

# Ludworth Primary School

Moor Crescent, Ludworth, Durham, DH6 1LZ

**Inspection dates** 1–2 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from starting points which are below those typical for their age to reach average standards by the time they leave the school.
- All groups of pupils make equally good progress including pupils eligible for pupil premium funding who reach standards in line with their peers.
- Teaching over time is good and enables pupils to make good progress. Pupils enthuse about how teachers make learning interesting and memorable.
- Behaviour is good. Pupils enjoy learning and want to do well. In the playground they play together harmoniously with the range of interesting activities which are available.
- Pupils feel safe. Those who are new to the school are helped to settle quickly and make new friends.
- The headteacher provides strong and purposeful leadership. She is ably supported by other leaders. Despite the absence of permanent staff, leaders have made improvements to attendance and the achievement of pupils in recent years.
- Leaders and governors have a very good understanding of the school's strengths and areas for improvement. They have detailed plans which are regularly checked to ensure that new developments stay on track and make a difference.
- The performance of teachers is managed very effectively and has led to improvements in the quality of teaching for each individual, the majority of who are new to the school since the last inspection.

### It is not yet an outstanding school because

- Pupils in Years 1 and 2 do not make as much progress in reading as they do in other subjects because they do not acquire reading skills securely enough.
- Standards in writing by the end of Year 6 are not as high as those reached in other subjects because rates of progress in Key Stage 2 are not as rapid as in reading and mathematics.

## Information about this inspection

- The inspector observed teaching and learning in six lessons taught by four teachers, one of which was observed jointly by the headteacher. The inspector also made a number of short visits to see small groups of pupils working with other adults in and out of the classroom. The inspector also listened to pupils in Years 1, 2 and 6 read.
- The inspector held meetings with pupils from Years 5 and 6 to seek their views and talked informally with pupils at break and lunchtimes.
- The inspector also held discussions with members of the governing body, with school leaders and a representative from the local authority.
- The inspector observed the school at work and looked at a range of documentation including the school's improvement plan, records of achievement, documents relating to the monitoring of teaching, attendance and safeguarding.
- The inspector scrutinised pupils' work in books jointly with the headteacher and also photographs illustrating their learning.
- There were insufficient responses to the on-line questionnaire (Parent View). Therefore, the inspector took account of the results of the school's own questionnaire to parents and spoke informally to small groups of parents during the inspection.

## Inspection team

Susan Waugh, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those children in local authority care, is above average.
- The vast majority of pupils are of White British background.
- The proportion of pupils who speak English as an additional language is well-below average.
- The proportion of disabled pupils or those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- More pupils than is the case nationally start or leave the school other than at the normal times.
- The headteacher was appointed in February 2013.
- At the time of the inspection three of the four teachers were temporary.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve standards and rates of progress in writing in Key Stage 2 by:
  - improving the teaching of spelling and handwriting
  - providing more opportunities in all subjects for pupils to write as much as they are capable.
- Ensure that pupils acquire reading skills securely and more rapidly in Key Stage 1 by:
  - providing reading material which is pitched at exactly the right level for each individual
  - always providing activities which will help pupils to make progress in their reading
  - ensuring all members of staff have the necessary skills to teach reading well.

