

# Leverhulme Community Primary School

Brightmet Drive, Brightmet, Bolton, Lancashire BL2 6EE

<b>Inspection dates</b>	13–14 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
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	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- This is a well-organised, harmonious and dynamic school, where senior leaders plan effectively for, and respond well to, the educational and social needs of pupils from a highly mobile community.
- With the full support of staff, including senior leaders, teachers and teaching assistants, the headteacher has ensured that standards attained by pupils, and the quality of teaching, have improved since the previous inspection.
- Governors' good knowledge and unquestionable commitment have supported the school well on its journey to becoming good.
- Pupils benefit from an imaginative and stimulating curriculum which promotes their reading, writing and mathematical skills well across all subjects.
- Pupils' spiritual, moral, social and cultural development, and their appreciation of British values, are promoted exceptionally well in this harmonious and purposeful school.
- Pupils attend school regularly, their behaviour is good and they enjoy learning. Pupils are respectful, proud of their achievements and appreciative of the culturally diverse nature of the school.
- The quality of teaching is good. Teachers and teaching assistants work well together to ensure that learning excites and stimulates pupils and ensures their good progress.
- Most groups of pupils, including disadvantaged pupils and those with special educational needs or disability, make at least good progress across the school in all subjects.
- The vast majority of parents are of the view that their children are happy, safe and making good progress in their learning.
- The leadership and management of the early years provision, including provision for two-year-olds, are good.

### It is not yet an outstanding school because

- Classroom activities do not always challenge pupils, especially the most able, to achieve to their very best.
- Teachers are yet to ensure that pupils have a precise understanding of what they need to do to improve their learning.
- Teachers' work to ensure that pupils develop into confident and resilient learners is still developing.
- Communication channels with parents are not as open as they could be. Too few opportunities are available for parents to support the school in the education of their children.

## Full report

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

- Improve the quality of teaching and learning by:
  - making sure that classroom activities challenge and cater for the skills and abilities of all pupils, particularly the most able
  - ensuring that pupils know precisely what they need to do to improve their learning
  - encouraging pupils to be more confident and resilient learners.
  
- Strengthen and consolidate relationships with parents across the school, ensuring clearer channels of communication and creating more opportunities for them to support the school in the education of their children.

## Inspection judgements

### Effectiveness of leadership and management is good

- This is a school that operates in challenging circumstances, with unusually high levels of mobility as large numbers of pupils enter and leave the school at times other than at the beginning of the academic year. However, senior leaders, and parents and pupils who spoke to inspectors, do not see this as a disadvantage. Instead, they celebrate cultural and linguistic diversity and work to ensure that Leverhulme School is a harmonious and purposeful learning community in which pupils benefit from good teaching and make good progress.
- Subject leaders, including those responsible for English and mathematics, play a highly effective role in improving the quality of teaching. They do this through regularly observing teachers' practice, checking the quality of work in pupils' books and scrutinising data and assessment information on pupils' performance. In addition to this, the quality of teaching is continually improving because teachers share their good practice and support and coach each other very effectively.
- Teachers are highly appreciative of the training opportunities available to them, indicating that senior leaders are happy to support them in their professional development, particularly when it is linked to raising standards for pupils. Teachers new to the profession are well supported and indicate that mentoring and coaching from senior leaders have helped to improve their teaching practice.
- Senior leaders are determined to ensure that no pupil in this school misses out on any aspect of school life because of his or her personal or family circumstances, including disadvantaged pupils. As well as, for example, providing specialist speech and language support for pupils, and children in the early years, and targeted small-group support in reading, writing and mathematics, support is available to ensure that disadvantaged pupils can participate in educational visits and before- and after-school activities. Due to this comprehensive support, these pupils make at least the same good progress as their peers in all subjects across the school.
- Pupils benefit from a stimulating and engaging curriculum. On a number of occasions pupils were keen to inform inspectors that they 'love learning' and enjoy finding out new things. This is evident in the exceptionally good care they take in the presentation of their work and in the extended homework projects they research in their own time.
- The school's thematic curriculum promotes pupils' reading, writing and mathematical skills well through a series of 'inquiry units'. Pupils' 'inquiry books' show a good coverage of, for example, history, geography, design technology, computing and science, and complement other subjects such as art and religious education.
- Senior leaders' work to promote pupils' spiritual, moral, social and cultural development is highly effective. Pupils in this school care about each other. They demonstrate their heightened sense of social responsibility during Red Nose Day and through various fundraising events. Pupils regularly raise money for local causes and sing in the community and at various events. They visit various places of worship and have a good appreciation of the major world faiths. Pupils enjoy Spanish and their many visits to museums, theatres and local places of interest.
- Pupils have a good understanding of British values. They demonstrate fair play in their care and consideration for others and know that with their rights come responsibilities. Pupils are adept at exercising their democratic rights, having their voices heard and showing that they are responsible citizens. They do this as school councillors, 'squaddies', playground and reading buddies, mentors, librarians and 'minion monitors'.
- The primary school sports funding is used highly effectively. It has helped to increase pupils' participation in, for example, gymnastics and 'invasion games', and enhanced the skills of staff in teaching a variety of sporting activities. The funding has also been used to purchase sports equipment, including for table tennis, and to increase opportunities for pupils to participate in competitive sports such as rugby and 'friendly' inter-school competitions.
- The overwhelming majority of parents are highly positive about all aspects of the school and are of the view that their children are safe, happy and making good progress. However, some parents who spoke to inspectors indicated that they would like more opportunities to be involved in school life and more regular communication in relation to, for example, how well their children are performing.
- The school has a very productive relationship with the local authority. A recent 'health check' has helped the school to implement even more stringent safeguarding procedures. Reviews of the quality of teaching and learning, planning and the use of performance data, have supported the school well on its journey to becoming good.

