

Inspection of Littleport Community Primary School

Parsons Lane, Littleport, Ely, Cambridgeshire CB6 1JT

Inspection dates: 15 and 16 October 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils appreciate being part of this caring community school. Pupils, and children in the early years, are happy and safe within the school's well-established values. They show kindness towards each other and treat those around them respectfully. Rather than seeking rewards, pupils behave well because they know it is the right thing to do. Play time is pleasant, and pupils have fun together on the playground. Older pupils, such as the 'playground buddies', model positive play and arrange fun activities for children in the early years.

Overall, pupils achieve what they need to take positive next steps in their education. Pupils typically work hard in lessons to reach the school's high ambitions for what pupils can accomplish. Children in the early years delight in learning. They benefit from the learning activities that staff provide. Pupils are inquisitive and ask insightful questions about what they are learning. Pupils leave Year 6 ready for secondary school.

Pupils learn about the wider world. They benefit from educational visits, such as the Year 6 residential trip to London. Pupils also understand the importance of supporting their community. For example, they arrange and help run events to raise money for charitable causes.

What does the school do well and what does it need to do better?

In recent years, the school has changed the curriculum to ensure that pupils learn and achieve well. The school has completed the redesign of the curriculum in key stages 1 and 2. The school has not finished their work in the early years. In key stages 1 and 2, curriculum plans are well organised and clarify the exact knowledge that teachers must teach in preparation for pupils' next steps in learning. However, this is not completely the case in the early years. As a result, teachers do not always know exactly what children must learn, so sometimes do not emphasise key knowledge that is needed for key stage 1. This means that children occasionally do not learn what they need.

Overall, teachers have a strong subject knowledge and arrange effective learning activities. They routinely review important knowledge so that pupils remember. Staff regularly check what pupils know and can do and provide any necessary support. However, on occasion, learning in key stage 1 and in the early years does not sharply focus on the intended knowledge pupils must know and remember. When this happens, pupils do not do as well in the next steps of their learning.

The school provides effectively for pupils with special educational needs and/or disabilities (SEND). The school precisely identifies pupils' needs and provides staff the guidance they need to support these pupils. Staff provide adaptations that help these pupils learn what they should. The school's 'Treehouse' provision supports pupils well to be fully included in the life of the school. The provision also helps pupils achieve the outcomes stated in education, health and care (EHC) plans.

The school has a well-developed approach to teaching pupils how to read. In the pre-school, staff support children well to learn how to communicate effectively. Staff in the early years ensure that children start Year 1 ready to develop their reading. In 2024, the school's performance in the national screening for phonics was below the national average. However, the school provides effective support for pupils who find reading difficult. By the end of key stage 1, most pupils become fluent readers. Teachers make sure pupils read books that match their abilities and interests. Pupils enjoy reading and appreciate the school's well-stocked library.

Staff teach the school's values effectively. Consequently, pupils behave well in lessons and during playtime. In the early years, children quickly learn the school's routines and expectations. They readily share and take turns. In lessons, pupils typically sustain concentration and focus on their learning.

Leaders have taken effective action to reduce pupil absences after an increase last academic year. Working with parents and carers, the school has provided effective support to ensure that pupils maintain regular attendance.

The school teaches pupils about the different beliefs and lifestyles in wider society. Pupils have opportunities to practise fundamental British values in activities, such as electing school council members. Pupils are prepared for life in modern Britain.

Governors are well equipped to ensure that the school provides the best possible education. They have an accurate view of the school and hold leaders accountable for the quality of the school's provision.

Parents and carers and staff are positive about the school. Staff morale is high. They appreciate and benefit from the school's strong professional development. Staff also value the way leaders support them to maintain a reasonable workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Knowledge is not precisely planned in early years. As a result, children are not always well prepared for key stage 1. The school must ensure that the early years foundation stage curriculum helps children to acquire the knowledge they need to be ready for key stage 1 and future learning.
- In key stage 1, teachers do not always focus learning activities on the intended knowledge. When this happens, pupils do not learn what the school has planned. The school must make sure that teachers direct learning activities at the specific knowledge pupils are expected to learn.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110637
Local authority	Cambridgeshire
Inspection number	10323603
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	David Barker
Headteacher	Adam Rivett
Website	www.littleport.cambs.sch.uk
Date of previous inspection	13 September 2018, under section 8 of the Education Act 2005

Information about this school

- In April 2022, the school took responsibility for the running of the onsite pre-school.
- The school's age range recorded on the government's register of schools, Get Information About Schools, is 4 to 11 years. The school has three-year-olds in the pre-school.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: geography, mathematics, reading, and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum and looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held discussions with the chair and members of the governing body, representatives from the local authority, headteacher, members of the senior leadership team, subject leaders, teachers, members of support staff and pupils.
- Inspectors observed behaviour of pupils in lessons and during social time.
- Inspectors looked at relevant documents, considered pupils work and held discussions with leaders, staff and pupils about the provision for pupils' personal development.
- Inspectors considered the responses to the staff survey. No pupils took part in the pupils' survey.
- Inspectors took account of responses to the Ofsted Parent View survey and the free-text responses.

Inspection team

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