

Inspection of Ludworth Primary School

Lower Fold, Marple Bridge, Stockport, Cheshire SK6 5DU

Inspection dates: 22 and 23 May 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 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 graded inspections under section 5 of the Act. 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 graded inspection.

What is it like to attend this school?

This is a happy and thriving school. Pupils embrace the school's values, such as adaptability, communication and problem solving, which underpin strong relationships with staff and with their peers. Pupils' behaviour during lessons and at social times is exemplary. They have a clear understanding of their own roles in supporting other pupils' right to learn.

The school's vision for pupils to 'become their best selves' incorporates high expectations for their achievement and for their personal development. Pupils benefit from well-crafted opportunities to learn through experience and to develop their independence. This helps to prepare them well for their next stage of education.

Pupils enjoy their learning and achieve highly. In the early years, children are enthralled by the opening of the 'magic story box' that informs their learning each week. They tackle the associated challenges and tasks with enthusiasm and determination.

Pupils make a strong contribution to the life of the school through adopting a variety of leadership roles. For example, sports ambassadors design engaging activities for their peers at social times. The eco-council run a 'nearly new' uniform shop to support the local community and to reduce clothing waste.

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

The school is ambitious for the achievement of pupils, including for those with special educational needs and/or disabilities (SEND). It has designed a broad curriculum, which is enriched by a variety of educational visits that enhance pupils' learning and bring it to life.

Where the curriculum is strongest, the school has defined precisely what pupils should learn. It has broken this down into small steps of knowledge and determined the order in which it should be taught. This allows pupils' knowledge to grow and develop seamlessly from the beginning of the early years. Nonetheless, in one or two subjects, the school has not thought carefully enough about what pupils should know and remember. It has not given sufficient consideration to how pupils' learning will build on their pre-existing knowledge. This hinders some pupils from developing a broad understanding of these subjects.

Teachers benefit from training that ensures that they have the knowledge to deliver the curriculum expertly. They value the school's actions to reduce unnecessary workload, for example by streamlining the approach to marking and feedback. This has allowed teachers to prioritise activities that have the greatest impact on pupils' learning.

Teachers routinely check on pupils' developing knowledge. This enables them to quickly address any misconceptions that pupils may have. It also allows them to recognise which pupils may need additional help, such as those with SEND. Staff are well trained to adapt learning so that these pupils progress well through the curriculum.

The school focuses strongly on the development of pupils' reading. Staff have the expertise to ensure that there is a consistent and effective approach to teaching phonics. They regularly check pupils' phonics knowledge and identify pupils who would benefit from further support. These pupils get the additional help that they need. As pupils move through the school, they develop their reading fluency and comprehension skills. The school fosters pupils' love of reading. For example, pupils look forward to their turn to share a book and a hot chocolate with the 'reading raccoon' and the 'poetry panda' at home.

Staff create exceptionally positive climates for learning in classrooms. Pupils feel comfortable and confident to fully participate in all aspects of learning. In the early years, children quickly settle in and adapt to well-established routines.

Governors are knowledgeable about the school. They provide suitable support and challenge to ensure that the school continues to improve. For example, although pupils' attendance is typically high, governors ensure that the school takes reasonable steps to improve the attendance of a small number of pupils. This strategy has a positive impact on helping these pupils to attend school regularly.

The school's personal development programme helps pupils to understand the importance of physical and mental health. The school has placed a high priority on educating pupils about the potential risks that they may encounter while online. It teaches them about the importance of privacy and showing the same kindness and respect in their electronic communications as they would face to face. Pupils benefit from an assortment of activities to further their talents and interests. This includes sports, such as football and lacrosse, as well as instrument lessons, choir and a musical-theatre club.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not identified the components of knowledge that pupils should remember over time. This hampers some pupils' development of a broad and inter-connected body of knowledge. The school should determine what pupils should learn and when, so that teachers can better support pupils to remember and build on prior learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106057
Local authority	Stockport
Inspection number	10313979
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair of governing body	Georgina Breeze
Headteacher	Victoria Walker
Website	www.ludworth.org.uk
Dates of previous inspection	6 and 7 February 2013, under section 5 of the Education Act 2005

Information about this school

- The headteacher and some other senior leaders have been appointed since the previous inspection. There have also been changes to the membership of the governing body, including the appointment of a new chair of governors.
- The school offers a breakfast and after-school club for pupils.
- The school uses one unregistered alternative provider for a very small number of pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, including the headteacher, and a range of staff. They also spoke with representatives of the governing body, including the chair of governors.
- The lead inspector met with a representative of the local authority.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation documents, improvement plans and minutes of governing body meetings. Inspectors also reviewed records of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with pupils about their experiences of school and their views on behaviour and bullying. They observed pupils' behaviour during lessons and at social times.
- Inspectors carried out deep dives in early reading, English, physical education, history and mathematics. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons and spoke with some staff. They also met with pupils to discuss their learning and looked at samples of pupils' work.
- Inspectors discussed the curriculum for some other subjects with leaders.
- Inspectors observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online survey for staff and for pupils.

Inspection team

Charlotte Oles, lead inspector	His Majesty's Inspector
Juliet Francis	Ofsted Inspector
Liz Davidson	Ofsted Inspector

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