## ■ The governance of the school

- Governors know the school well and have a good understanding of its strengths and what it needs to do to further improve. They know that the high rate of mobility in the community both challenges and tests the effectiveness of school systems, but are quite correct in the view that the school manages this 'uniqueness' exceptionally well. Governors know that all groups of pupils make good progress across the school, but are fully aware that more needs to be done to raise levels of attainment.
  - Governors know how additional funding, such as the pupil premium, is spent and are fully aware that one-to-one support and tailored teaching activities in reading, writing and mathematics are effective in ensuring that those eligible for this funding make good progress.
  - Governors know that the quality of teaching is good because they scrutinise performance data and assessment information, receive regular reports from senior leaders and come into the school to see for themselves. Governors are well informed about the performance of teachers, who they are prepared to reward for reaching their targets.
  - Governors ensure that they are kept abreast of developments in education. Most recently they have engaged in training linked to the 'Prevent' duty, keeping children safe in education, and understanding and using data and assessment information.
- The arrangements for safeguarding are effective. Senior leaders place a very high priority on ensuring that pupils are safe while in school. All staff, including those new to the school, are fully conversant with the school's safeguarding procedures and know exactly what to do if they have any concerns about a pupil's or child's safety or welfare.

## Quality of teaching, learning and assessment is good

- The quality of teaching is good throughout the school and has improved since the previous inspection. Teachers' good knowledge of pupils' skills and abilities enables them to develop the curriculum by paying close attention to pupils' interests. As a result, they are highly engaged and determined to succeed.
- Pupils learn in carefully organised and stimulating classrooms which celebrate and display their work in various subjects, including English, mathematics and science. Each year group focuses on the work of different authors, helping to develop pupils' familiarity with different styles of writing and their love of reading.
- Teachers are clear about their expectations of pupils' behaviour in class and make learning purposeful. As a result, pupils listen carefully, follow instructions well and understand the importance of developing good reading, writing and computer skills at school.
- This was evident in a lower key stage 2 class where pupils were writing a letter to the headteacher requesting an extension to lunchtime. Pupils followed the teacher's instructions and checked their grammar, punctuation and spelling carefully and engaged in a mature discussion around how language can be used to persuade others and express a point of view. Similarly, in an upper key stage 2 English class, pupils took sheer delight in making up as many three-, four- and five-letter words as possible from a random set of letters. When asked why this activity was important, pupils responded that 'it will give us more words to use when we are being interviewed for jobs'.
- Teachers' good subject knowledge in mathematics, coupled with their probing questioning and effective use of resources, ensures that pupils make good progress in this subject. This was shown in a key stage 2 mathematics class where pupils were learning about perimeters. After carefully adding the length of the sides of different shapes, including squares, triangles and pentagons, pupils were encouraged to discuss the characteristics of right angles and where these might be found. Pupils' mathematics books reveal that they routinely use different methods to work out various calculations and problems. This was also evident through observations, which showed that pupils had access to a wide range of resources and materials to help them solve various mathematical problems.
- All teachers adhere to the school's marking and assessment policy which indicates that pupils' work should be assessed regularly. This helps to ensure that the quality of work in pupils' books is of a very high standard, and some is exemplary. Pupils of all abilities take great pride and care in their presentation. They know that it is important to make sure that work in their mathematics books is laid out correctly to avoid making calculation errors and that good spelling and handwriting is important so that 'teachers can understand what you mean'. However, discussions with pupils indicated that some teachers do not ensure that pupils have a precise enough understanding of what they need to do to improve their learning.

