

Outwood Primary Academy Littleworth Grange

Littleworth Lane, Lundwood, Barnsley, South Yorkshire S71 5RG

Inspection dates

6–7 December 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders at all levels are highly ambitious for all pupils. The school's motto of 'children come first' resonates in all decision-making.
- Leaders provide clear guidance and communicate high expectations to teachers. As a result, teaching and learning across the school, including in the early years, is good. Occasionally, work provided for the most able pupils is not sufficiently challenging.
- The trust has established an effective leadership programme, and this is supporting further improvement. However, some subject leaders are new to post and are not yet involved fully in evaluating the impact of their work.
- Since sponsoring the school, academy leaders have rightly prioritised establishing a strong curriculum that secures pupils' basic skills of reading, writing and mathematics. The same depth of study is not evident for some other subjects, such as science, history and geography.
- Pupils' progress in reading, writing and mathematics is improving in all year groups.
- Leaders communicate very clear expectations for pupils to behave well. All staff apply the behaviour management system thoroughly and consistently. As a result, pupils know what is expected of them and their behaviour is good.
- Pastoral care is a strength of the school. Staff know the pupils exceptionally well and provide a haven of security and support. Consequently, pupils say that they feel safe and this is endorsed by parents.
- Pupils' outcomes have improved year-on-year since the school's conversion to sponsored academy status. However, there remain historic gaps in pupils' knowledge that still need ironing out.
- In 2018, pupils' combined outcomes at the end of key stage 2 were above the national average. This represents good progress from pupils' starting points.
- Procedures for managing pupils' absence and encouraging good attendance and punctuality are wide-ranging. Despite leaders' best efforts, however, pupils' attendance rates remain below the national average.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that subject leaders are involved fully in evaluating the impact of their work
 - ensuring that curriculum progression documents are implemented to provide a depth of study in subjects beyond English and mathematics
 - working more closely with parents to improve pupils' attendance.
- Improve pupils' outcomes further by:
 - ironing out the historical gaps in pupils' knowledge and skills
 - ensuring that increasing proportions of pupils, particularly disadvantaged pupils, reach the higher standards of which they are capable.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders at all levels are highly ambitious for the school and aspirational for their pupils' success. Their relentless focus on improving teaching and learning and ensuring that pupils are well prepared for the next stage of their education has led to year-on-year improvement in pupils' outcomes. The school's motto of 'children come first' resonates in all decision-making and in the successful creation of a harmonious, ambitious and caring atmosphere across the school.
- Subject leaders are highly knowledgeable and enthusiastic. They are keen to bring about improvements and have a clear understanding of strengths and areas for further development. However, some subject leaders are in the earliest stages of their role and not yet involved fully in evaluating the effectiveness of their actions.
- Staff are valued for who they are and for the skills they bring. Effective professional development and support have ensured that the quality of teaching in the school is good and staff morale is high. As one member of staff told inspectors, 'We are one big family, supporting each other.'
- Leaders ensure that the pupil premium funding is spent effectively. They recognise that some barriers are deeply entrenched, but they remain resolute and committed to minimising any differences between disadvantaged pupils' outcomes and those of other pupils. Though their actions are helping to improve pupils' outcomes, leaders are not complacent and know that there is more to do to ensure that more disadvantaged pupils reach the higher standards of which they are capable.
- Leaders ensure that the school's physical education and sports grant is spent wisely. Much of their spending has focused upon guaranteeing sustainability, through investment in high-quality training for staff. They ensure that pupils have opportunities to represent their school in competitive games and seek new ways to expand this offer. Although there is a range of after-school sports clubs on offer, leaders are keen to increase pupil participation in these, as only 33% of the pupils access them currently.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) is used effectively. Leaders ensure that pupils' needs are diagnosed quickly so that pupils receive appropriate and timely support. A review of pupils' personal plans shows that their individual targets are chosen carefully and then interventions are tailored to meet identified needs. As a result, over half of all pupils with SEND are now making improved progress. For those pupils whose progress is less advanced, this is linked entirely to the stage of diagnosis and specific needs.
- The special educational needs coordinator was new to the post in September 2018. She is keen and enthusiastic and receives good support and guidance to ensure that she undertakes her duties effectively and efficiently. Her work is contributing to the increasing proportion of pupils with SEND who are making better progress.
- Leaders follow the requirements of the national curriculum, to ensure that pupils access a broad range of study. However, they recognise that subjects beyond English and mathematics have not been studied in sufficient depth. Leaders have acted to remedy this and they have developed detailed subject-specific progression documents,

