

# Inspection of Littleover Community School

Pastures Hill, Littleover, Derby, Derbyshire DE23 4BZ

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Inspection dates: 19 and 20 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

This school was last inspected fifteen years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

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

Leaders have high expectations. They have created an inclusive and academic culture. Leaders ensure that all pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. Leaders help pupils prepare for next steps in their education. Pupils and sixth-form students leave school with the skills and knowledge they need to thrive.

Pupils' behaviour in lessons is calm and focused. They are eager to share their ideas and knowledge. The vast majority of pupils do not worry about bullying. If they had any concerns, they would report them to staff. Leaders are quick to respond to concerns. The 'LCS Way' helps to create a caring and purposeful culture.

Students in the sixth form experience a welcoming and respectful environment. One student said that attending the sixth form has helped them to develop their identity. Students value the support their teachers provide and the sense of community they share with their peers.

Leaders provide pupils with personal development opportunities. These include the Duke of Edinburgh's Award scheme as well as sports, arts and music clubs. Some pupils access games club and craft club. Students in the sixth form join in with enrichment activities. These include pottery classes, learning British Sign Language and a debating society.

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

Leaders are ambitious about what they want pupils to learn. Sequences of lessons cover a broad range of knowledge. Leaders have ensured that teachers know which knowledge to teach and in what order. This helps pupils to develop their understanding of the subjects they study. Sixth-form students are very knowledgeable and make connections between current and prior learning.

Teachers have excellent subject knowledge. They use their expertise to engage pupils. Some teachers do not routinely select approaches which help all pupils to learn the complex curriculum they have planned. In the sixth form, teachers consistently check students' understanding. They support students to become independent learners.

Pupils with SEND study the same curriculum as their peers. Teachers adapt the approaches they use to enable pupils with SEND to access the learning. Leaders do not always ensure that training provides all staff with the precise skills they need to further improve provision for pupils with SEND.

Leaders have established a culture in which behaviour is good. Learning is not disrupted by any poor behaviour. In the sixth form, students work purposefully. They discuss their learning enthusiastically. Students make good use of independent study

periods. They use this time to complete work assigned by teachers as well as their own self-directed learning and revision.

Leaders have recently reviewed their reading programme. Current strategies used to support pupils who need more help to read do not have as much impact as leaders would like. There are further plans in place to introduce a phonics scheme to support pupils who struggle with reading.

Behaviour around the school site is orderly and respectful. Pupils are polite to one another, staff and visitors. Leaders have very high expectations of behaviour. They provide support and sanctions for those who misbehave. Some small groups of pupils need more help to manage their behaviour. Leaders do not yet fully analyse all the information they collect about behaviour trends.

Leaders have developed a strong personal development offer. Pupils learn about a wide range of issues in personal, social, health and economic (PSHE) education. In these lessons, pupils discuss and debate different ideas about society and morality. Pupils learn about different cultures and beliefs in PSHE and in other subjects. All pupils and sixth-form students learn about healthy relationships and how to keep themselves safe.

Clubs are available to pupils, including table tennis club and ceramics club. Some pupils take advantage of these opportunities. All sixth-form students take part in enrichment activities. There are self-defence classes, cookery classes and a 'couch to 5k' club. Students assume leadership responsibilities, including ambassador roles and support for their younger peers in lessons.

Leaders prepare pupils for their next steps. They have established a careers programme which supports pupils from Year 7 to Year 13. Pupils receive individual careers interviews, engage in work experience and attend careers fairs. Sixth-form students regularly hear from outside speakers. They arrange their own encounters with the world of work as well as completing work experience.

Leaders have identified priorities for development. Staff have access to training opportunities. Leaders do not always align training opportunities with school priorities. Governors know the school well. They provide challenge and support for leaders and uphold their statutory duties. Staff say that their workload is manageable and they feel very well supported by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. They have been proactive in raising the profile of safeguarding. Information for staff and students about who to contact and how to report concerns is available on every computer screen. Leaders provide annual training and regular updates for all staff, including governors.

Staff know how to spot the signs that may cause concern about pupils. They promptly report concerns when necessary. Leaders quickly respond and keep detailed records.

Pupils learn about how to keep themselves safe. They know who is part of the safeguarding team and how to share concerns.

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

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

- Some teaching strategies are not as ambitious or as precisely focused as the curriculum goals that leaders have planned. This means all pupils are not able to achieve these ambitious end points. Leaders should ensure that teachers are supported in having the right pedagogical approaches to help all pupils achieve the intended complex outcomes.
- Leaders do not have strategic oversight of all areas of the school. This means they are not always able to identify the impact of the strategies they have introduced. Leaders should ensure that they have mechanisms in place to enable them to review strategies and refine these policies when necessary.

## **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.

## **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>	112956
<b>Local authority</b>	Derby
<b>Inspection number</b>	10242410
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1830
<b>Of which, number on roll in the sixth form</b>	343
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jamie Cameron
<b>Headteacher</b>	Jon Wilding
<b>Website</b>	<a href="https://www.littleover.derby.sch.uk">https://www.littleover.derby.sch.uk</a>
<b>Date of previous inspection</b>	16 October 2007, under section 5 of the Education Act 2005

## Information about this school

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school currently uses one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection team carried out deep dives in English, mathematics, modern foreign languages, history and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- In order to evaluate the sixth-form provision, inspectors met with the leader and students as well as visiting lessons.
- Inspectors held further meetings with the leaders. including those responsible for: behaviour and attendance; personal development education; the provision for pupils with SEND.
- Inspectors met with the headteacher, other senior leaders and governors.
- Inspectors met formally and informally with groups of pupils.
- An inspector met with the leader responsible for reading and listened to pupils read.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team, including the operations manager. Inspectors also spoke with staff and pupils.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

## **Inspection team**

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Anne Maingay	His Majesty's Inspector
Mark Rhatigan	Ofsted Inspector
Gill Martin	Ofsted Inspector
Stephen Long	Ofsted Inspector

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