- Teachers and teaching assistants work exceptionally well together to ensure that pupils make good progress and fully engage in learning. This was exemplified in a key stage 1 English class where pupils were considering what makes a good piece of writing. The most-able pupils agreed that good writing must contain conjunctions such as 'because' and 'therefore' and that spelling should always be checked, while the teaching assistant used careful questioning to make sure that less able pupils felt confident to give their views. However, pupils are still in the process of becoming resilient learners. Some too readily call on the support of teachers and teaching assistants before attempting to work through questions or problems by themselves.
- Most teachers use information on pupils' prior performance well to plan different activities in class. However, on occasion such activities do not always match the skills and abilities of pupils, particularly those of the most able. On such occasions the pace of learning slows and pupils do not make good enough progress.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Pupils say that they feel safe and well looked after. They thrive in the nurturing and harmonious atmosphere of the school and say that they are confident in reporting concerns to any member of staff.
- Many opportunities are available for pupils to improve their 'life skills'. They have a good appreciation of safe and unsafe situations, e-safety, healthy relationships and the potential dangers posed by strangers.
- Pupils are developing their confidence and resilience and increasingly take risks in their learning in order to learn from their mistakes and discover new ways of doing things. The personal, social, health and citizenship aspects of the curriculum help to cultivate pupils' good understanding of their social and emotional needs and enable them to develop good and productive relationships with each other and staff.
- Pupils have a good understanding of how to stay safe when online. Pupils know that they should never exchange personal information such as telephone numbers, addresses or photographs over the internet, and to report suspicious activities, such as 'pop-ups' or unsolicited emails, to adults.
- Pupils have a good understanding of dangers and risk, which they learn about through the curriculum and from the many visitors to the school, including the police and the fire and road safety services, who regularly come into school to give advice during assemblies.

### Behaviour

- The behaviour of pupils is good.
- Pupils' attendance and punctuality, including for those who travel long distances, are improving. This is because pupils enjoy coming to school and are developing their appreciation of the close relationship between good attendance and good achievement.
- Pupils, parents, teachers and governors are of the view that behaviour is good. The school's behaviour logs indicate that behaviour is typically good over time. Pupils move around the school sensibly, they are courteous, open doors without prompting and respect the school premises. Their behaviour in class is never less than good. They listen intently, follow instructions carefully and behave studiously.
- Pupils have a good understanding of bullying, which they say is when 'someone is mean to you all the time'. They are adamant that no such meanness happens in school because 'everyone helps and respects each other'. Pupils have a good understanding of most forms of discrimination, such as racism, which they say never happens in school.
- Pupils enjoy coming together for whole-school assemblies, where they can sing and engage in prayer or quiet moments of reflection. Pupils enjoy 'taking charge', as they do regularly when they lead class assemblies. This was evident during an assembly where Year 4 pupils gave presentations to the whole school about Bolton market, part of their current unit of inquiry.
- Pupils have a good sense of social responsibility. They relish the many opportunities they have to show they are mature, responsible citizens, wear their school uniforms with pride and enjoy welcoming visitors into their school.

