

# Ludworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	106057
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	309015
<b>Inspection date</b>	5 February 2008
<b>Reporting inspector</b>	Sarah Drake

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	321
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Philip Harrison
<b>Headteacher</b>	Mr Roary Pownall
<b>Date of previous school inspection</b>	8 March 2004
<b>School address</b>	Lower Fold Marple Bridge Stockport Cheshire SK6 5DU
<b>Telephone number</b>	0161 4271446
<b>Fax number</b>	0161 4270034

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' progress; the quality of teaching and learning; and the success of the leadership and management. Evidence was gathered from: national published assessment data; the school's self-evaluation, assessment records, policies and minutes; observation of the school at work; discussions with members of staff, pupils, and the vice-chair of governors; and the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This large school serves a socially mixed area to the east of Stockport. Over half the pupils live outside the immediate area and few are eligible to receive a free school meal. The great majority are White British and none speaks English as an additional language. The proportion with learning difficulties and/or disabilities is slightly below average but an average proportion has a statement of special educational need. The school has achieved many awards including, in 2007, the British Educational Communications and Technology Agency (BECTA) information and communication technology (ICT) Mark, the Inclusion Quality Mark, Artsmark Gold and the Sports Activemark. Building work is currently underway to improve the accommodation. On the retirement of his long-standing predecessor, the headteacher took up his post in September 2007.

The school was awarded extended school status by the local authority in July 2007. The out-of-school club that operates on the premises was inspected separately in August 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

For many years this popular school has provided high quality education for its pupils. In its centenary year, it continues to be outstanding. Pupils talk warmly about its happy atmosphere; parents and staff members value highly the 'strong sense of belonging to a mutually supportive community'. Apart from the accommodation, all areas of the school's provision are of excellent quality. This means that pupils take delight in learning and develop into articulate, thoughtful young people who are ready to take their place in the world. Their all round levels of achievement are exceptional. Strong leadership and management at all levels have ensured that the transition to the new headteacher has been virtually seamless. The school has many strengths but one of the greatest secrets to its success is the unusually strong respect, flexibility and teamwork among staff, all of whom have the children as their number one priority.

Most children enter Reception with the expected skills for their age. National test results at the end of Years 2 and 6 have consistently been above average or higher for the past five years, with well above average proportions of pupils achieving the higher levels at both key stages. This is outstanding, and current standards are similarly high. In 2007, particular strengths were the standards of pupils' writing in Key Stage 1 and mathematics at Key Stage 2. The progress made by pupils with learning difficulties and/or disabilities, a high proportion of the year group, and by boys was first-rate. One of the reasons for such success is the early diagnosis of individuals' needs, including those who are gifted or talented, followed by highly effective action to help each one reach their potential. High standards are achieved not only in tested subjects but also in ICT, sport and the arts. A rich curriculum with much use of visits, visitors and hands-on experience brings pupils' learning vibrantly to life and entices them to want to find out more. A typical comment is, 'You learn things but you don't realise you are because it's so much fun.'

Pupils' enjoyment of learning and school life is evident throughout the day. They pay excellent attention in lessons, participate keenly in the wide range of extra activities, and behave with real consideration for others. They play energetically and the school council is full of bright ideas, such as Fruity Friday to complement the Walking Wednesday, to persuade their peers to eat more healthily. Pupils move very safely around the awkward site and cramped classrooms. They form strong relationships, valuing each person's qualities and are eager to offer help. They make the most of the many opportunities to contribute to the community whether through the school newspaper, organic gardening, swimming to raise funds for new ICT equipment or participation in village events. In response to staff's outstanding care and guidance, pupils flourish and grow in confidence. Their high self-esteem and well honed working habits are keystones that support their academic achievement.

