	Stockport
Inspection number	411814

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Philip Harrison
Headteacher	Roary Pownall
Date of previous school inspection	5 February 2008
Telephone number	0161 427 1446
Fax number	0161 427 0034
Email address	headteacher@ludworth.stockport.sch.uk

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