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Mrs G Kilner  
Head of Academy  
Littleworth Grange Primary Academy  
Littleworth Lane  
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South Yorkshire  
S71 5RG

Dear Mrs Kilner

**Requires improvement: monitoring inspection visit to Littleworth Grange Primary Academy**

Following my visit to your school on 17 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2015. It was carried out under section 8 of the Education Act 2005.

**Senior leaders and the trust are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.**

The school should take further action to improve the quality of teaching, leading to a greater proportion of pupils attaining age-related expectations by:

- ensuring consistency in the quality of feedback to pupils so that they know how to improve and follow their teachers' advice in line with the academy's expectations
- improving teaching to meet the needs of all pupils, particularly the less able, the most-able and boys, so that they can achieve well.

## **Evidence**

During the inspection, we held meetings with you and three representatives of the local improvement board to discuss the actions taken since the last inspection. The post-Ofsted development plan was evaluated and other academy documentation was scrutinised. I met with 22 pupils representing all age groups, and talked to pupils at playtime and lunchtime. I accompanied you on a walk around the academy, looking into all classes, and looked at pupils' English and mathematics books from across the academy.

## **Context**

There have been significant changes to staffing since the Ofsted inspection. The executive principal left and you were appointed as permanent headteacher in July 2015. Since then, a further six teachers have left the academy. Two new deputy headteachers have been recruited with responsibility to lead early years and special educational needs, amongst other duties. Currently, the academy employs only one teacher on a fixed-term contract, covering a maternity leave.

The school is managed by Navigate Academies Trust. The trust is soon to pass responsibility for the academy to another academy trust.

## **Main findings**

- You are highly effective in your leadership of staff, consistently modelling high expectations. Pupils are very appreciative of changes that have happened since you took over. You and your senior team are now measuring the impact of all aspects of the academy's work against the effect on pupils' learning. You have introduced a new method of assessment which is helping teachers to make accurate comparisons of pupils' learning against that expected for their age.
- Improvements in teaching are now being seen as a result of considerable coaching and mentoring for all staff. Teachers who are new to the school are learning quickly and rising to your high expectations for the quality of teaching they will deliver. The impact of additional adults on pupils' learning is also improving because of this high-quality training.

- There are improvements in the way you are providing for the needs of pupils, particularly those who need to catch up. Staff are providing short interventions with an emphasis on moving pupils back to work with the whole class as soon as possible. The interventions make a positive difference for pupils. They include small-group lessons in fine motor skills, Lego therapy, behaviour and social skills, turn-taking and building confidence, and booster groups for English and maths. Around 8% of pupils are receiving support for emotional issues. Because of improved accuracy in assessing pupils' progress, the academy knows it is providing well for less able and disabled pupils and those with special educational needs.
- It is now clear from pupils' books that expectations of the quality and quantity of work that pupils will do have been increased. Pupils' presentation of their work has improved. Teachers are clearer about the learning they expect to see and this is helping pupils make a quicker start and cover more work in lessons. However, sometimes not enough consideration is being given to the tasks that pupils of different abilities will do, and as a consequence less able and the most-able pupils are not making rapid progress. You have begun to improve marking, but not all teachers are applying the academy's policy on marking consistently. Teachers' feedback to pupils is having greater impact in mathematics than in literacy.
- Early in September, the academy carried out a review of the way it provides for those pupils for whom it receives the pupil premium. You and the senior team have already begun to act on the recommendations and have introduced 'same-day interventions' to pick up on pupils' misconceptions immediately. You are tracking the progress of pupils more closely each half term and holding teachers to account for the progress of all pupils. Large gaps between pupil premium pupils and others still exist in some subjects and all classes. The academy now offers a breakfast club supporting upwards of 80 pupils each day to make a better start.
- Behaviour is improving. Pupils are clear about the behaviour policy and can explain rewards and sanctions. The leadership team is effectively monitoring types of behaviour and logging incidents so they can be analysed. No poor behaviour was observed during the inspection, although not all pupils are showing appropriate levels of engagement in lessons. Teachers are continuing to address this through individual mentoring meetings with pupils. The view of pupils is that behaviour is much improved and that misbehaviour has consequences, and that as a result, they feel much happier in school. A recent survey of parents' views shows that they feel teachers are more approachable, and there is a better sense of working together.
- The academy website now includes all information that it should.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the academy until its next section 5 inspection.

## **External support**

The academy has been supported by Navigate Academies Trust. A large part of the support received has been in securing good leadership following previously inadequate leadership and governance. Navigate Academies Trust has brokered the support of an associate headteacher who has worked alongside the headteacher to build leadership capacity over a period of two terms. She has been able to support the coaching process, to support rigorous performance management processes, and to help the head reflect on the quality of teaching and learning. A representative from Navigate, linked to Littleworth Grange, has met with parents and pupils to judge levels of satisfaction on a range of aspects of provision including homework. Navigate is to hand over leadership of Littleworth Grange to another trust, a process currently being brokered by the Department for Education, during this academic year.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Barnsley.

Yours sincerely

Lesley Butcher  
**Her Majesty's Inspector**