

Ladygrove Primary School

Inspection report

Unique Reference Number	123438
Local Authority	Telford and Wrekin
Inspection number	359436
Inspection dates	18–19 May 2011
Reporting inspector	Martin Pye

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Martin Eason
Headteacher	Paul Sanderson
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 22 lessons and observed nine teachers. The inspectors held discussions with members of the governing body, the headteacher, senior leaders and other staff, a group of pupils and the School Improvement Partner. They looked at a range of information, including documentation relating to self-evaluation, school development and safeguarding, data showing progress made by pupils and samples of their work. Questionnaires returned by 94 parents and carers, 95 pupils and 18 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality, and consistency, of teaching and learning across the school.
- The use of assessment information to inform teachers' planning and assist learning in lessons.
- The impact of actions taken by school leaders and managers to improve pupils' progress and attainment in English and mathematics.
- The steps the school has taken to increase pupils' awareness of the wider world.

Information about the school

Ladygrove School is similar in size to most primary schools and the majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is just below the national average. The proportion of pupils with special educational needs and/or disabilities is lower than average. There are no pupils with a statement of special educational needs. The school has achieved National Healthy School status, Silver Eco School accreditation and the Arts Mark Gold Award.

The on-site nursery, breakfast and after-school club are not managed by the governing body. They are, therefore, inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Ladygrove Primary is a good school. It is a welcoming place where pupils are valued and feel safe. There are many opportunities for pupils to try new things, to take on responsibility and to make decisions. Consequently, they enjoy coming to school, behaviour is good and attendance is high.

The wide variety of activities and events organised by the school enrich the curriculum and help to create a strong sense of community. Pupils show understanding of the importance of a healthy lifestyle and respond well to the school's efforts to prepare them for the next stage of their education. Links with organisations, both locally and further afield, coupled with the strong emphasis on environmental education, promote an awareness of the wider world and help pupils to develop responsible attitudes. The many positive comments received from parents, carers and pupils are indicative of the high level of confidence that they have in the school, with one parent saying, 'This is a fantastic school where there is always something exciting going on.'

Attainment in English and mathematics at the end of Year 6 improved in 2010 to be in line with age-related expectations. Observations made during this inspection found that most pupils are now making good progress. Nevertheless, there is some unevenness between subjects with pupils making more rapid gains in reading and writing than in mathematics. This is because the monitoring of teaching and learning and the tracking of pupils' progress are more rigorous in English than in mathematics.

The large majority of teaching is good. Many lessons involve meaningful activities that allow pupils to discuss and work together. Imaginative lesson planning leads to activities that keep pupils motivated and engaged. Good quality marking in books and opportunities for pupils to reflect on, and evaluate, their own learning help them to understand how to improve their work. The use of assessment information to support learning in lessons is a strong feature in all classes. However, in a few lessons, there is not enough challenge for the more-able pupils and this limits the pace of their progress.

The quality and effectiveness of leadership and provision in the Early Years Foundation Stage are satisfactory. The children have access to impressive facilities and their development across all areas of learning is satisfactory. However, activities are not always as well organised and purposeful as they could be. Consequently, not all children make as much progress as they could.

The long-serving headteacher provides strong and caring leadership. Following a period of staff change, the senior leadership team now appears to be entering a time of greater stability. Subject leaders for English and mathematics have taken to their roles with enthusiasm and have quickly established effective whole school procedures to monitor pupils' progress. While more has been done to monitor teaching and learning in English

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than in mathematics, there are clear plans in place to drive forward future school improvement. As a result, teamwork is strong and pupils' progress is accelerating. Given the positive outcomes for pupils and the impact of strategies to improve teaching and learning, the school's capacity for future improvement is good.

What does the school need to do to improve further?

- Improve the rate of pupils' progress in mathematics by:
 - making sure that the pace, and challenge, of work given to the more-able pupils is always well matched to their capabilities
 - further developing the role of the subject leader in monitoring the quality of teaching and learning and the tracking of pupils' progress.
- Improve the quality of leadership and support available to the Early Years Foundation Stage team in order to make sure that activities are organised well and purposeful in all areas of learning.

