

# Inspection of Listerdale Junior Academy

Beech Avenue, Brecks, Rotherham, South Yorkshire S65 3HN

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Inspection dates: 16 and 17 July 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The executive principal of this school is Cathryn Keeton. This school is part of Aston Community Education Trust (ACET), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rebecca Scutt, and overseen by a board of trustees, chaired by John Barton.

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

Listerdale Junior Academy welcomes everyone. Pupils know it does not matter who you are or what your background is. The school has high ambitions for every pupil. Pupils with special educational needs and/or disabilities (SEND) thrive in this inclusive environment. The school makes sure there is an extra-curricular club for everyone. They remove any barriers to participation. Everyone can take part in activities regardless of ability.

The values of 'Listerdale Magic' (resilience, manners, pride, kindness and respect) are in evidence throughout the school. Pupils are safe in school. On the very rare occasions when bullying might occur, adults make every effort to deal with it swiftly. Pupil play leaders have a very positive impact on behaviour. During lunchtime, they organise a wide range of activities for pupils. They also offer support to pupils who need someone to talk to.

The school has prioritised the improvements outlined in the previous inspection report. Pupils achieve well in reading and mathematics over time. The broader curriculum offer is also improving. Historically, sporting success and competition have been highly valued. The school is now ensuring that academic rigour has an equal footing in every pupil's education.

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

Children in Nursery make a positive start to their education. They work and play together with care and cooperation. In the outdoor area, they enjoy rolling a large dice and jumping along a number line. In Reception, teachers plan lessons that build well on children's previous learning in mathematics. The strength of mathematics teaching in the early years is mirrored throughout the school.

Since the last inspection, the school has built on the already effective teaching of early reading. Adults teach phonics with consistency and fidelity to the school's chosen scheme. By the time they reach key stage 2, almost all pupils read fluently. Pupils who struggle with reading receive effective support to catch up and keep up. The school has strengthened considerably its approach to reading in key stage 2. Pupils now read high-quality books that help to develop a love of reading for pleasure. These books are well matched to age and ability.

The school's plans for every subject are now explicit about what pupils must learn. Pupils can talk confidently about what they know and remember. Well-presented work shows that pupils take pride in their work and achievements. Pupils who have SEND achieve very well. However, on some occasions, teachers' subject knowledge is not as strong as it needs to be. This means the purpose of some lessons, including in the early years, is not clear. These lessons are often built around an activity rather than what pupils must learn. The school's systems for checking what pupils have learned are much improved since the last inspection. However, there is

still some work to do to ensure assessment systems are fully embedded in a few subjects.

Pupils generally behave very well throughout the school day. They are polite and courteous to each other and to adults. The school has an air of harmony and respect. Pupils' attendance is above the national average. The school uses its improved recording systems to ensure pupils are safe and attend well. The school challenges poor or irregular attendance. The school does everything it can to support families that struggle to get their child into school regularly.

Pupils' personal development is a strength of the school. In the early years, children showcase their talents through a performance of 'Goldilocks and the Three Bears'. Older pupils enjoy the many events throughout the school year. This includes concerts and school fairs. Pupils take roles such as school councillors very seriously. Pupils know that being elected to these roles reflects the British value of democracy. Values such as tolerance and respect are constantly promoted in school. Pupils know the importance of good physical and mental health. Many say they feel inspired to continue with sports clubs when they reach adulthood. Others explain the well-being benefits of tending the school's allotment. Pupils are knowledgeable about faiths and cultures different to their own.

The trust and local governing body are committed to excellence for every pupil. They are considerate of staff workload and well-being. The trust and school have responded quickly and effectively to the school's last inspection report. The trust has provided additional expert support where needed. Leaders now have an accurate knowledge of what the school does well and what needs to be improved. Some parents and carers do not approve of some recent trust or school decisions. Nevertheless, each decision shows the school's laser focus on raising academic achievement for every pupil.

## **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, including those in the early years, teachers lack the subject knowledge to identify precisely what pupils should know and remember. This means tasks to support pupils' learning lack purpose and pupils do not progress effectively through the curriculum. The school should ensure teachers' subject knowledge is improved so they can accurately sequence what pupils will learn in lessons and build successfully on what pupils already know.
- Since the last inspection, the school has done much to improve assessment systems in all areas of the curriculum. In a few subjects, these systems are still relatively new and not yet fully effective. This means that in these subjects,

teachers cannot always be sure about what pupils know and remember. The school should continue its work to secure consistent systems to check pupils' attainment and progress in every subject.

## 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

<b>Unique reference number</b>	141539
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10297410
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	365
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Barton
<b>CEO of the trust</b>	Rebecca Scutt
<b>Executive Principal</b>	Cathryn Keeton
<b>Website</b>	<a href="http://www.listerdaleacademy.org">www.listerdaleacademy.org</a>
<b>Dates of previous inspection</b>	30 November and 1 December 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Aston Community Education Trust (ACET).
- The executive principal took up her post in September 2023.
- This school is much bigger than the average-size primary school.
- The school does not use any form of alternative provision.
- The school has a before- and after-school club managed by the local governing body.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the executive principal and other school leaders. The inspectors also met with the CEO and trustees of ACET and members of the school's local governing body.
- Inspectors spoke with parents at the start of the school day and considered the responses to Ofsted's online survey, Ofsted Parent View, including the free-text comments.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and design, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; reviewed documents, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

## Inspection team

Stephen McMullan, lead inspector	Ofsted Inspector
Stephanie Ngenda	Ofsted Inspector
Matthew Vickers	Ofsted Inspector

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Piccadilly Gate  
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