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Mrs Elaine Bowen
Executive Headteacher
Lightwoods Primary School
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Dear Mrs Bowen

Short inspection of Lightwoods Primary School

Following my visit to the school on 13 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in certain areas. This may indicate that the school is improving towards being outstanding. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You, staff and governors have created an environment in which every child feels valued. Parents and carers are very supportive. The overwhelming majority of parents who took part in the online survey recommend the school as they believe their children are happy and taught well. You and governors share the same high level of commitment and drive required in order to bring about continued improvement. This is reflected in the confidence that staff and parents have in the school's leadership.

The children come first and are central to the school's work. You have created an inclusive community where innovation is welcomed and every small step to success is celebrated. The passion that is shared by you and all other stakeholders is clear.

You and your staff know each child individually. Your school is a very caring and nurturing environment. This was reflected in a conversation I had with pupils, all of whom commented on how safe and happy they are in school.

Since the last inspection, you and other leaders have successfully addressed the areas for improvement identified at that time. The progress that pupils are making is strong for all groups in all years; however, due to a number of cohort-specific issues the progress of the

most able pupils at the end of key stage 2 in 2017 was not as strong as previous years. Teachers provide high levels of challenge for all pupils, including the most able. However, because of the relatively weaker progress of this group of pupils in 2017, leaders recognise that this is an area that needs to be continually monitored and assessed.

The school is going from strength to strength. You are providing a good, and in some respects, an excellent quality of education. Leaders are mindful of the need to address issues relating to the attendance of disadvantaged pupils, which is improving rapidly. The feedback that teachers give is often detailed and is appreciated by pupils, many of whom talk knowledgably about how to improve their work. However, on occasions feedback comments are not clear enough about how pupils can improve.

Safeguarding is effective.

All procedures and policies are in place to ensure that safeguarding is a strength across the school. You have provided all staff with the appropriate training and have developed a shared understanding that the safeguarding of pupils is everyone's responsibility. By building relationships with outside agencies, you have further strengthened safeguarding and provided deeper layers of support to ensure that all pupils are as safe as possible.

Your involvement with parents has given them confidence and a sense of security for the well-being of their children. This is shown by your determination to account for all children when absent, which parents appreciate and which contributes to their trust and faith in you.

Children know how to keep themselves safe, including all aspects of e-safety. They were all very keen to tell me how safe they feel at school, how much they enjoy school and how well they are cared for and looked after by you and your staff.

Inspection findings

- Teachers have high expectations for the progress and attainment of all groups of children in all year groups. This is further supported by careful tailoring of work to the ability and needs of individuals to maximise the level of challenge. Teachers know the children well and have a thorough understanding of what each child needs to help them achieve the next steps in their learning. Through rigorous assessment, teachers are able to make timely interventions to ensure that any misconceptions are rapidly addressed.
- High levels of challenge were seen in every lesson that you and I observed and also those that I observed with other senior leaders. This was also reflected in the books showing very strong progress over time. At the end of key stage 2, pupils' progress has consistently been very strong. However, the progress of the most able pupils at the end of key stage 2 in 2017 was not as strong as in previous years. You and other leaders are aware of this and the reasons for this uncharacteristic dip.
- You and other leaders share a tenacious determination to address issues relating to attendance among specific groups of pupils. Your efforts have brought about significant improvements in the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities. You are also realistic about the approaches you have used and the fact that there is still work to do to achieve attendance levels among these

pupils that match the school's high expectations.

- The initiatives that you have put into place to support disadvantaged pupils are very successful. These pupils are currently making very rapid rates of progress and in most cases the progress they make is better than other pupils. You and your staff know each disadvantaged pupil and are able to use a targeted approach to support their individual needs.
- Pupils in key stages 1 and 2 are able to reflect on their work and identify areas for improvement or the steps they need to take to improve. This is enhanced by high-quality feedback from most teachers. There is a strong ethos of challenge and rapid progress across the school, which leads to a sense of purpose in every lesson. However, leaders are aware of the need to ensure that feedback from all teachers is consistently high.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the persistent absence level of disadvantaged pupils continues to improve by maintaining the current firm approach to pursuing absence
- a sharp focus is maintained on increasing the progress of the most able pupils at the end of key stage 2 to ensure that a greater proportion of these pupils achieve greater depth
- feedback from all teachers focuses on how pupils can improve their work and that all pupils in turn respond to this support.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Sandwell. This letter will be published on the Ofsted website.

Yours sincerely

Richard Ellis
Ofsted Inspector

Information about the inspection

During the inspection I met with you, the headteacher, other members of staff and governors. You and I and the headteacher conducted lesson observations in every class on both sites and took the opportunity to look at pupils' books together. I also spoke with a number of pupils about their learning and their experiences of being a pupil at your school. I looked at displays around the school and saw further examples of pupils' work. I scrutinised the single central record to check that it complies with the government's requirements. I also scrutinised current achievement information with key leaders. I held discussions with you as the designated safeguarding lead, looked at behaviour logs and reviewed attendance information. I reviewed the 50 responses to Parent View, Ofsted's online questionnaire, and spoke with a number of parents at the start and end of the school day on both school sites.