

Littleworth Grange Primary Academy

Littleworth Lane, Barnsley, South Yorkshire, S71 5RG

Inspection dates

9–10 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in reading, writing and mathematics is not yet consistently good. This means that they are not always able to reach the levels expected of them.
- Teachers do not always have sufficiently high expectations of pupils and do not always set work at the right level particularly for the most able and those that find learning more difficult, including those with disabilities or special educational needs.
- Too few pupils reach the highest levels of attainment at the end of Year 2 and Year 6.
- Some teachers do not always give pupils precise guidance about what they can do to improve their work. Pupils do not always have the time to read and respond to their teacher's advice.
- Pupils' behaviour out of class, particularly at lunch and break times, requires improvement. A small proportion of older pupils' play is rough. Not all staff have high expectations of pupils' conduct.
- The academy's evaluation of its effectiveness is not rigorous enough. Leaders and governors do not evaluate the impact of their actions in enough detail.
- Records linked to accidents, behaviour and safety are not analysed frequently enough. Therefore, the school's work to keep pupils safe requires improvement.
- Leaders and governors have not fully assessed the impact of pupil premium funding on eligible pupils' achievement. They have not ensured that the school's website provides enough information to parents about the academy's special educational needs policy or pupils' achievement.

The school has the following strengths

- The acting headteacher, new leadership team and local improvement board (the body responsible for the governance of the academy) are already bringing about improvement. The work in pupils' books display improved achievement reflecting better teaching.
- Children in the early years make good progress because they are well taught.
- The teaching of phonics (the sounds letters make) is good.
- Pupils behave well within class.
- Aspects of pupils' spiritual, moral and cultural development are good. Pupils are well prepared for life in modern Britain.

Information about this inspection

- The inspectors observed teaching in all year groups including carrying out joint observations with the senior leaders. Inspectors also observed pupils in smaller groups.
- Meetings were held with senior leaders, two members of the local improvement board, teachers who hold additional responsibilities and a representative from the academy trust.
- Inspectors talked to groups of pupils, listened to them read and observed them during playtimes and lunchtimes. Inspectors spoke to pupils informally around the academy and looked closely at the work they produced over the year.
- Inspectors considered the 47 replies to the staff questionnaire and 14 responses to the online parent questionnaire (Parent View). The views of parents were sought at the start of the day as they brought their children to school.
- The inspection team reviewed a range of documentation including the school improvement plan, safeguarding policies, minutes of meetings, information about pupils' attainment and progress and records relating to pupils' behaviour and attendance.

Inspection team

Mark Colley, Lead inspector	Additional Inspector
Elaine Watson	Additional Inspector
Susan Davis	Additional Inspector

Full report

Information about this school

- Littleworth Grange is a larger than average sized primary academy. It opened in September 2013 and is part of the Navigate Academy Trust. When the predecessor school, Littleworth Grange Primary Learning Centre was last inspected, it was judged to be satisfactory.
- The vast majority of the pupils are of White British heritage and speak English as their first language.
- The proportion of disadvantaged pupils, those known to be eligible for support through the pupil premium, is above average. The pupil premium is additional funding for those known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who are disabled or who have special educational needs is above average.
- The academy met the government's floor standards in 2014. These are the minimum expectations for pupils' attainment and progress.
- There is a part-time Nursery which children attend for either morning or afternoon sessions. There are two full-time Reception classes.
- Since opening, the academy has experienced significant changes in staffing. The executive head, the acting headteacher and the deputy headteacher have all been appointed in the last year. Seventy percent of the teaching staff are new to the academy.
- The governance of the academy has changed significantly with a Local Improvement Board appointed in January 2015 taking over from the Interim Management Board established in September 2014.
- During the inspection, the Executive Headteacher was ill and absent from the academy.
- The academy works in partnership with five other primary academies locally, all part of the Navigate Academy Trust.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better and achievement rises by:
 - providing a better match of work to pupils' needs, including ensuring that most able pupils are given tasks that make them think and work hard
 - raising higher expectations of what less able and disabled pupils or those with special educational needs can do and improving the match of work to their needs particularly in writing and mathematics
 - making sure pupils receive precise feedback so that they can use this to improve their work
 - checking that pupils act on the advice that teachers give them.
- Ensure that pupils' behaviour at break and lunchtimes is consistently good and matches that seen within classrooms and improve the work to keep pupils safe by:
 - ensuring all staff have the highest expectations around pupils' conduct within the playground and make more effort to lead pupils' play
 - ensuring records collected relating to behaviour and safety are frequently analysed and the findings acted upon to secure future improvement.
- Increase the effectiveness of leadership and governance by:
 - using the evaluation of data, lesson observations and work in pupils' books to measure the impact of actions and to ensure that improvement strategies are successful
 - ensuring whole-school and subject specific improvement planning places greater emphasis on pupil outcomes and clearly identifies how and when impact will be measured
 - fully assessing the impact of the different initiatives and resources financed through the pupil premium funding so leaders can further improve the effectiveness of its use
 - ensuring the school's website provides clear information to parents on all academy policy and the past performance of pupils.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management can be improved.