Outcomes for individuals and groups of pupils

2

Pupils are happy and cared for well at Ladygrove School. Attainment in English and mathematics is broadly average and current rates of progress are good. As a result, achievement is good. Pupils with special educational needs and/or disabilities are supported well and show good progress and achievement.

In lessons, and books, seen by inspectors, the progress made by pupils shows strong evidence of improvement, especially in English. The rate of pupils' progress in mathematics has improved but is more uneven across the school, with rates varying between classes. This is clearly identified in the school's own tracking and assessment data.

Pupils behave well, display positive attitudes and are keen to do their best. They enjoy learning, especially when they are involved in activities that build upon their first-hand experience. Pupils' excellent attendance and the many opportunities for them to cooperate and apply their basic skills in real-life contexts helps to prepare them for their future economic well-being.

Pupils are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their keen involvement in the many sporting and physical activities organised by the school, including BMX riding and ballroom dancing. Older pupils speak confidently about the measures taken by the school to keep them safe and can talk about their duty to look after others. They show a good understanding of right and wrong and take an interest in other people's feelings and beliefs. Pupils are confident that adults at the school would listen to any of their concerns. Pupils make a good contribution to school life, taking on roles such as playground buddies or serving as members of the school 'parliament'. Involvement in local initiatives such as the 'Dawley Regeneration Project' and the strong emphasis on sustainable education help to develop pupils' sense of social and environmental responsibility.

Links with Kenya and South Africa and work with the Telford Culture Zone broaden pupils' awareness of the cultural diversity of the world. Participation and achievement in sport and the arts is a great strength of the school. The many competitions and performances

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serve to celebrate pupils' talents, promote teamwork, and build self-esteem. Pupils are clearly proud of their school and describe it as an exciting and busy place explaining that, 'Every day we learn new things.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good teaching, together with the impact of improved assessment systems, means that most pupils now make good progress in both key stages. Teachers use questions very well to ascertain what pupils already know, to check what they have learnt and to adjust teaching during lessons. Teachers' marking provides pupils with helpful feedback about their achievements and what they need to do to improve. Pupils can explain how their targets help them to learn and the increased use of self-assessment encourages them to develop evaluative attitudes and independence in their learning. It is clear that much has been done to tailor work more closely to the differing needs of pupils. Nevertheless, there are times when the pace, or difficulty, of work does not provide sufficient challenge for the most-able pupils. Consequently, they do not always push on as quickly as they could in every lesson.

The school provides an exciting curriculum that is enriched by many visits, partnerships, celebrations and events. Imaginative and meaningful links between subjects provide opportunities for pupils to use and apply their skills. The arts, sport and outdoor learning are significant strengths. During this inspection, a drama session led by Birmingham

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Repertory Theatre and a visiting museum bus provided two good examples of how the school makes an extra effort to provide pupils with lively and memorable experiences.

Pupils benefit from the good care and support provided by all staff. Respect for others and positive encouragement are central to the school's work and this is apparent in the many reward systems and caring relationships seen at the school. A particular feature of the school's work is its commitment to supporting pupils who have found it difficult to cope in other settings. These pupils settle in well and thrive at Ladygrove Primary.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides strong and supportive leadership. He is ably supported by the senior teachers who communicate high expectations to staff and set challenging targets for improvement. Good attention has been given to improving the school's tracking and assessment procedures. These actions help to sharpen the focus of teaching and learning and mean that school self-evaluation is accurate. However, the monitoring of teaching and learning and the analysis of pupil progress data is more rigorous in English than in mathematics. As a result, the rate of pupils' progress has accelerated faster in English than in mathematics.

Members of the governing body have a clear understanding of their responsibilities. They are aware of the school's strengths and areas for improvement and have a clear vision for the future. They offer much practical support to the school and manage finances and resources very well. However, they do not always provide sufficient challenge in order to hold school leaders to account and press forward school improvement with urgency.