## Inspection judgements

### The achievement of pupils is good

- A large majority of children enter the Nursery with skills which are below or well below those typical for their age. They make good progress because adults help them to settle quickly, support their learning as they play and provide interesting activities for them to develop their skills. By the time they leave the Reception class all children are close to reaching the standards expected for their age with half reaching a good level of development.
- By the end of Year 2 standards are average. Progress in writing and mathematics is more rapid than that in reading.
- The school has focused on ensuring that pupils have a love of reading and this has had a positive benefit. Pupils talk confidently about the author they enjoyed meeting and which has inspired them to read new texts. Younger pupils tackle new books enthusiastically and talk about their enjoyment of reading at home and their pride in the new school library. This has helped pupils to make good progress throughout the school with faster progress being made in Key Stage 2.
- Standards by the end of Year 6 are broadly average, although lower in writing. Throughout Key Stage 2 pupils make good progress, although a greater proportion make more than expected progress in reading and mathematics than they do in writing.
- Evidence in pupils' books indicates that their spelling is not as strong as other aspects of their writing. Although presentation in books is neat, handwriting is not always fully legible and letters are often formed incorrectly.
- Information from assessments indicates that standards will not be as high in the 2014 national assessments but this still represents good progress from individual starting points in Year 3 where this cohort were a year behind the expected level.
- In the past, pupils eligible for pupil premium funding did not do as well as their peers. In 2013, pupils eligible for free school meals attained similar standards to their peers in mathematics but were over a year behind other pupils in writing and over one term behind in reading. Well-targeted resources alongside a commitment to equality of opportunity by governors has ensured that these pupils now do as well as or better than other pupils.
- The progress of the most able pupils from their starting points is good; those who have the capability generally reach standards which are above average.
- Pupils with special educational needs make good and sometimes outstanding progress. This is because they receive good support when working in a small group or individually with an adult.

### The quality of teaching is good

- The school's own records and evidence gathered during the inspection demonstrate that teaching is typically good and results in pupils' good progress despite the absence of permanent members of staff for extended periods this year.
- The teaching of mathematics is consistently good throughout the school, whereas in reading and writing there are some weaknesses in some year groups.
- Pupils and adults have good relationships and show respect for each other. Pupils talk enthusiastically about the work they are proudest of and their enjoyment of learning as a result of the exciting opportunities teachers provide for them, such as a visit to an outdoor adventure centre, which provided the stimulus for writing a report.
- Expectations of pupils are generally high. This is particularly evident in the marking of pupils' workbooks where pupils are asked to correct any work that is not as good as it should be and where they are often provided with a challenge which makes them use the skills and knowledge they have gained.
- Teachers offer appropriate tasks to those pupils who are able to achieve more highly. In the

main they receive work which stretches their capabilities and results in them making good progress. Sometimes they do not have the opportunity to demonstrate their writing capabilities in subjects such as history and geography.

- Pupils' learning is organised in a logical way so that knowledge and understanding are built up carefully over time. Explanations of new learning are accurate and precise because adults generally have good subject knowledge.
- Teaching assistants provide effective support to pupils, particularly those who have specific needs. This close support helps pupils to stay focused and succeed because staff break learning down into more manageable chunks. Their support to help individual pupils catch up immediately when they have misunderstood or struggled in a lesson is particularly effective.
- Tasks usually challenge pupils at the right level so that, for example, different groups of pupils write poems using increasingly difficult features. However, this is not always the case in Key Stage 1, when pupils sometimes read books which are too difficult or are given tasks which do not develop their reading skills sufficiently. Occasionally when teaching pupils letters and the sounds they make (phonics), some adults' subject knowledge is inaccurate and this slows pupils' progress.
- Pupils are given insufficient opportunities to write in different subjects because they are too often given worksheets which restrict the amount that can be written. Those who are capable of writing more are not given the opportunity to do so.
- The teaching of spelling in Key Stage 2 is less effective and this results in slower progress over time in this area. Additionally, handwriting is not taught consistently well so some pupils' ability to write fluently and legibly is hampered.

