

# Ludworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	114126
<b>Local Authority</b>	Durham
<b>Inspection number</b>	311494
<b>Inspection date</b>	5 March 2008
<b>Reporting inspector</b>	Andrew Scott

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>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Anthony McCaffrey
<b>Headteacher</b>	Mr Barrie Ivil
<b>Date of previous school inspection</b>	1 November 2004
<b>School address</b>	Moor Crescent Ludworth Durham County Durham DH6 1LZ
<b>Telephone number</b>	01429 820207
<b>Fax number</b>	01429 820207

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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: the quality of teaching and learning in the Foundation Stage and Key Stage 1, and the accuracy of the school's self-evaluation. Evidence was gathered from observations of lessons, analyses of pupils' work, performance data, parents' questionnaires, the school's documentation and discussions with pupils, staff and governors. 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 small school mainly serves a village of considerable social and economic disadvantage; some pupils come from further afield. A higher than average proportion of pupils are eligible for free school meals. Almost all pupils are White British. The proportion of pupils with learning difficulties and/or disabilities varies from year-to-year and is currently below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Ludworth Primary is an outstanding school. Its high aspirations for all pupils, excellent care and support for them and very effective teaching enable pupils to thrive. Whatever their background or abilities, pupils simply blend happily together whether performing in gymnastics or singing lustily in assemblies. They are all proud to wear the school uniform, and understandably so. The school, judged very good at the last inspection, is not content to rest on its laurels and strives to improve its provision through, for example, astute staff development and by diversifying the curriculum. This explains the impressive rise in standards.

Pupils begin school with abilities and skills that are lower than is usual for this age and have particularly weak language, social and physical skills. They make good progress through the Foundation Stage and Key Stage 1 because teaching is effective. As elsewhere in the school, teachers create a positive atmosphere in classrooms, make learning very focused, and have good expectations of pupils through the level of challenge provided. Teaching is not quite as good as it is in Key Stage 2, because teachers' expectations are not always finely tuned to meet the needs of pupils of different abilities and ages. By the end of Year 2, standards are usually at least average, although they dipped a little in reading in 2007. Standards tend to fluctuate with such small year groups. School records suggest that standards are currently above average.

The achievement of all pupils overall is outstanding because of the excellent progress they make in Key Stage 2. Teaching is extremely good because it is lively, dynamic and highly focused, and expectations are relentlessly high. As a result, pupils' concentration in lessons is flawless and they are very eager to learn new things. In recent years, standards in all subjects by Year 6 have been exceptionally high compared to schools nationally. Standards in the current Year 6 are not quite so high because standards of these pupils have been lower throughout the school and staffing changes have disrupted the flow of their learning to some extent. However, indications are that standards will rise again next year.

Pupils' personal development is outstanding and prepares them extremely well for life ahead. Their self-esteem and admirable work ethic are a tribute to the school's philosophy, care and sheer hard work. Parents are not slow to appreciate this. The parent of one child, who had recently started in the Nursery, expressed a typical view by saying, 'He really enjoys it and comes home a happy little boy.' Behaviour throughout the school is impressive. Pupils acknowledge occasional foolishness, but say they feel very secure, safe in the knowledge that staff listen and respond swiftly to any concern. The exciting and varied curriculum, including close links with the local community, is very effective in promoting pupils' awareness of the wider world, other cultures and the needs of others. For example, pupils have designed signs for the grounds of a local hospital and have helped to create the village play park. Appreciation through art of the ex-mining culture of the village is a fine indication of the pupils' excellent social and cultural development.

The curriculum also provides very well for pupils' health and well-being. Many sports and other activities are offered and enthusiastically attended; about a quarter of the pupils, for example, take part vigorously in the dance club. Participation in activities is rarely casual and pupils acquire real skills. In a recent gymnastics competition with other schools, for instance, all pupils in Years 3 to 6 competed and won a number of awards, including one for the most creative routine.

The high level of care for pupils is typified by the school's eagerness to involve families in their children's education. Despite the school's best efforts the attendance of a small number of pupils is at best average and, at times, below average. Classes are offered to boost parenting skills and there are close links with external agencies to support pupils with particular issues. Within school, there is always a friendly ear to listen to pupils' individual concerns. Arrangements to safeguard pupils are very thorough and meet current requirements. Staff know all pupils extremely well, including their academic progress because good tracking systems signal any underachievement.

The school's success is due firmly to the excellent leadership of the headteacher. He ensures a high quality education by providing clear structures and high expectations. He sets a fine example to all staff. He is very capably and energetically supported by the assistant headteacher and by the enthusiastic contribution of governors. The school has a clear picture of its strengths and areas where it could improve, such as the slight disparities in the quality of teaching. It has sensible priorities for improving the school, although it has a tendency to focus on existing strengths rather than considering other options. It spends its budget shrewdly, for example on extra staffing, and resources are very good, including the computer room.

Parents and the local authority have a very high regard for the school. Although there was not a high response to the parents' questionnaires, all replies were wholly positive and some sang the school's praises loudly. A few parents have specifically moved into the area because the school 'has such an excellent reputation, which is well deserved'. The school has improved since the previous inspection and is very well placed to continue to improve. All in all, it provides excellent value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage provides a good start to children's education. It has a warm, friendly and stimulating environment that encourages children to develop well socially, physically and academically. From quite a low starting point, children make good progress as a result of sensitive, supportive and well-directed teaching. They reach standards expected for their age by the end of the Reception Year, although language development still lags behind to some extent. Children have plenty of scope to learn through exploration and readily learn how to integrate with others and work harmoniously together. The good ratio of adults to children means that children are well guided in their learning.

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

- Improve pupils' attendance.

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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	2
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	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
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	2
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



## Text from letter to pupils explaining the findings of the inspection

6 March 2008

Dear Pupils

Inspection of Ludworth Primary School, Durham, DH6 1LZ

I am writing to thank you for the part you played in the inspection of your school. I thoroughly enjoyed the day I spent with you recently and was grateful for your thoughts and comments. These were important in helping me to get to know what makes your school tick.

You struggled to suggest anything that could make your school better. I fully understood, because I struggled too. I think you have an outstanding school that gives you a great start to life. All the staff have your best interests at heart and provide an excellent range of opportunities in your work, sport, music and many other activities. As a result, not only do you succeed extremely well in your work, but you become kind and hard-working young people. You appreciate the demands that teachers make of you; indeed, you rise to each challenge admirably. I was especially impressed by your concentration in lessons and your behaviour around school.

You should be very proud of the standards you achieve by Year 6. In recent years, they have been very high but, of course, they may vary from year to year because the year groups are quite small. I know you really appreciate the care that all staff take of you. If you have problems, they are swiftly sorted out and, in turn, this makes you more understanding and respectful towards others. I liked the way every single one of you sang with great gusto in assembly and then all prayed sincerely.

Your headteacher, together with all staff and governors, does an excellent job in knowing what you need to succeed and in providing it. I know you do not have a school council but the school does value your opinions. The school is going from strength to strength with each passing year, but there is one thing that could be improved – attendance. It is very important that all attend as much as possible and you can help by encouraging your parents and carers to keep your days off to a minimum.

I wish you every success for the future.

Yours sincerely

Andrew Scott

Lead inspector