

Inspection of a good school: Livingstone Primary School

Valeside, Mossley, Ashton-under-Lyne, Lancashire OL5 0AP

Inspection dates:

16 and 17 March 2022

Outcome

Livingstone Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy to come to school. The pupils who spoke to the inspector described how staff at the school create a caring atmosphere where everyone is valued equally.

Pupils are aware of the high expectations that staff set for their behaviour. As a result, pupils behave well. They trust adults in the school to take swift and decisive action to address any bullying or matters of safety. Pupils feel safe at school.

Pupils are responding well to the even higher aspirations that leaders are setting for their learning. All pupils, including disadvantaged pupils, achieve well in subjects across the curriculum. This is despite some of the leaders' actions to make the curriculum even better being delayed due to the COVID-19 pandemic.

Pupils have opportunities to extend their learning through trips and other activities. Although in recent times some activities and clubs have been curtailed, pupils have enjoyed alternative events. These have included an online visit by an author and older pupils speaking to professionals remotely about their careers.

The vast majority of the parents and carers that responded to the Ofsted Parent View survey were very positive about the school.

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

Pupils achieve well in subjects across the curriculum. In most subjects, including in the early years, leaders have defined the key knowledge that they want pupils to learn. Subject leaders have made meaningful links between subjects so that pupils repeat some of their subject knowledge in different contexts. However, due to the impact of the COVID-19 pandemic, leaders have not had the opportunity to fully refine the curriculum in some subjects. In these subjects, leaders are not clear enough about the most essential knowledge that they want pupils to remember for their future learning. As a result, teachers do not know which subject content should be emphasised as the most useful. This hinders pupils' recall of their learning

because some of this knowledge is lost amongst other facts and information.

Teachers ensure that the curriculum is presented in an engaging way. This fosters pupils' eagerness to learn. Teachers are continually checking on what children in the early years and pupils in key stages 1 and 2 know and can do. Teachers use this information well to inform future lessons. However, because some of the key learning in some subjects is not clear, teachers are less able to make sure that pupils know and remember the essential building blocks. Pupils remember some strands of their work well, but some other important knowledge is not retained well enough.

Leaders have ensured that there is a consistent approach to the teaching of phonics and early reading. Children start learning letters and the sounds that they represent soon after they start in the Reception Year. In Year 1, pupils apply their phonics knowledge well. Pupils learn to read confidently and with increasing fluency by the end of key stage 1. For those pupils who find reading difficult, there is comprehensive support in place to help them to catch up with the aims of the curriculum. As a result, pupils achieve well in reading.

The needs of pupils with special educational needs and/or disabilities (SEND) are identified swiftly by leaders. Teachers and other adults ensure that these pupils access the same curriculum as other pupils. As a result, these pupils achieve as well as others in the school. Pupils with SEND are included in all aspects of school life and are encouraged to become increasingly independent in their learning.

Pupils learn about other faiths, such as in Year 2, where they study Islam. Pupils have opportunities to visit different places of worship so that they can compare similarities and differences between religions. They are taught to respect each other's views and they have opportunities to take part in debates about topical issues. One recent example of this was when Year 6 pupils successfully debated with pupils from local schools whether or not all zoos should close. As part of their personal development, older pupils learn about the importance of giving permission and not pressuring others into doing things they do not want to do.

Pupils are keen to learn. They behave well in the classroom and when around the school. There is no disruption to learning.

Staff appreciate the consideration that governors and leaders give to their workload and well-being. They are all on board with the direction leaders are setting for improving the school.

Governors know and understand their school well. They question leaders effectively to gain an accurate view of how leaders are improving the curriculum. They keep a close eye on the performance of disadvantaged pupils and understand how the use of additional funding for these pupils is making a difference to the quality of their education.

Safeguarding

The arrangements for safeguarding are effective.

All staff and governors receive comprehensive training for safeguarding. They are knowledgeable and know how to refer any concerns that they have about a pupil. Staff are well

placed to spot signs and symptoms of abuse.

Leaders engage well with other agencies to support pupils and their families through times of difficulty. Leaders identify the services that would benefit families the most. As a result, pupils and their parents get the support that they need.

Pupils are taught how to keep themselves safe in a range of situations, including when online. They know who to approach if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not defined clearly enough some of the essential subject knowledge that they want pupils to learn. As such, teachers are not placing enough importance on what they want pupils to remember for their future learning. Subject leaders should ensure that they refine the curriculum in these subjects to be clearer about the key knowledge that they want pupils to know and remember.
- In some subjects, teachers' checks on pupils' learning do not focus on how well key content has been remembered over time. As a result, pupils cannot recall some subject knowledge as well as they should. Teachers should ensure that they check on pupils' learning to inform what aspects of the curriculum need to be revisited more often so that pupils have a better recall of their learning in these subjects.

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 outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2012.

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 information from Ofsted Parent View 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

Unique reference number	106210
Local authority	Tameside
Inspection number	10226129
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair of governing body	Jemma Simpson
Headteacher	Rebecca Willard
Website	www.livingstone.tameside.sch.uk
Date of previous inspection	8 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, two new classrooms have been added to the school building. This has increased the number of pupils that can be admitted to the school's roll.
- Leaders do not make use of alternative provision for any pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and special educational needs coordinator. He also spoke with a representative of Tameside local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also spoke to leaders about the curriculum and looked at samples of work in some other subjects.
- The inspector met with pupils to ask them about their learning in a range of subjects and about the opportunities that they have for their personal development.
- The inspector met with pupils from across the school to ask them about safeguarding. The inspector reviewed documentation, which included the school's safeguarding policy, register of the checks carried out on new employees and safeguarding records.
- The inspector observed pupils' behaviour during lessons and at breaktime. He discussed behaviour and bullying with pupils and senior leaders.
- The inspector took account of the responses to the Ofsted Parent View survey. He also took account of Ofsted's staff and pupil surveys.

Inspection team

Steve Bentham, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022