

Limehurst Community Primary School

White Bank Road, Oldham, Greater Manchester, OL8 3JQ

Inspection dates 18–19 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points that are below and sometimes significantly below those typical for their age. Good teaching and provision in the early years ensure that children get off to a good start and achieve well.
- Pupils make good progress in Key Stage 1 from starting points which have previously been well-below average. The majority of pupils reach the expected level of attainment in reading, writing and mathematics. An increasing number of pupils are now attaining the higher levels.
- Progress is good in Key Stage 2 and pupils reach standards that are broadly average.
- Teaching is good. Staff provide many high-quality opportunities for pupils to learn well and enjoy a wide range of experiences.
- Staff create a calm and encouraging working environment and ensures pupils get the most out of their lessons and enjoy learning.
- Pupils behave well and feel safe in school. Pupils and staff have high expectations that all members of the school community treat each other with respect and consideration.
- Pupils enjoy coming to school. Attendance has improved overall and is now average.
- School leaders understand the needs of their pupils well and give them a high quality of care. This is especially so of those whose circumstances may make them particularly vulnerable.
- School leaders have high expectations of what all pupils can achieve and are ambitious for their success. Leaders and managers have focused on improving the quality of teaching. This has had a positive effect and increased pupils' progress.
- Governors are very supportive. They have a well informed and accurate view of the school's improving performance. Governors work successfully with senior leaders to raise standards, improve achievement and further improve the quality of teaching.

It is not yet an outstanding school because

- Although the proportion of pupils attaining the higher levels is increasing, the most able do not always make as much progress as possible.
- Teachers do not always follow the school's policy to ensure that marking and feedback promote effective learning.
- The role of middle leaders in checking the quality of teaching is developing, but is not currently an established part of their work.

Information about this inspection

- Inspectors observed a range of lessons or part lessons in all classes.
- Inspectors held meetings with groups of pupils, members of staff, parents, members of the governing body and a representative of the local authority.
- Inspectors took account of 10 responses to the on-line questionnaire (Parent View) and looked at the school's latest parental survey. They also reviewed information from parents about the school received during the inspection.
- Inspectors observed the school's work and looked at a wide range of documentation including: assessment data, the school's evaluation of its work, minutes of governing body meetings, safeguarding documentation, reports from school improvement partners, information about the management of teachers' performance, monitoring records and the school's improvement plan.
- Inspectors listened to pupils read and also reviewed samples of their work.
- Inspectors reviewed 12 responses to the inspection questionnaire for staff.
- Inspectors observed pupils' behaviour at playtime, lunchtime, around the school and in lessons.

Inspection team

Clare Daniel, Lead inspector

Additional Inspector

Julie Peach

Additional Inspector

Alan Parkinson

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well-above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- Nursery provision is part time and parents are offered two and a half days at the start of the week. Reception provision is full time.
- The school operates a breakfast club and after school club during term time which is managed by the governing body.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve further the quality of teaching so that more pupils attain the higher levels by:
 - making sure that teachers and support staff consistently follow the school's policy to ensure that marking always promotes effective learning
 - ensuring that the most able pupils are sufficiently challenged so that they achieve as well as they possibly can.
- Strengthen the role of middle leaders so that more of their work focuses on improving the quality of teaching and raising standards.