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

- The behaviour of pupils is good.
- Pupils usually behave well in lessons. They settle quickly and tackle new learning keenly. They respond to teachers' comments in their workbooks and want to achieve more. Occasionally a very small number of pupils find it difficult to manage their own behaviour and they struggle to settle to work despite the good support they receive from adults.
- Behaviour in the playground is of a similarly good standard. Many pupils take responsibility for organising different activities to keep their classmates busy and occupied. Groups dance and sing on the stage accompanied by music, others sit in the reading shack and enjoy books, whilst others participate in more active games such as football and badminton.
- Pupils are proud of their school. One pupil said, 'We're all like brothers and sisters. We've grown up together.' Others talk about the school family. They take care of their classrooms and eagerly anticipate winning 'The Golden Broom' award each week. They willingly take responsibilities for some tasks such as setting up the hall for collective worship.
- Pupils who are new to the school say they are happy. They are made to feel very welcome by others and quickly settle in and make friends.
- Pupils say that they are unaware of any bullying which has occurred but have a good understanding of different types of bullying. They say that some children sometimes call each other names but that this is quickly dealt with. Parents who were spoken to during the inspection agree that incidents of bullying are rare and promptly dealt with.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school and parents agree.
- Leaders consider safety and security a high priority and procedures to keep pupils safe are managed well and frequently checked. Pupils are aware of how to keep themselves safe from danger when crossing the road, for example, or when using the internet.
- Pupils' attendance has improved as a result of concerted action by school leaders. It is now above average.

**The leadership and management are good**

- The school is well led by a clear-sighted headteacher who is ably supported by the school's other leader. They have determinedly driven through school improvements despite the absence of most of the school's permanent teachers. Other staff have been fully supportive of the improvements made and of senior leaders' ambitions for the school. Middle leaders have been effective in their role and are supported to develop professionally so that they now undertake increased responsibilities.
- Senior leaders have a very accurate picture of the school's strengths and weaknesses as a result of the frequent and thorough checks made on all aspects of school life. As a result, action plans to improve the school are very detailed and it is easy to measure the impact of any changes which have taken place and to alter them if they are not having the desired effect. For example, because the progress of pupils eligible for pupil premium funding was not as rapid, the way these pupils are supported has been changed to good effect.
- School leaders do not tolerate underperformance, and arrangements for promotion and performance are now closely linked to pupils' progress. Consequently, individuals now receive tailored support and professional development to improve their skills. These changes have only recently been implemented and leaders recognise that teaching is not yet consistently of the standard they aspire to.
- The curriculum is effective in helping pupils to make good progress. Pupils are offered many enriching opportunities, through regular visits to places of interest. These stimulate their imagination and contribute towards their keenness to do well.
- Pupils are offered a good range of sporting opportunities and now have the opportunity to participate in more competitions and festivals as a result of effective use of primary school sports funding. This has enhanced pupils' enjoyment of sport and benefitted their health and well-being.
- Partnerships with other organisations and schools are used with good effect to support pupils' well-being and to enrich the curriculum. Partnerships with parents are equally effective in supporting the good progress that pupils make through the regular information parents receive.
- Safeguarding and child-protection procedures meet all current requirements.
- The headteacher has valued the well-informed support the local authority has provided to the school, which has helped to improve the quality of assessment.
- **The governance of the school:**
  - Governors are determined that the school will continue to improve and return to the previous outstanding overall effectiveness. Many members are new to the governing body and they have recently undertaken extensive training and identified where their skills can best be used in order to be as effective as possible. They have also reorganised their structure to improve the way they work.
  - They offer a high level of support to the school and provide appropriate challenge, based on their good knowledge of the quality of teaching and pupils' achievement, gained from the information provided by the headteacher and their regular visits to the school.
  - They are aware of the ways pupil premium funding can be used most effectively and use this knowledge to target resources effectively. They know the impact this funding has had on these pupils' progress and how this compares to pupils' progress overall.
  - Governors manage the performance of staff carefully. They have a good knowledge of where teaching is most effective and ensure that it is rewarded and how any underperformance is tackled. They have taken appropriate steps so they can clearly account for the performance of the headteacher.
  - Statutory duties are discharged well.

## 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

<b>Unique reference number</b>	114126
<b>Local authority</b>	Durham
<b>Inspection number</b>	444294

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

<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 of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicky Gibbins
<b>Headteacher</b>	Joanne Sones
<b>Date of previous school inspection</b>	5 March 2008
<b>Telephone number</b>	01429 820207
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