

# Livingstone Primary School

**Address:** Valeside, Mossley, Ashton-under-Lyne, Lancashire, OL5 0AP

**Unique reference number (URN):** 106210

## Inspection report: 21 July 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |  |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Pupils behave consistently well. They are polite and respectful to staff. They play cooperatively and resolve disagreements calmly at breaktimes and lunchtimes. Older pupils act as role models for younger pupils. They go out of their way to support and look after others. In lessons, pupils pay full attention and engage with their learning. The relationships between staff and pupils are warm and caring. This helps pupils to respond quickly to their guidance. Bullying or any discriminatory behaviour is rare and not tolerated. On the rare occasion that a pupil needs additional support with their behaviour, staff respond with skill and care. Pupils who struggle to manage their feelings receive helpful guidance from staff, who know them well. As a result, there have been no suspensions or permanent exclusions.

Pupils rarely miss a day at school. Attendance is well above national levels and persistent absence is well below national levels. Where pupils face barriers to regular attendance, leaders work alongside families to remove them. This includes coordinated support from external agencies where needed. Disadvantaged pupils and pupils with special educational needs and/or disabilities also attend above national levels.

### Inclusion

Strong standard ●

Leaders identify pupils' needs accurately and promptly. Staff make swift and precise adjustments as pupils' needs change. They do this by drawing on the expertise of external specialists, including speech and language therapists. This gives staff a clear picture of what each pupil needs. As a result, pupils with special educational needs and/or disabilities (SEND) make suitable progress from their starting points.

Leaders have designed a focused, evidence-based strategy to support disadvantaged pupils. They identify the specific academic and pastoral barriers that these pupils face. This means that support is well matched to what each pupil needs. Leaders review the impact of this additional funding to support disadvantaged pupils carefully. Where this funding is not having the intended effect, they make changes promptly. As a result, disadvantaged pupils achieve well above the national average in reading and mathematics.

Leaders provide well-planned support for pupils known to children's social care. They work closely with parents, carers and external specialists. Together, they draw up detailed plans that are responsive to each pupil's circumstances. As a result, these pupils receive support that is expertly tailored to their needs. This means that they are well supported and fully included in all aspects of school life.

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## Expected standard

### Achievement

Expected standard 

Pupils, including disadvantaged pupils, are well prepared for the next stage of their education. In reading and mathematics, attainment in national tests is well above the national average. In writing, pupils' achievement is improving. However, pupils do not consistently write as accurately as they could across all subjects.

In most subjects, pupils recall what they have been taught and build on this knowledge over time. However, pupils' knowledge is not as detailed as it could be in all subjects. For example, in art and design, pupils can recall information about artists. They are less confident, though, when demonstrating how they have used artists' techniques in their own work. Pupils with special educational needs and/or disabilities, and those who are disadvantaged, make suitable progress from their starting points.

### Curriculum and teaching

Expected standard 

Since the previous inspection, leaders have given thought to their curriculum. They have considered the knowledge and skills that pupils will learn and the order in which they will learn them. Typically, this helps teachers to plan activities that build on what pupils already know. However, in a small number of subjects, the curriculum is not as detailed as it could be. When this happens, the activities that teachers plan do not consistently help pupils to build their knowledge in these subjects.

Leaders have also focused on developing pupils' writing skills. In the main, this is helping pupils to develop the knowledge and skills that they need to write accurately. However, leaders have not set out how pupils will use their writing skills across subjects. This means that teachers do not consistently support pupils to use their writing across subjects.

Leaders' clear plans help staff to adapt their teaching carefully for pupils with special educational needs and/or disabilities. This helps teachers to make sure that these pupils develop secure knowledge of reading, writing and mathematics. As a result, these pupils access the same curriculum as their classmates.

### Early years

Expected standard 

Children in the early years, including those in the Nursery, get off to a positive start. Interactions between staff and children are warm and purposeful. Staff introduce new words as children play and learn. This helps children to develop their vocabulary and communicate with confidence. Staff make checks to find out what children know and can do. Using this knowledge, they plan activities that build children's knowledge over time.

Reading is prioritised from the start. Children learn the sounds that they need to read words accurately. They practise reading these words using books that are matched to the sounds they have been taught. Children who fall behind receive timely support so that they can catch up quickly. As a result, children read with increasing fluency.