## Outcomes for pupils

## are good

- Pupils' achievement has improved since the previous inspection. National data indicates that pupils' attainment in reading, writing and mathematics was well below average at the end of Year 6 in 2015. However, this data has to be treated with caution given the high levels of turnover throughout the school and the specific characteristics of this cohort. The 2015 Year 6 cohort included a much higher than average proportion of pupils who have special educational needs or disability, a high proportion of disadvantaged pupils and a large number of new international arrivals from various Eastern European and African countries, many with little or no English.
- The school has compelling evidence, including detailed assessment information and data, indicating that the vast majority of pupils make good progress across the school. Inspection evidence, including a close scrutiny of work in Year 6 pupils' books, observations of teaching and discussions with pupils, reveal that in 2015 all groups of pupils made good progress across the school in all subjects. They continue to do so this academic year.
- Pupils' attainment at the end of key stage 1 in 2015 was broadly average and has continually improved since the previous inspection. The school's own assessment information shows that those on roll throughout key stage 1 made good progress.
- The school's work to develop pupils' reading skills is good. Pupils read often and are familiar with the work of different authors. The importance of reading is emphasised by all teachers and reinforced by each year group's focus on different authors. Older pupils who read for inspectors showed excellent comprehension, inference and deduction, while younger, less-able readers used their phonics (letters and the sounds that they make) skills well to sound out and read unfamiliar words. Although a broadly average proportion of pupils were secure in their phonics skills and knowledge at the national phonics screening check at the end of Year 1, almost all were secure at the check in Year 2.
- Pupils continue to make good progress in writing this year as shown in their independent writing and 'inquiry' books and their project and research work. Pupils have many opportunities to write for different purposes and to practise and refine their writing skills across all subjects. Year 6 'exhibition' books are exemplary. Produced at the end of 2015, they show pupils' excellent skills in presenting factual information on the environmental importance of recycling. Most pupils' grammar, punctuation and spelling skills are good because teachers take a consistent approach to correcting errors and supporting pupils in developing their literacy skills.
- Pupils' attainment and progress in mathematics are good because of good teaching and pupils' preparedness to be challenged. Work in pupils' books is of a very high standard, with many examples of pupils following teachers' suggestions and improving their work as a result of them. Teachers routinely allow time for pupils to review and improve their work, ensuring that their understanding of mathematical concepts and calculations is continually deepened and improved.
- Effective systems are in place for monitoring and assessing pupils' performance, enabling teachers to plan different activities in class and giving senior leaders a good overview of how pupils from different groups are performing. Support for pupils with English as an additional language is highly effective as teachers and teaching assistants have developed their expertise in this area. This helps to ensure that those with little or no English soon settle into school life, work alongside their peers and make good progress.
- A below-average proportion of pupils attained the higher levels in reading, writing and mathematics at the end of Year 6 in 2015. An average proportion attained the higher levels in grammar, punctuation and spelling. Most teachers present the most-able pupils with challenging work. Their books show special 'extension' activities, tailored homework projects and well-researched pieces of work. However, teachers do not always ensure that tasks and activities in class fully challenge and engage the most-able pupils. As a result, they do not always achieve to the very best of their ability.
- Work to ensure the good progress of disadvantaged pupils and those with special educational needs or disability is highly effective. As with all other groups, their performance is closely monitored. This allows teachers to put into place small-group interventions to support those in danger of falling behind their peers. The progress of disadvantaged pupils is at least as good as their peers, as is their attainment in reading, writing and mathematics. The high-quality support and guidance that pupils with special educational needs or disability receive, coupled with teachers' and teaching assistants' specialist training, ensures that their full engagement in learning and their good progress.