Inspection judgements

The leadership and management

requires improvement

- The impact of past and current leaders in securing consistently good teaching and achievement has been slow due to a period of significant staffing instability. This has held back the rise of standards across Key Stages 1 and 2. New leadership is starting to improve the quality of teaching and as a result, work in pupils' books indicates that achievement across the academy is now rising.
- The skills of the new leadership team and more stable staffing means the academy has a better capacity to make improvement. Progress in early years is good and standards in phonics at Key Stage 1 are above average.
- Self-evaluation is not fully accurate because it is not linked strongly enough to what leaders see within the classroom or to what records of progress, teaching and behaviour tell them.
- The improvement plans from both senior and middle leaders now identify the most important priorities for improvement but these plans do not focus sharply enough on pupil progress. Plans do not identify frequent enough activities to measure the impact of their actions and this means that leaders do not know quickly enough if new strategies are successful.
- Almost all middle leaders are new to their positions in the last two terms and they are being supported effectively to take an increased role in monitoring the quality of teaching and learning. The support and guidance they are now giving colleagues is driving a more accelerated improvement in the quality of teaching.
- Effective leadership in the early years ensures that children make good progress in both their academic and their personal and social development. Although aspects of pupils' spiritual, moral and cultural development are good in other areas of the school, there is more to do to ensure that pupils can always manage their own behaviour when they are not closely supervised and to foster good relationships at all times.
- Recent changes to the curriculum, such as the work on crime and punishment in themed work, are making a difference. Pupils are developing a good understanding of social and moral issues. Similar work puts emphasis on the shared values of many other cultures and faiths.
- Pupils who are entitled to pupil premium funding receive support for their specific needs from additional staff, including learning mentors and teaching assistants. Leaders are aware that attainment gaps are closing but have not fully analysed the impact of the different initiatives or resources financed through the funding and, as a result, future plans to build on this are not secure.
- More recent work by leaders has improved the curriculum making it more broad and balanced. Weekly assemblies promote British values well. Pupils have learned about democracy, the process of election and about how the law protects citizens.
- The academy works hard to enable all pupils to have an equal opportunity to succeed. Leaders are aware that there is more to do to make sure all groups of pupils reach their full potential. Discrimination is challenged and not tolerated.
- The academy procedures for safeguarding pupils meet statutory requirements. Essential staff training is kept up to date so that everyone knows what to do if they have concerns about a pupil. When concerns are identified, the academy ensures pupils and families can access the support they require.
- The primary sports funding has been used effectively to train staff to develop their skills when teaching physical education. There is a greater range of sporting activities undertaken in the academy although changes in staff have hindered some of the sports activities available after school.
- The Academy Trust has provided effective advice and support through a dedicated mentor for the leadership. This is supporting improvement particularly linked to the work of subject leaders. Valuable support in recruitment is helping leaders to make better appointments and stabilise staffing.
- **The governance of the school:**
 - The local improvement board has a depth of knowledge and experience linked to education. Although only in position since January, board members already have an accurate and realistic understanding of the academy's current achievement data and provision.
 - Board members are very supportive of the school and visit it regularly. They know about the quality of teaching and performance management. The link between teachers' pay and outcomes for pupils is clear and they understand what needs to be done, should they need to tackle any underperformance.
 - While the board have reported on the pupil premium expenditure on the school's website, the information does not clearly inform parents about the impact of the funding on the achievement of eligible pupils. The website also fails to provide parents with information on overall pupil performance and access to key academy policy on the support and provision for disabled pupils or special educational

needs.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. This is because pupils struggle to maintain good behaviour in unstructured times out of lessons. A small proportion of, mainly Key Stage 2, pupils play roughly and show little regard for the care and feelings of others. Too often, this results in arguments and, on rare occasions, fights.
- A minority of parents and staff commented that behaviour was an issue sometimes but stated that leaders were working effectively to address this.
- Behaviour in lessons is typically good. Pupils work well together supporting one another's learning. The academy is orderly and has developed a positive learning environment.
- The majority of pupils feel behaviour is getting better and say new rewards for, and more recognition of, good behaviour in class and assemblies encourages them to be more positive and involved in learning.
- The attendance of pupils is improving at a faster rate than nationally although still below average. The number of persistent absentees has reduced, but is still above the national average.

Safety

- The school's work to keep pupils safe and secure requires improvement. Lunch time and break time supervisors have low expectations around pupils' conduct when playing. Too often, they are slow to intervene when pupils' play becomes inappropriate or puts others at risk.
- Pupils told inspectors that they felt safe in school and this view is shared by the vast majority of the parents with whom inspectors spoke.
- Pupils know about the different forms of bullying and the actions they should take should they have any concerns. They report that there are incidents of bullying but adults deal with them quickly. Pupils understand the term 'racism' and say that there are almost no racist incidents, but when there are, they are dealt with very seriously.
- Risk assessments, accident and behaviour logs are in place but these are not checked and analysed regularly enough by leaders and governors.