The school is a very cohesive and inclusive community. School staff make sure that all pupils are treated fairly and have equal access to the wide range of activities on offer. Local links are strong and lines of communication with schools in other parts of the world have been established. Parents and carers are kept well informed about events and activities through newsletters, curriculum meetings and a website. Through its work with other organisations, the school enables pupils and families to have access to additional support and provision, both within and beyond the school day. Established risk assessment systems, underpinned by the high quality care and

- attention given to pupils, make a significant contribution to the school's good
- safeguarding procedures.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with a wide range of previous experiences but, on average, their skills and abilities are below those expected for children of their age.

Adults and children work well together and relationships are good. Well established induction procedures mean that children settle quickly and make adequate progress in most areas of learning and development. Staff ensure that welfare requirements are met and children feel safe and well cared for. Outdoor and indoor space provides a stimulating and exciting learning environment that encourages children to explore, cooperate and make decisions.

In the absence of the permanent Early Years Foundation Stage leader, the arrangements for leading and managing the provision are satisfactory. Some monitoring of practice has taken place and regular observations and assessments are made. However, assessment information is not always used effectively enough to plan activities that build upon children's prior learning. This means that, while children experience a balance of adult-led and child-initiated learning, not all sessions are as well organised and purposeful as they could be.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About a third of parents and carers responded to the questionnaire. The vast majority of those who responded, or who talked to the inspectors, expressed very positive views about the school. Parents and carers particularly praised the approachability of staff, the leadership of the headteacher, the interesting curriculum and the high quality care provided by the school.

A very small number of parents and carers raised individual concerns in their written comments. These included concerns about bullying, the academic needs of their children and levels of supervision when pupils leave school at the end of the day.

The inspection found no evidence of bullying and levels of supervision appear to be adequate. The inspection found that the school provides good support to pupils with special educational needs. One of the areas for improvement is to provide more consistent challenge to the more-able pupils, especially in mathematics.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ladygrove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	71	26	28	0	0	1	1
The school keeps my child safe	67	71	27	29	0	0	0	0
My school informs me about my child's progress	58	62	36	38	0	0	0	0
My child is making enough progress at this school	51	54	38	40	5	5	0	0
The teaching is good at this school	61	65	32	34	1	1	0	0
The school helps me to support my child's learning	52	55	39	42	3	3	0	0
The school helps my child to have a healthy lifestyle	57	61	36	38	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	44	48	51	2	2	0	0
The school meets my child's particular needs	54	57	36	38	3	3	0	0
The school deals effectively with unacceptable behaviour	44	47	45	48	3	3	0	0
The school takes account of my suggestions and concerns	39	41	50	53	2	2	0	0
The school is led and managed effectively	68	72	26	28	0	0	0	0
Overall, I am happy with my child's experience at this school	65	69	29	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 May 2011

Dear Pupils

Inspection of Ladygrove Primary School, Telford TF4 2LF

Thank you for your welcome when I inspected your school with two other inspectors. We very much enjoyed our visit. Thank you for telling us about your work and all the other things you do at school.

During our visit, we were impressed by the many exciting activities and events that happen at your school. You are taught and looked after well and this means you enjoy lessons and feel safe. Your attendance is excellent. Most of you make good progress in your work, grow in confidence and contribute very well to your community. We especially liked the way you get involved in school life and accept responsibilities.

Your headteacher and staff know how well your school is doing and how to improve it in the future. It is a good school and, with your help, it can become even better.

We noticed that many of you make faster progress in reading and writing than you do in mathematics. We have asked your teachers to make sure that the work given to some of you is not too easy and to check that you make as much progress as you can in every mathematics lesson. This will help you to achieve better results by the time you leave.

We have also asked your headteacher to make sure that activities for the youngest children are always well organised. This will help them to make faster progress when they first start school.

Thank you again and my best wishes for the future.

Yours sincerely

Martin Pye

Lead inspector

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