## Early years provision

is good

- The leadership and management of all aspects of the early years provision are good, including the provision for two-year-olds supported by the local authority.
- In recognition of the exceptionally low starting points of almost all children on entry to the Nursery class, senior leaders have recently introduced funded places for a small number of two-year-olds. While this provision is still developing, it is well led and managed by senior leaders. Caring and appropriately trained staff develop strong bonds with children. They are good role models, support children well in taking their first steps in learning and ensure that they can explore the world around them and learn and play in a secure and stimulating environment.
- The school has accurate, detailed and compelling evidence to show that most children enter the Nursery class with skills and abilities below those typically expected for their age in all areas of learning. However, they get off to a good start and make good progress through the Nursery and Reception classes in all areas of learning. In 2015, a below-average proportion of children attained a good level of development. However, data shows that a broadly average proportion of those children on roll throughout the Nursery and Reception classes attained a good level of development, while a lower proportion of those new to early years provision were secure in their development.
- Children have access to a wide range of learning activities which they can select for themselves. They enjoy making cupcakes and gingerbread figures using playdough, reading, writing and developing their keyboard and computer skills through playing counting games. Outside, children move around safely and considerately, including when developing their physical and coordination skills while using wheeled toys.
- Children are very cooperative and like to talk about their learning. They enjoy constructing towers and using their counting and problem-solving skills to work out how high they can build before the tower topples over.
- Teachers and teaching assistants are skilled at working with small groups of pupils, including disadvantaged children and those with English as an additional language, and have a good understanding of how children learn. This enables them to identify when children need support and when they are in a position to use their own initiative to develop their learning.
- Staff focus closely on developing children's perseverance and 'stamina'. This was demonstrated when a group of children in a Reception class were engaged in moving a small remote control car. They showed excellent concentration as they directed the car and controlled how far it travelled.
- Adults regularly record children's progress and note this down in their learning books. This information is shared with parents who can let early years staff know how well children are progressing with their learning at home. However, too few parents share details of their children's learning and staff sometimes miss opportunities to encourage parents to support their children's learning at school.
- Parents are of the view that their children are safe and well cared for. Staff ensure that the same rigorous safeguarding procedures in operation in key stages 1 and 2 are also in operation in the Nursery and Reception classes.

## School details

<b>Unique reference number</b>	131271
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10012133

This inspection 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>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	449
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Byrne
<b>Headteacher</b>	Nigel Ashton
<b>Telephone number</b>	01204 333 123
<b>Website</b>	<a href="http://www.leverhulmecps.co.uk">www.leverhulmecps.co.uk</a>
<b>Email address</b>	<a href="mailto:office@leverhulme.bolton.sch.uk">office@leverhulme.bolton.sch.uk</a>
<b>Date of previous inspection</b>	5–6 February 2014

## Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils who have special educational needs or disability is well above average.
- The proportion of disadvantaged pupils supported by pupil premium funding is more than twice the national average. (The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils from minority ethnic groups, as well as the proportion who speak English as an additional language, is below average. However, the number of pupils from these groups has greatly increased since the previous inspection, and continues to do so.
- Most children in the early years provision attend Nursery on a part-time basis. Children attend the reception classes on a full-time basis.
- The school provides local authority-funded provision for two-year-olds.
- The school does not meet current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Before- and after-school services operate from the school. These are subject to a separate inspection.
- The school serves a highly mobile community, with high volumes of pupils joining the school at times other than at the beginning of the school year. High numbers of pupils leave the school throughout the course of the school year. This includes new international arrivals from various Eastern European and African countries, with little or no English.
- Since the previous inspection a number of staff have been appointed, including three newly qualified teachers.



## Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils and sessions aimed at helping pupils to learn to read.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised in class and separately with senior leaders.
- Inspectors considered 16 responses to the online questionnaire (Parent View) and 16 text responses from parents. Inspectors met informally with parents at the beginning of the school day. The school's own surveys of parents and pupils' views were also taken into account, as well as responses to the inspection questionnaires completed by 24 members of staff.
- A meeting was held with four governors. A telephone conversation took place with the vice-chair of the governing body. Meetings were held with school leaders responsible for English, mathematics, early years provision, and provision for pupils who have special educational needs or disability.
- A meeting was held with a representative from the local authority.
- Inspectors examined a range of documents. These included development plans, safeguarding documentation, information about pupils' progress, the school's reviews of its own performance, checks on the quality of teaching, and various records of pupils' attendance and behaviour.

## Inspection team

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