

# Inspection of a good school: Lightmoor Village Primary School

Lightmoor Way, Lightmoor Village, Telford TF4 3EG

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Inspection dates:

22 and 23 June 2022

## Outcome

Lightmoor Village Primary School continues to be a good school.

## What is it like to attend this school?

This is a very welcoming school. When new pupils join, staff and pupils help them to settle in and check that they are well and happy. These caring attitudes can be seen in the way pupils help one another on the playground, and step in quickly if there are any problems. Staff teach pupils to understand the importance of kind words and actions. Parents value this and say lots of good things about the inclusive team spirit and leadership at the school.

Pupils are not troubled by bullying. Staff explain what it is and teach pupils what to do if it were to happen. The school has three simple, sensible rules which pupils know and follow. This means that the school is a calm and orderly place, where pupils feel happy and secure. They can get on with their learning and staff praise their achievements. If any pupils need extra help, then staff make sure they get it.

Pupils do very well with reading. They do a lot of it in school and are expected to read regularly at home as well. Leaders have set out ambitious expectations in other subjects too, but are still making some changes to strengthen different aspects.

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

The school teaches early reading very well. Staff use a highly structured reading scheme with consistency. This ensures that children learn and practise the right phonic knowledge at the right time. In Reception, children begin learning about letter sounds straight away. When they move on to books, staff provide them with quality material. Once children have mastered the basics, staff then build their fluency and interest in reading. Importantly, throughout the school, staff continue to provide structured support for pupils who need it.

In class, pupils read every day. Adults read aloud to them and discuss the features of different stories and texts. They introduce pupils to different authors, and pupils enjoy talking about their favourite writers. As well as fiction, pupils learn and recite poetry and

read widely across the curriculum. All of this helps them to learn about language and supports their progress in other subjects.

The mathematics curriculum, from Reception to Year 6, is well led and sequenced. Staff give pupils the right level of challenge and support they need to succeed. They provide additional opportunities to achieve. In Year 6, for example, some pupils have recently got to the final of a national mathematics competition.

In other subjects, leaders have considered the knowledge that pupils need to learn, and the order in which they should learn it. Lessons often start with a recap on earlier learning, and staff prompt pupils to use what they already know to make connections with new learning. All national curriculum subjects are taught regularly, and pupils produce some fine work. Even so, in several subjects, some aspects of learning are better developed than others.

In history, for example, leaders have thought carefully about how to develop pupils' understanding of chronology. They also make meaningful links to local history when possible. During this inspection, for instance, pupils recalled knowledge of Ancient Greece when learning about a local Victorian reformer who inspired the modern-day Olympics. However, some content choices do not develop pupils' knowledge of recurring concepts as well as they might. Leaders still have some fine-tuning to do to sharpen up curriculum guidance in several foundation subjects.

Outside of class, the school's indoor and outdoor spaces are used well for physical education and play. Leaders promote a healthy approach to exercise and competition. Pupils learn to recognise and applaud success and how to support one another towards common goals. Pupils take part in sports tournaments, with numerous teams representing the school in different events.

Pupils represent the school, and uphold its values, in other ways too. Elected pupil councillors make suggestions to improve school life. Team safe pupils look out for others and help them when necessary.

Pupils with special educational needs and/or disabilities (SEND) are supported well. If any pupils find it hard to cope in lessons or outside, they can find a calm retreat in the school's nurture room. Here, they receive quality support and peaceful activities away from the hustle and bustle of the busy school day.

Staff report a strong sense of team spirit. They say that leaders support them with their work and in developing their careers. Leaders ensure staff are well supported with up-to-date training and advice.

Governors understand their roles and responsibilities and have an accurate view of the school's current performance.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have established effective routines for noticing, reporting and acting upon any safeguarding concerns. Staff know about the risks that pupils may face, and how to spot the warning signs. When needs be, they share information with other professionals.

In lessons, staff teach pupils how to look after themselves and others. Pupils are well informed about honest and respectful behaviour and how it helps to keep everyone safe. First-aid treatment is readily available in school and medicines are stored in the right places.

All the correct checks on adults who work with children are carried out.

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

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

- In some foundation subjects, aspects of curriculum guidance and classroom implementation could be strengthened. Leaders have identified the knowledge to be taught in different subjects. They also make sure that pupils cover a lot of content. However, they have not given enough attention to recurring subject-specific themes and concepts that, over time, help pupils to gain deeper subject expertise. Leaders should refine curriculum guidance to strengthen this aspect. They should then check how well this is implemented in class, so that all pupils can make even better progress in subjects such as history, religious education, geography and art.

## 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 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 March 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

<b>Unique reference number</b>	135244
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10212426
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Jones
<b>Headteacher</b>	Jane Siddons
<b>Website</b>	<a href="http://www.lightmoorvillageprimary.co.uk">www.lightmoorvillageprimary.co.uk</a>
<b>Date of previous inspection</b>	14 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school provides a breakfast club from 7.30am each morning. It does not use any alternative provision.

## Information about this inspection

- During the inspection, the inspector carried out deep dives in the following subjects: reading, mathematics and history. In these subjects, the inspector visited lessons, looked at pupils' work and curriculum guidance, and talked with leaders, staff and pupils about the way the subjects were arranged and taught. He also looked at some other subjects in less detail to check how they were organised and taught.
- The inspector noted 2019 external performance data about the school and looked at school documents. These included information about attendance, SEND, the school curriculum and improvement planning. He also checked the school's website.
- The inspector talked to pupils, staff and school leaders about safeguarding matters. He examined the record of employment checks on school staff and looked at other school records. He also found out about safety procedures and routines at the school.

- The inspector watched pupils' behaviour in class, at lunchtime, on the playground, during sports day, at clubs and at other times during the day.
- During the inspection, the inspector had formal meetings with the headteacher, other leaders, staff, pupils and governors. He also met with the school's improvement partner.
- The inspector talked informally with pupils and staff to gather general information about school life. In addition, he took account of the responses to Ofsted's surveys of the views of staff, pupils and parents.

### **Inspection team**

Martin Pye, lead inspector

Her Majesty's Inspector

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