Staff identify any additional needs early. For example, leaders work with external specialists, including speech and language therapists. This helps them to rectify gaps in children's speech without delay. Adults adapt activities so that children with special educational needs and/or disabilities learn alongside their peers. Home visits and Stay and Play sessions help families to feel welcome and involved in their children's learning. This helps children to settle quickly and feel confident to learn and explore. By the end of Reception, children are well prepared for Year 1.

## **Leadership and governance**

**Expected standard** 

Leaders have an accurate view of the school's strengths and areas for development. They are honest about where further work is needed. Since the previous inspection, leaders have brought about improvements to the curriculum and teaching. For example, they have strengthened how pupils are taught to recall and apply their knowledge across the curriculum. This is helping pupils to remember what they have been taught.

Governors fulfil their statutory duties well. They visit the school regularly to check on leaders' priorities. This helps them to ask focused questions and hold leaders to account. Governors provide effective challenge, including in relation to safeguarding and financial management. This means that governors make decisions in the best interests of pupils.

Leaders provide training that helps staff to teach with greater consistency. For example, staff have developed their approach to teaching writing and to helping pupils recall what they have learned. Leaders consider the wellbeing and workload of staff when planning changes. Staff who are new to the school receive clear guidance and regular support. Staff are proud to work at the school.

Parents and carers are positive about the school and are confident that their children are well cared for and taught well. Leaders have used support from the local authority and a partnership with local schools to good effect. This has helped them to maintain the quality of education since the previous inspection.

## **Personal development and wellbeing**

**Expected standard** 

Pupils show respect for others and a real curiosity about the world beyond their own community. They learn to celebrate and appreciate differences, and treat each other with kindness and respect. They understand that democracy means that everyone's voice matters. For example, they elect representatives to the school council through class votes. Visits from local police officers and magistrates help pupils to understand the rule of law and personal responsibility. This helps pupils to develop a clear sense of right and wrong.

Pupils understand how to build healthy relationships. They know how to keep themselves safe, including when online. For example, pupils speak confidently about the risks of sharing images and the dangers of cyberbullying. Pupils feel well known and supported by staff. They know where to turn when they need support, including from the school's mental health support team. This helps pupils to recognise their emotions and make healthy choices.

Pupils take on a range of leadership roles within the school. These include reading champions, members of the school council and the eco committee. Pupils develop valuable

experience of taking responsibility and making decisions that benefit the school community. For example, they have led the choosing of new playground equipment. Pupils enjoy a wide range of enrichment opportunities, including singing in the choir or playing in sports teams. They visit local museums and cultural venues. These visits bring to life what they have learned in the classroom. Older pupils benefit from a residential visit to develop their character. Leaders monitor pupils' participation to make sure that pupils who need support are able to take part. As a result, pupils are well prepared for life in modern Britain.

## **What it's like to be a pupil at this school**

Pupils feel welcome and valued at Livingstone Primary School. Staff greet pupils warmly at the start of each day. They are proud to be part of the school community. Pupils have positive relationships with staff and feel known as individuals. Pupils feel happy, cared for and safe. Children in the early years make a positive start to their education and are well prepared for Year 1.

Pupils are calm and focused in lessons and at social times. They move around the school with purpose and are friendly and well mannered. Older pupils look out for younger pupils and make sure they can join in at social times. Bullying or any discriminatory behaviour is rare and not tolerated. Pupils attend school regularly and are rarely absent. When pupils need additional support with their behaviour or wellbeing, staff respond with skill and care.

Most pupils enjoy their lessons and demonstrate positive attitudes to learning. They achieve well, particularly in reading and mathematics. Pupils who need extra support get it promptly and learn alongside their classmates. Pupils know that their education matters for their future. Some pupils do not write as accurately as they could across all subjects.

Pupils take on a range of leadership roles, including as eco leaders. They enjoy a wide range of enrichment opportunities. For example, many pupils learn to play a musical instrument or take part in singing. Pupils also visit museums and cultural venues and enjoy a residential trip when they are older. These opportunities inspire pupils to pursue new interests and develop their confidence. Leaders check pupils' participation regularly so that pupils who need support are able to take part. As a result, pupils are well prepared for life in modern Britain.

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## **Next steps**

- Leaders should clarify their expectations for pupils' writing so that teachers are clear on how to help pupils write neatly and accurately across subjects.
  - In some subjects, leaders should refine their curriculums so that staff are able to plan activities that help pupils to develop detailed knowledge.
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## About this inspection

The chair of the board of governors in this school is Simon Wilde.