which identify precisely the knowledge and skills to be taught in all subjects. While such documents appear to be highly appropriate, they are yet to be implemented, and so it is difficult to judge their effectiveness.

Governance of the school

- The trust offers clear lines of accountability and sets the very highest expectations for pupils' academic performance and personal development.
- Since the sponsorship of the school began, the trust is slowly and carefully building an academy council to offer school leaders challenge and support at a more local level. National leaders of school governance help the new council governors to establish effective processes and procedures that are geared to high expectations. While this is developing, the trust maintains strong oversight of school improvements and effectiveness.
- School leaders provide highly detailed reports to council governors. This enables governors to have a strong understanding of the strengths and weaknesses of the school's effectiveness. They use this information to focus their visits to the school.

Safeguarding

- The arrangements for safeguarding are effective.
- All appropriate safeguarding checks are made on all staff and volunteers working at the school to ensure that they are fit to do so. This extends to contractors and temporary staff.
- Staff receive regular training and updates to make sure that they are familiar with the government's most recent safeguarding legislation. Staff who spoke to inspectors are clear about the role they play in keeping children safe and the processes that they must follow to report any concerns.
- The designated safeguarding officer is supported by a dedicated pastoral team, and ensures that the school's most vulnerable pupils are kept safe. Staff frequently go above and beyond what is expected of them to support pupils and their families in times of need. Strong links with external agencies ensure that there is cohesive thinking in more complex circumstances. Occasionally, the timeliness of record-keeping lacks clarity. This is inconsistent with the level of vigilance from staff.

Quality of teaching, learning and assessment

Good

- Teachers have good subject knowledge and are very perceptive about pupils' needs. They have high expectations for pupils' achievement and use probing questions to deepen pupils' thinking or to clarify any misconceptions. As a result, the quality of teaching across the school is good and pupils' outcomes in all year groups are improving.
- Teaching assistants work productively. They support individual pupils and groups to help them access learning successfully. They are particularly effective in quickly tackling any off-task behaviours that may present. Consequently, pupils across the

school demonstrate highly positive attitudes to their learning.

- Leaders have rightly made improving pupils' outcomes in reading a whole-school priority. They have implemented a consistent approach to the teaching of phonics and have linked this to one structured spelling scheme. Adults encourage pupils to apply their phonics skills in lessons outside of the discrete phonics session, which is consolidating pupils' phonics skills effectively. This has led to sustained outcomes in the Year 1 phonics screening check that are broadly in line with national averages.
- Leaders invest heavily in supplementing the quality and quantity of reading books available to pupils. These are enhanced by an associated online reading programme that checks pupils' levels of understanding and comprehension. Books are banded using different colours to indicate the level of reading difficulty. As a result, pupils' attitudes to reading are improving and the frequency with which they are reading is increasing. Occasionally, some lower-ability pupils access books that are too difficult for them and this hinders their ability to apply their phonics skills successfully.
- The teaching of reading comprehension follows a whole-class approach that is reflected across the school. There is an explicit focus on improving pupils' skills of inference and deduction. Leaders believe that this approach is contributing to pupils' improving outcomes in reading. While this is pleasing, leaders believe that there is still more to do to ensure positive pupils' progress rates over time.
- Leaders have also developed a consistent approach to the teaching of writing. It is highly structured and links to high-quality reading texts and associated grammar techniques. Pupils write at length, in a variety of styles and for different purposes and audiences. As a result, they build up their skills and make good progress.
- The teaching of mathematics is organised to accommodate 'same-day intervention'. This enables teachers to pick up on any pupils' misconceptions straight away and helps pupils to keep up from the start. It is contributing to pupils' improving outcomes, which can be seen in the 2018 end of key stage tests at both key stages 1 and 2.
- Leaders have identified pupils' mental arithmetic and reasoning skills as key areas for further improvement. They have several interventions in place to support pupils and to iron out the remaining gaps in pupils' knowledge and skills, which are the result of weaker historical teaching.
- Teachers set the same expectations of pupils' positive attitudes for learning in subjects beyond English and mathematics. They make relevant links to other subjects through a topic-based approach, thus providing a relevant context in which pupils can learn. However, many activities do not promote the depth of study required for pupils to reach the higher standards in subjects such as history, science and geography.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development is good.
- The pastoral care of pupils is of high quality. Staff know their pupils well and are caring and supportive of their needs. They ensure that pupils' emotional as well as academic