Inspection judgements

The leadership and management are good

- Senior leaders have high expectations of pupils and staff. Their knowledge of the pupils and the level of pastoral care they provide for pupils and their families are both of a very high standard. School leaders ensure that all pupils have equal opportunities to succeed in their learning.
- School leaders demonstrate high levels of commitment to raising achievement for all pupils. Senior leaders monitor pupils' performance and the quality of teaching regularly and have an accurate view of the standards achieved by groups of pupils. They ensure that assessments about pupils' achievement are accurate. The school takes every opportunity to have their judgements about pupils' performance checked by external consultants to ensure they are correct.
- Evaluation of the school's overall effectiveness is accurate and school leaders have a clear understanding of its strengths. Plans for improvement have had a significant impact on tackling the few remaining pockets of underachievement and as a result all pupils are making accelerated progress. Senior leaders are now delegating more responsibility for checking the quality of teaching to middle leaders and this is a developing part of their role.
- Middle leaders manage their phases well and have worked hard to develop new staff teams and support newly qualified colleagues. They ensure that professional development and training is effective in raising standards for all pupils. The leader with responsibility for overseeing the achievement of disabled pupils and those with special educational needs manages their provision well. While senior leaders have a well-informed view of the achievement of pupils, this aspect of the middle leaders' role is currently developing as they take more responsibility for monitoring the quality of teaching and achievement.
- All teachers have performance targets which are closely linked to improving the quality of teaching and raising pupils' achievement. Senior leaders check these targets throughout the year. They can demonstrate clearly the impact that support and professional development are having on improving the quality of teaching.
- The curriculum is good and planned carefully to provide many opportunities for pupils to write and use their mathematical skills in different subjects. The curriculum is enriched with a range of trips and visits closely linked to learning themes.
- Pupils' spiritual, moral, social and cultural development is good. It is supported well by the range of subjects taught and assemblies. Pupils also have many opportunities to take part in different extra-curricular activities. They have a range of responsibilities which they particularly enjoy, including being members of the school council, prefects and head boy and girl. Pupils have a growing sense of community responsibility within the school and in the wider context.
- Pupils have a range of opportunities to learn about British values such as tolerance, respect, democracy, law and liberty through a variety of well planned activities. Their understanding of democracy and law is particularly well supported by the work of the school council. Through a range of activities, the school fosters good relations, promotes tolerance and tackles discrimination. The range of experiences that the school offers pupils ensures that they are well prepared for life in modern Britain.
- School leaders carefully evaluate the spending and impact of pupil premium funding and as a result these pupils achieve well.
- Leaders and governors spend the primary sports funding effectively. They ensure all pupils gain health benefits from an improved quality of teaching. The impact is evident in increasing proportions of pupils who are taking part in a wider range of sporting activity and improvements in the quality of teaching.
- The local authority has previously provided some support for school leader and governors including training. As a result, school leaders better understand how to evaluate the achievement of pupils and the quality of teaching.
- The school meets all statutory safeguarding requirements.
- **The governance of the school:**
 - Governors have a well-informed understanding of the school's strengths and weaknesses. They challenge senior leaders effectively about improvements in the standards pupils reach as well as the quality of teaching. Governors check the quality of the school's work regularly.
 - Governors have attended appropriate training which has further developed their understanding of the school's performance and assessment data. They understand the link between the arrangements to manage the performance of teachers and their impact on raising standards and improving the quality of teaching. Governors are knowledgeable about the quality of teaching. They are involved in overseeing the school's systems for pay awards related to the performance of teaching staff. They know how underperformance is tackled.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. In lessons, pupils listen well to instructions and are keen to learn. They are respectful and enjoy positive relationships with all staff and each other. Staff provide a calm and positive learning environment in all classes.
- Pupils behaviour around the school and is polite and well mannered. They talk confidently about their work and the quality of relationships between staff and pupils which helps to maintain good order and a calm working environment.
- Pupils say that behaviour is good. They have a clear understanding of the school's systems of rewards and sanctions and the effect these have on maintaining good order and high expectations. Pupils report that although there are a few rare incidents of weaker behaviour, these are managed fairly and consistently by all staff. They say that staff respond calmly and supportively to pupils who might, on a few occasions, find it difficult to behave.
- All staff who responded to the inspection questionnaire believed behaviour was good and effectively managed in school. Inspectors agree with this view. The majority parents who responded to the online questionnaire, Parent View, agreed that the school makes sure pupils behave well and deals effectively with bullying.
- Behaviour records are well maintained. While the school has excluded a very small number of pupils this academic year, the action taken has been consistently and successfully managed within the framework of the school's behaviour policy. Information has been clearly documented and accurately reported to the relevant authorities.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and are keen to attend. They say they are confident that any staff member could help them to resolve any issues or worries.
- Relationships between pupils and staff are supportive and respectful. Pupils say that while incidents of bullying are very rare, staff deal with them consistently and fairly. Pupils demonstrate a very good awareness of how to keep themselves safe in and around the school and community, and when using the internet.
- Pupils say that name calling and discrimination are not tolerated within school and happen very rarely. They say that pupils from different backgrounds get on very well together and that new pupils are warmly welcomed into the school community.
- Effective procedures are in place to keep vulnerable pupils safe. There is clear evidence of how adults quickly involve other agencies if they have concerns about a pupil's safety. This ensures that those who are particularly vulnerable are protected. The school has many examples of how its work improves the attendance and achievement of individual pupils.
- Attendance has improved since the last inspection and is now average. The school follows up absence and concerns about punctuality rigorously and the proportion of unauthorised absences is declining.
- The breakfast and after school clubs are well attended and provide a safe and secure environment for pupils.

The quality of teaching is good

- A feature of the good teaching in the school is the calm and purposeful learning environment. Activities are well thought out and pupils are keen to do well. They listen and respond to all staff well and get on with their work enthusiastically. Evidence in pupils' books show that they have made particularly rapid progress this year as a result of good teaching and well-focused, high quality support.
- Activities are prepared thoroughly in all classes. Inspectors observed pupils being highly challenged in their learning and enjoying the opportunity to work on extension activities in most lessons. Teachers and support staff have a well-informed view of what pupils can already do and as a result plan tasks which build on their existing skills. This good use of information to set work that matches pupils' ability is not always evident for the most able pupils and this slows their progress.
- The effective use of adults to support learning has a significant impact on the standards achieved by pupils and the progress they make. Teaching assistants and support staff understand the focus of each

session clearly and have appropriate resources to work with groups and individuals. As a result of this high quality support, most disabled pupils or those who have special educational needs make good progress.