This inspection took place from 21 to 22 July 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other leaders during the inspection. The lead inspector spoke to representatives of the governing body, including the chair of the governing body. Inspectors engaged with pupils throughout the inspection. They also spoke to some parents and carers. They considered the responses to Ofsted's surveys and Ofsted Parent View.

The inspectors confirmed the following information about the school:

A new chair of governors has been appointed since the previous inspection.

The school does not make use of alternative provision.

Headteacher: Rebecca Willard

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### Lead inspector:

Mark Hazzard, His Majesty's Inspector

### Team inspectors:

Linda Griffiths, Ofsted Inspector

John Coxhead, His Majesty's Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 21 July 2026

## School and pupil context

### Total pupils

**224**

Close to average

### **What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**240**

Close to average

### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**24.38%**

Close to average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**1.34%**

Below average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**18.75%**

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 73%         | 61%              | Above                          |
| 2024/25 (final)       | 79%         | 62%              | Above                          |
| 2023/24 (final)       | 65%         | 61%              | Close to average               |
| 2022/23 (final)       | 72%         | 60%              | Above                          |

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 90%         | 74%              | Above                          |
| 2024/25 (final)       | 97%         | 75%              | Above                          |
| 2023/24 (final)       | 87%         | 74%              | Above                          |
| 2022/23 (final)       | 86%         | 73%              | Above                          |

**Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 74%         | 72%              | Close to average               |
| 2024/25 (final)       | 83%         | 72%              | Above                          |
| 2023/24 (final)       | 65%         | 72%              | Close to average               |
| 2022/23 (final)       | 72%         | 71%              | Close to average               |

**Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 90%         | 73%              | Above                          |
| 2024/25 (final)       | 100%        | 74%              | Above                          |
| 2023/24 (final)       | 87%         | 73%              | Above                          |
| 2022/23 (final)       | 83%         | 73%              | Above                          |

**Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 59%         | 46%              | Above                          |
| 2024/25 (final)       | 56%         | 47%              | Close to average               |
| 2023/24 (final)       | 67%         | 46%              | Above                          |
| 2022/23 (final)       | 57%         | 44%              | Above                          |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 86%         | 62%              | Above                          |
| 2024/25 (final)       | 89%         | 63%              | Above                          |
| 2023/24 (final)       | 100%        | 62%              | Above                          |
| 2022/23 (final)       | 79%         | 60%              | Above                          |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 62%         | 59%              | Close to average               |
| <b>2024/25 (final)</b>       | 67%         | 59%              | Close to average               |
| <b>2023/24 (final)</b>       | 67%         | 58%              | Close to average               |
| <b>2022/23 (final)</b>       | 57%         | 58%              | Close to average               |

## Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 83%         | 60%              | Above                          |
| <b>2024/25 (final)</b>       | 100%        | 61%              | Above                          |
| <b>2023/24 (final)</b>       | 83%         | 59%              | Above                          |
| <b>2022/23 (final)</b>       | 71%         | 59%              | Close to average               |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 59%         | 68%                              | -9 pp                   |
| 2024/25 (final)       | 56%         | 69%                              | -14 pp                  |
| 2023/24 (final)       | 67%         | 67%                              | -1 pp                   |
| 2022/23 (final)       | 57%         | 66%                              | -9 pp                   |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 86%         | 80%                              | 7 pp                    |
| 2024/25 (final)       | 89%         | 81%                              | 8 pp                    |
| 2023/24 (final)       | 100%        | 80%                              | 20 pp                   |
| 2022/23 (final)       | 79%         | 78%                              | 0 pp                    |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 62%         | 78%                              | -16 pp                  |
| 2024/25 (final)       | 67%         | 78%                              | -12 pp                  |
| 2023/24 (final)       | 67%         | 78%                              | -11 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 57%         | 77%                              | -20 pp                  |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 83%         | 80%                              | 3 pp                    |
| 2024/25 (final)       | 100%        | 81%                              | 19 pp                   |
| 2023/24 (final)       | 83%         | 79%                              | 4 pp                    |
| 2022/23 (final)       | 71%         | 79%                              | -8 pp                   |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 4.2%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 4.7%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 5.2%        | 5.9%             | Close to average               |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 6.3%        | 13.0%            | Below                          |
| 2023/24 (3 term) | 9.4%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 11.1%       | 16.2%            | Below                          |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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