needs are met.

- Pupils have a good understanding of how to keep themselves safe. For some of the most vulnerable pupils, school is a haven of security and support. Those pupils who spoke to the inspectors said that there were no unsafe places in school and that they were confident in the support they would receive from any adults at the school, should they have a concern. Parents echoed this.
- Leaders understand that in the past bullying was an issue. However, they have tackled this systematically and sensitively. Pupils are clear about the sanctions that will apply and know that leaders are fair and consistent in managing reported incidents. Consequently, these are now reducing, and records show that previously handled concerns were treated seriously and dealt with swiftly. Despite leaders' successes in their handling of bullying, a small minority of parents raised their concerns to inspectors that they did not feel that bullying was dealt with effectively.
- Racism and homophobia in any form is not tolerated. Staff are vigilant and take swift and decisive action should any incidents of name-calling occur, which includes the use of fixed-term exclusion if necessary. Leaders intend to develop aspects of their personal and social curriculum further so that pupils' emotional empathy and understanding are developed more deeply.
- Effective teaching, good adult role models and a variety of enriching learning opportunities make a positive contribution to pupils' spiritual, moral, social and cultural development. A raft of assemblies and visits is successful in raising pupils' awareness of British values of democracy and an awareness of the faiths and cultures of others.

Behaviour

- The behaviour of pupils is good.
- Pupils' across the school behave well. They are polite and well mannered and their movement around the school is orderly and calm.
- Pupils demonstrate good attitudes to learning. They are proud to attend Littleworth Grange and of their achievements. Any off-task behaviour is quickly tackled, so that pupils' learning is not affected by the actions of others.
- Pupils have a very clear understanding of the school's rules, rewards and sanctions, which are applied consistently. For the most part, pupils rise to and adhere to the expectations set for them. For a small minority of pupils whose behaviours are more challenging, highly effective systems support them and help them to conform. Although there have been higher numbers of fixed-term exclusions at the school, these have been appropriately used by leaders and are now reducing.
- A strong pastoral team works with families to encourage improved attendance. Although pupils' absence is reducing, overall absence figures remain above the national average. Leaders have prioritised improving pupils' overall attendance and are keen to try different ways of supporting parents further in ensuring that their children attend school regularly and arrive on time.

Outcomes for pupils

Good

- Pupils' outcomes have improved year-on-year and are on an upward trend. In 2018, pupils' combined outcomes at the end of key stage 2 were above the national average. This represents a marked improvement upon previous years and is reflective of the high priority given to ensuring that pupils are equipped with the basic skills to be successful in the next stage of their education.
- Pupils' outcomes in key stage 1 are broadly in line with the national averages in reading, writing and mathematics at both the expected and higher standard. This is sustained over time.
- The same rate of improvement in pupils' outcomes is reflected in the school's own assessment information for current pupils. However, there remain some historical gaps in pupils' knowledge and skills that need ironing out further.
- Outcomes in the phonics screening check at the end of Year 1 are broadly in line with national averages and have been sustained over time. Pupils are encouraged to apply their phonics skills outside of the discrete phonics lesson to consolidate their skills effectively.
- Disadvantaged pupils account for just over half of all pupils, and their outcomes are improving at a similar rate to that of their peers. A raft of same-day support and interventions is ensuring that resources are targeted to minimise any differences in disadvantaged pupils' attainment compared to that of others. Historically, disadvantaged pupils have performed less well than their counterparts. While recent improvements are heartening, there are still some historical gaps in disadvantaged pupils' knowledge and skills that leaders are tackling.
- Although few pupils with SEND reach the expected or higher standards, their outcomes from their starting points are improving. More sharply focused plans and more frequent reviews of support and progress are contributing to this improvement.
- Occasionally, the most able pupils do not receive activities that challenge them sufficiently to think hard about their learning. Sometimes, the most able pupils are asked to complete work that is straightforward or too easy before moving on to more demanding tasks. Although there have been improvements in the overall proportions of pupils, including disadvantaged pupils, reaching the higher standard, these remain below the national averages.

