

# Inspection of a good school: St Anne's Church of England Lydgate Primary School

Cedar Lane, Grasscroft, Oldham, Lancashire OL4 4DS

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Inspection dates: 26–27 February 2020

## **Outcome**

St Anne's Church of England Lydgate Primary School continues to be a good school.

### **What is it like to attend this school?**

Pupils who spoke with me told me that St Anne's is a happy place. Pupils benefit from the warm and caring relationships they have with staff. They enjoy coming to school and enjoy learning.

The school is calm and orderly. Pupils rise to meet staff's high expectations of conduct and achievement. Pupils take responsibility for their behaviour. They do not want to let their team down. In lessons, pupils try their hardest.

Pupils told me that they feel safe in school. They said that bullying is rare. Pupils know there are adults they can go to if they are worried about something. Pupils know how to stay safe, including when they use the internet.

Pupils enjoy many aspects of school life. They appreciate the many things they can do outside their lessons. For example, they enjoy joining clubs such as those for dance, musical theatre, choir, football and gymnastics. Pupils regularly go on visits to museums and other local places of interest. This brings to life what they are learning in the classroom.

Pupils develop their self-confidence. They also develop their understanding and respect for others in society. They are well supported to become active citizens within their own community.

### **What does the school do well and what does it need to do better?**

Leaders have designed an interesting curriculum that helps all pupils to achieve well. Staff are supported effectively by the trust to develop the curriculum. Teachers ensure that pupils learn almost all subjects in a logical order, so that they build on

what they already know. This helps pupils to have a secure understanding of what they are studying. Well-considered plans for English and mathematics are implemented consistently. Most pupils achieve the expected standard in reading, writing and mathematics at the end of Year 2 and Year 6.

Other subjects, such as history, are also well planned to ensure that pupils build their knowledge on what they already know. They learn about topics such as the Second World War and the Egyptians. Pupils understand history through timelines in each classroom. Teachers work hard to bring history alive. Year 5 pupils developed knowledge of the pharaohs as they engaged in an archaeological dig to uncover artefacts related to Egypt. Pupils have opportunities to learn through visits or through focus days.

Leaders know they need to ensure that pupils' knowledge in some subjects such as geography, design and technology, and art needs further development. At the moment, pupils have gaps in their knowledge in these subjects. Plans in these subjects need more detail and checks to ensure that pupils remember what they have learned.

Reading is central to learning at St Anne's. Phonics teaching is precise. Teachers model the correct sounds well. Leaders have carefully set out what pupils should know at key points in early years and key stage 1. Teachers ensure that the books the children read match the sounds they are learning. Any pupil who is not keeping up has extra help put in place. Pupils achieve well in the phonics screening check. Leaders also ensure that parents and carers understand what their children are learning. For example, staff show parents how they teach pupils to read, so that parents know what they can do to help.

Pupils love reading. They enjoy sharing books with each other. Leaders have carefully chosen high-quality texts to study in lessons that link to what pupils are learning. Older pupils are effective at deducing meaning in the books they read.

Pupils enjoy mathematics lessons. In the Reception class, the children used snowballs to help them solve addition and subtraction problems. As they progress through school, pupils like the challenge of solving mathematical problems. They regularly practise their times tables. Teachers use questioning well to check pupils' understanding.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Leaders make sure that all pupils can take part in all the activities on offer. Staff provide extra help to pupils with SEND when they are at risk of falling behind. Pupils with SEND achieve well from their starting points.

Pupils' behaviour is excellent. Their positive attitude to learning contributes to their success in many areas of the curriculum. They appreciate the wide range of clubs and activities that they can participate in. They learn about healthy relationships, democracy, rights and responsibilities. Pupils have opportunities to take on roles of

responsibility by applying for positions such as lunchtime helper, librarian and 'playground pal'. Pupils act maturely in these roles to help others.

Pupils contribute to many community events, including the 'Love Lydgate Day'. Pupils enjoy school assemblies, which help them to reflect and show respect to others.

Staff value the support they receive from leaders. They told me that leaders consider their workload and well-being. Staff benefit from training opportunities and from visits to other schools in the trust to improve their knowledge and pedagogy.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that all pre-employment checks are carried out before adults work or volunteer in the school. Staff work closely with families and help them when they need extra support. Well-trained and knowledgeable staff are vigilant. They know exactly what to do if they are anxious about a pupil. Record keeping is meticulous and leaders take prompt action to escalate concerns when necessary. This has resulted in a culture where all worries, however small, are shared with the right people.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have developed plans for all areas of the curriculum. Some plans are very effective. These are woven together to provide the pupils with a rich educational experience. However, the curriculum plans in some subjects, such as art, geography, and design and technology, are not as well developed. Leaders should ensure that the curriculum plans in these subjects have the specific knowledge of what pupils learn and when. Plans should be implemented successfully, so that pupils achieve well in all curriculum subjects. Leaders should also ensure that there are clear procedures in place to assess the knowledge and skills that pupils are acquiring in these subjects as they move through the school.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2015.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144000
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10122046
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Burnley
<b>Head of school</b>	Russell Learmont
<b>Website</b>	<a href="http://www.stannescelydgate.oldham.sch.uk">www.stannescelydgate.oldham.sch.uk</a>
<b>Date of previous inspection</b>	13 May 2015

## Information about this school

- A new head of school was appointed in January 2020.

## Information about this inspection

- I held meetings with the head of school and senior leaders.
- I held meetings with teachers, support staff and subject leaders. I met with six members of the trust board.
- I spoke to pupils about behaviour and expectations in the school and observed behaviour around the school and in lessons.
- I reviewed the school's self-evaluation and improvement plans, minutes of trust board meetings and information on the school's website. I examined records in relation to safeguarding.
- I considered the 68 responses from parents to Ofsted's Parent View survey. I spoke to parents at the start of the school day. I took account of the four responses to the pupil survey.
- As part of this inspection, I did deep dives in these subjects: reading, mathematics and history. During these activities, I met with subject leaders and visited lessons. I also

spoke with teachers and pupils. I looked at examples of pupils' work and listened to pupils read. In reviewing subjects, including art, geography, and design and technology, I spoke with pupils and scrutinised pupils' books.

### **Inspection team**

Andrew Morley, lead inspector

Ofsted Inspector

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