The quality of teaching

requires improvement

- Teaching requires improvement because teachers' expectations are not high enough to ensure that all pupils make consistently good progress.
- Pupils' achievement has been adversely affected in both mathematics and English because teachers do not always provide work that is set at the right level of difficulty. This means that pupils sometimes receive work that is either too easy or too hard and this affects the progress of many pupils.
- The school has put in place a more rigorous marking policy but oral and written feedback to pupils is not always consistent. Some pupils are unclear about what they need to do to improve and sometimes not enough time is given to allow them to address any misunderstandings or to correct their work.
- More recent initiatives this term, to improve pupils' writing linked to their oracy and improve mathematics through a more applied and in-depth approach, are having impact. Pupils are more engaged and this is improving their progress.
- Teachers ask pupils searching questions and increasingly encourage them to expand their answers. Where teachers' subject knowledge is most secure they model different approaches to writing and solving mathematical problems. This leads to more accelerated progress, as seen in a Year 6 English lessons. The teacher wrote an example of technical text linked to a mobile phone in third person. Her good subject knowledge and the clear explanation of her thinking built on pupils' previous work. It enabled them to rectify early misunderstandings and for pupils to understand how to write in the third person.
- Pupils generally enjoy reading. The teaching of letters and the sounds they make is increasingly effective and many pupils were seen using these skills well in their writing. Reading skills are taught well to younger pupils, which accounts for the improving outcomes in the Year 1 screening check.

The achievement of pupils

requires improvement

- Pupils have not achieved well over a period of time and, as a result, achievement requires improvement.
- Children's skills and knowledge on entry to the school are below levels typical for their age. They are well supported by staff in the early years, leaving with skills and understanding which are just below average.
- Attainment at the end of Key Stage 1 has not improved quickly enough and in 2014 was below the national average, significantly so for pupils capable of attaining the higher levels in writing and mathematics. Last year at the end of Key Stage 2, pupils' attainment was below average in reading, writing, mathematics and in the grammar, punctuation and spelling test.
- The academy's data and tracking, alongside inspectors' scrutiny of pupils' work and books, show that attainment is likely to improve this year. A higher proportion of pupils are now working at the level expected for their age in reading, writing and mathematics. Although there is still some remaining variability across ability groups, classes and subjects, the large majority of pupils are now making the progress expected of them.
- Last year, the proportion of pupils reaching the expected standard in phonics was above average. Effective professional development and greater stability in staffing means that phonics is now taught more methodically and rigorously. More opportunities are provided for pupils to use these skills in their lessons leading to improvements in reading this year.
- In the national tests in 2014, disadvantaged pupils in Year 6 were approximately two terms behind other pupils nationally in mathematics and reading and three terms behind in writing. Progress for disadvantaged pupils was similar to other pupils within the academy with the exception of slower progress in writing. However, their progress was slower than other pupils nationally, particularly in writing and mathematics. The progress and attainment of disadvantaged pupils across classes since opening in 2013 show these gaps are now closing. Although there are some remaining inconsistencies in the rates at which progress is made.
- Disabled pupils and those who have special educational needs and others who may find learning more challenging make similarly mixed progress to other pupils. Although they are supported in class, teachers and teaching assistants do not always have high enough expectations about what pupils can write or calculate.
- The most able pupils in the school generally make the same varied progress as their classmates, although few make good progress. Too few pupils attain the higher levels in mathematics, reading, writing, or the grammar, punctuation and spelling test. In lessons, the most able pupils do not always achieve as well as they could because tasks are not always challenging enough for them.

The early years provision

is good

- Leadership and management of the early years are good. The early years' leader is experienced and has high expectations of all children. Staff are well trained and successful in providing a stimulating learning environment that captures children's imagination from the moment they arrive at school.
- Although children's skills are generally below average when they start the Nursery, by the end of the Reception Year, their skills are much closer to the national average. Children are increasingly well prepared for Year 1 because they have developed good attitudes to learning and have made good progress.
- Teaching is good. Teachers have a good knowledge of what children need to learn and provide rich experiences which motivate them. Teachers check on how well children are doing and plan work that interests them. Children in the Reception class enjoyed making ice lollies and organising prices within the pretend ice cream parlour. They were eager to continue their work outdoors.
- Children are safe. They are able to use classroom and outdoor spaces safely. They can find their way around the equipment effectively. Children's behaviour and their relationships with one another are good.
- The early years is a safe and harmonious environment where staff look after every child. Parents agree and are happy with their children's progress and with the arrangements to keep their children safe.

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	138412
Local authority	Barnsley
Inspection number	450012

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	The governing body
Chair	Louise Soden
Headteacher	Allison Green (Executive Headteacher)
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01226 777530
Fax number	Not applicable
Email address	g.kilner@barnsley.org

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