Early years provision

Good

- The early years leader is highly effective and knowledgeable about how young children learn. She is supported well by the trust director for early years. Together they have transformed the learning environment into a vibrant, highly engaging place where children thrive. Although still slightly below the national average for the proportion of children reaching a good level of development, under her guidance these outcomes have improved steadily.
- Adults are acutely aware of children's needs on entry and ensure that activities are planned and staffed to support children's learning and progress successfully. For example, children's communication and language skills are low on entry and so all areas of learning are set up to enhance children's early language development. Signs,

labels and words are rich within the setting and children are encouraged to use their new words regularly. Almost all adults model spoken English effectively and encourage children to 'use their words' and answer in full sentences. Very occasionally, some adults do not pronounce words clearly.

- Children can access all areas of learning in their outdoor work. There are many welcoming activities to engage children, from the mud kitchen, where much warming hot chocolate is prepared, to the dance stage where children eagerly present contestants with certificates of achievement. Adults support children's learning effectively and use probing questions to extend children's learning and deepen their thinking. However, at different times of the school day, organisational routines mean that adults undertake a supervisory role and their interventions in children's play are limited.
- Children behave well, because of the very clear expectations set for being respectful towards each other and their environment. Adults model this exceptionally well and the strong relationships that exist in nursery and reception are tangible. As a result, children are confident in their setting, learning quickly to manage their behaviours and feelings. Welfare requirements are met securely.
- Links with parents are strengthening. Adults recognise that parents are children's first educators and they seek to find new and different ways to engage with parents and involve them in their child's learning wherever possible.

School details

Unique reference number	143939
Local authority	Barnsley
Inspection number	10081744

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	Board of trustees
Chair of academy council	Ruby Dale
Associate Executive Principal and Principal	Jayne Clayton and Gemma Kilner
Telephone number	01226 777 530
Website	www.littleworth.outwood.com
Email address	admin@littleworth.outwood.com
Date of previous inspection	Not previously inspected

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils is almost twice that of the national average, as is the proportion of pupils with SEND.
- The school offers breakfast club provision.
- The school is sponsored by Outwood Grange Academies Trust.

Information about this inspection

- This was the school's first section 5 inspection following academy conversion in April 2016.
- Inspectors observed learning in all classes. Most of these observations were undertaken with members of the senior leadership team and trust directors. During lesson observations, inspectors talked to some pupils about their learning and reviewed their work in books.
- An extensive, separate review of pupils' work in a range of books was undertaken by inspectors alongside subject leaders and trust directors.
- Inspectors held meetings with members of the academy council (governors) and multi-academy trust, including the chief executive officer. Inspectors talked to parents at the beginning of the school day and took account of the 19 responses to Ofsted's online consultation, Parent View, including the eight free-text responses.
- Pupils were observed at playtime and lunchtime and inspectors took account of the 140 responses to the pupils' survey. Inspectors talked to groups of pupils from Years 4, 5 and 6 about their learning and behaviour. Inspectors also listened to selected pupils from Years 1, 2 and 3 reading.
- The inspection team reviewed a wide range of school documentation, including the school's self-evaluation and safeguarding records.

Inspection team

Diane Buckle, lead inspector	Her Majesty's Inspector
Tracey Ralph	Her Majesty's Inspector
Mary Lanovy-Taylor	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018