- Teachers carefully plan opportunities to develop pupils' reading, writing and mathematics skills. Reading is taught effectively and pupils enjoy reading and talk with confidence about the range of books that they read at school. A wide variety of books is available in all classrooms and a range of written work based on stories was evident in pupils' books and in displays around the school. Effective teaching has improved pupils' phonic skills (letters and the sounds they make). They are now better able to tackle a wide range of more challenging books and to use their reading skills more effectively in other subjects.
- Writing is taught well. Pupils enjoy using their skills to write confidently in a range of subjects and can adapt their writing for a range of purposes. The quality of teaching that children receive in the early years gives them a strong foundation for developing their skills further as they move through the school.
- Teachers ensure mathematical skills are taught successfully. Opportunities to develop mathematical skills are particularly evident in Key Stage 2. In their science work, Year 6 pupils regularly use a wide range of data handling skills to record their findings and successfully present information.
- Pupils demonstrate high levels of engagement in lessons when activities are planned to challenge or support their learning. Year 4 pupils enthusiastically practised their counting skills before attempting a very challenging addition and subtraction puzzle solving activity which really extended their understanding. Lower ability Year 5 pupils revised how to write instructions by making pizzas which were later cooked and eaten before using these skills to write instructions for making sandwiches.
- Pupils' work is mainly marked in accordance with the school's policy. Pupils have opportunities to act on advice and correct their work or to respond to additional challenges set by teachers. On a few occasions, the quality of feedback given to pupils in lessons and in their books does not give clear enough advice about what they need to do to improve their work.

The achievement of pupils is good

- All groups of pupils achieve well and make good progress across the school from their individual starting points. The overall standards achieved by different year groups are occasionally more variable because of the make up of the cohorts and because some cohorts started school with skills that were significantly below those typical for their age.
- In the most recent Year 1 phonic screening check over two thirds reached the standard expected for their age. Although this was a little below the national standard, school and inspection evidence shows pupils achieved well from their starting points. The proportion of pupils who met the expected standard at the end of Year 2 in 2014 was above average.
- At Key Stage 1, from their previously low starting points, the standards achieved by pupils in reading, writing and mathematics are usually broadly average, although they dipped in 2014. The school's assessment data and inspection evidence shows standards are returning to broadly average as a result of improvements in the quality of teaching.
- By the end of Year 6, standards are broadly average. Almost all pupils made at least the expected amount of progress in all subjects in 2014 but the proportion of pupils who made better than expected progress was below average. Throughout Key Stage 2, pupils now make much more rapid progress in reading, writing and mathematics. The proportion of pupils in Year 6 who have made better than expected progress in reading and mathematics in Key Stage 2 is already above average.
- The progress of the most able pupils is good. Although at times the work set for the most able is not hard enough overall the proportion of pupils already working at the higher levels is much greater than previously. Pupils apply their skills well across a range of subjects and tackle more challenging work with confidence.
- The achievement of disabled pupils and those with special educational needs is good overall. They make similar progress to their peers because their needs are met through a range of effective support which ensures they achieve well.
- The school has worked successfully to narrow the gap between disadvantaged pupils and their peers. From a much lower starting point on entry to school, the achievement of disadvantaged pupils is less than two terms behind other pupils in school by the time they leave the school in all subjects. When compared to other pupils nationally, their achievement is two terms behind in writing and mathematics and one term behind in reading.

The early years provision**is good**

- Most children join the early years with skills that are below those typical for their age and, in a minority of cases, significantly below. Children demonstrate particular weaknesses in communication and language development and their personal, social and emotional development. Children make good progress in the early years from their individual starting points.
- The proportion of children achieving a good level of development has increased each year since the last inspection. In 2014, the majority of children achieved a good level of development and were well prepared to start Year 1.
- Staff carefully plan the provision for children who have not yet met a good level of development with Year 1 teachers so that they still have opportunities to learn outdoors and through play.
- The leadership of the early years is good. The senior leader with this responsibility has a clear and well informed view of achievement and the quality of teaching. She ensures that the curriculum is appropriate and is planned to build on children's previous experiences and meets their interests.
- Indoor and outdoor provision is both safe and secure. The outdoor area is well developed and provides children with a range of high quality learning opportunities, meeting their needs in all areas of learning.
- Teaching is good. Adults organise activities which support the children in developing their skills. Staff know what children need to do next in order to make good progress. Indoor learning opportunities are engaging and exciting. They ensure their children develop their communication and language skills and their personal, social and emotional skills rapidly.
- Children develop their communication and language skills and their mathematical skills well. During the inspection children were observed taking part enthusiastically in a range of writing activities based on a recent story. They confidently wrote captions and sentences to describe their journey into space which demonstrated a developing awareness of spelling patterns and sentence structure.
- Children constructed detailed models of leopards using a range of 3D shapes and materials. They used these to prompt writing and discussion with adults and each other. Other children were making model mobile phones for their friends including key pads with clear and accurate use of numbers.
- Children's spiritual, moral, social and cultural development is good, as is their behaviour. Children from a range of backgrounds play together in a calm and encouraging atmosphere and enjoy developing their skills together with support.
- Staff support disabled children and those who have special educational needs well so that they make good progress in the early years. Teachers identify the individual needs of these children early and as a result they receive effective support.
- Children are safe and secure, relationships are warm and encouraging, and welfare requirements are well met.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105638
Local authority	Oldham
Inspection number	456149

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Shirley Buckley
Headteacher	Mark Roberts
Date of previous school inspection	17 October 2011
Telephone number	0161 770 3140
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