Teaching of good or better quality throughout the school means that pupils are constantly building on their deepening base of skills and knowledge. They never have to play 'catch up'. Highly motivated teachers plan interesting lessons with very good attention paid to pupils' different abilities and to how teaching assistants can provide most effective support. The quality of teachers' questioning is exceptionally strong so that from a very early age pupils learn to think hard about what they are doing, why they are doing it and how they can improve. Lessons move at a brisk pace with a good range of activities, excellent use of subject specific language and skilful adult intervention that keeps pupils on their toes. For example, pupils and their partners in Year 1 had to phrase possible questions to the teacher's answer, 'Blue'. Pupils in Years 3 and 4 had to work out whether the offer of three pencil packs for the price of two was

better than that of two for one. Through exemplary teaching Year 6 pupils easily calculated the angles of a hexagon without use of a protractor. Elsewhere, they made excellent use of the day's visit, from some birds of prey, to draft the beginnings of a newspaper article. In an impressively short time they came up with headlines that included alliteration, rhyme and even 'Killer visit at Ludworth'.

Outstanding leadership and management by senior staff, other leaders and governors have underpinned the school's continuing success. Teachers expect pupils to evaluate their own and others' work both critically and supportively, and they do the same themselves. The school knows itself very well and is constantly striving to improve its provision for pupils. The new headteacher shares this strong commitment and, while showing great respect for what is working so well, has already made his mark. For instance, he is introducing systems to track pupils' progress that will require staff to record no more information than they already do but which will provide an even sharper picture across a range of subjects of those who need extra support or challenge. The school runs very smoothly, procedures are in place to promote child protection and health and safety, and financial management is tight. It has excellent capacity to improve. Open communication and increasing involvement of all interested parties in developing a strategic plan are enhancing the already strong sense of community. Parental comments such as, 'Ludworth is an excellent school that not only caters for children on an academic level but also a social and emotional one,' sum up their appreciation of and support for its work.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

By the end of their Reception year, the great majority of children are working securely within the goals set for each area and many have moved well beyond this. Detailed planning, based on careful observation and analysis of individuals' needs, ensures all areas are catered for inside and out. Probing questioning together with the expectation of good listening and clear answers make sure that children begin to think for themselves and grow in independence. Good organisation and teamwork provide a bright, supportive environment in which learning is fun. Themes, such as the current one of journeys, are developed imaginatively. For example, children used their recall of earlier work based on the book *Handa's Surprise*, together with the previous day's visit to the airport, to guide small figures on a journey along a large floor map. Others discussed digital photographs of their visit while still more acted out the roles of cabin crew. High quality leadership and teaching in the Foundation Stage overcome the challenges posed by the accommodation to help children make excellent progress.

## **What the school should do to improve further**

This is a school that knows itself very well and regularly takes effective action to make its provision even better. There are no significant areas for improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making me feel so welcome when I visited your school recently. It was a real pleasure to see how much you all enjoy learning and get on so well with each other. You told me how easy it is to make friends at your school and how everyone looks after each other. I saw this in the playground and in lessons where you clearly respect each other and are very willing to offer help. It is excellent that you have helped your new headteacher to fit in so well!

You are very lucky to go to such an outstanding school. All your teachers and other staff work very hard to make sure that it keeps on improving and that you each make the best progress that you can. They organise a great many interesting things for you to do and they pitch them at the right level for everyone. This means that those who find learning more difficult, those who find it medium hard and those who really like to tussle with a challenge all achieve very well. What is really good is that this helps you reach high standards not only in literacy and numeracy but across a wide range of subjects. Your sporting success is impressive, as are your ICT skills. It was great to see from the displays and in lessons that you make good use of all the visits and visitors who help to bring your learning to life. It looks as though your arts week was good fun and the pupils who gave up their lunchtime to talk with me explained how many different skills it helped you learn. They also told me what good work the school council is doing to persuade you all to eat healthily.

All staff are interested in you as individuals and look after you really well so you grow in confidence and can concentrate on learning. They are very good at asking questions that really make you think hard. This helps you to develop learning skills that will come in handy at secondary school. It is good that you have a clear understanding of what you need to do to improve your work.

The senior teachers and governors have a very clear idea of your school's many strengths and also of how it can improve. They have taken effective action in the past and I am sure they will do so in the future.