

Lady Bay Primary School

Trent Boulevard, West Bridgford, Nottingham, NG2 5BD

Inspection dates

1–2 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics because they are taught well. Achievement in all subjects is above average.
- Children in the Early Years Foundation Stage achieve well in all of their areas of learning.
- Effective support ensures that disabled pupils and those who have special educational needs make good progress.
- Pupils are safe and they behave well. They enjoy school and have a positive attitude to learning.
- All leaders, including governors, work ceaselessly to ensure that every child achieves her or his full potential. Thorough checking of teaching has resulted in changes which have contributed to good improvements for pupils.

It is not yet an outstanding school because

- Teachers do not always make sufficient use of their knowledge about what pupils already know to plan new learning to challenge them and move them on quickly enough.
- Marking of pupils' work does not always provide pupils with enough clear guidance on what they need to do to improve.
- Although pupils make good progress in reading, their rate of progress in this area of learning is not as fast as it is in writing and mathematics.

Information about this inspection

- The inspectors observed 19 lessons taught by 14 different teachers. Most of the lessons were observed jointly with a member of the senior leadership team. Inspectors also visited additional lessons to gauge how well all pupils were learning. They observed pupils at playtime and listened to a group of pupils read. An inspector carried out a work scrutiny with the deputy headteacher to assess pupils' progress.
- Meetings were held with staff, pupils and governors. The lead inspector also had a telephone conversation with a representative from the local authority.
- The inspectors looked at assessment information, the school's improvement plan, the school's monitoring information, a wide range of policies including safeguarding policies and governing body documentation. The lead inspector examined 13 staff questionnaires.
- There were 98 responses to Parent View at the time of the inspection. These views were taken into account by inspectors, along with letters sent in to the school marked for the attention of the inspection team.

Inspection team

Jeffery Plumb, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Gwendoline Onyon

Additional Inspector

Full report

Information about this school

- This is an above-average size primary school.
- Most pupils are White British and the proportion of pupils learning English as an additional language is below average.
- The number of disabled pupils and those who have special educational needs supported through school action, school action plus or a statement is below average.
- A below-average proportion of pupils is known to be eligible for pupil premium (extra funding from the government for pupils in local authority care, those from service families and those known to be eligible for free school meals).
- All pupils are taught in single-aged classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has the following awards: Artsmark Silver, Healthy Schools Gold, Eco Schools Award, Activemark and the International Schools Award.

What does the school need to do to improve further?

- Speed up the rate of pupils' progress in reading, particularly for more able pupils, by ensuring that:
 - pupils always focus on the points they need to improve when reading silently and independently
 - all activities in shared reading sessions are challenging, interesting and made relevant for the pupils.
- Improve the quality of teaching so that it is consistently good or better in all classes by:
 - better using assessment of pupils' prior learning to plan work so that it is set at the right level for pupils' different abilities
 - ensuring that, when pupils are moved from a whole-class activity to work in small groups, they are always clear about what they are expected to learn
 - marking pupils' work in their books consistently so as to give pupils regular and clear feedback that shows them how to improve their work.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved since the previous inspection. This is because of much improved teaching, and prompt attention to any underperformance. For example, girls did less well than boys in mathematics in the Year 6 test in 2011. Decisive action was taken and girl-friendly problem-solving activities were introduced. Consequently, in 2012, Year 6 girls went on to do marginally better in mathematics than boys. Both gender groups reached above-average attainment in this subject.
- Children start in Reception with language and problem-solving skills better than those typical for children of their age. They make good progress in all of their expected areas of learning and so their attainment on entry to Year 1 is above average.
- Throughout Key Stages 1 and 2, pupils make good progress in reading, writing and mathematics. By Year 6, standards in English and mathematics are above average, with a number attaining Level 6, which is more typical of secondary-aged pupils.
- Pupils' progress in reading, although good, is slower than in writing and mathematics, particularly for more able pupils. There are a few glitches in the reading programme. For example, when reading independently, pupils are told to focus on the points for improvement listed in the back of their home-school diaries, but a few pupils forget to bring their diaries to school.
- Progress is good in science and standards in this subject are above average. Pupils' animation work using computers is of a very high quality. Most pupils have very good critical thinking skills. They are adept at solving mathematical problems through their project work.
- In most lessons, pupils make at least good progress and, in a few, they make outstanding progress. However, a little inconsistency remains. In a few lessons, pupils' progress is slowed because they are insufficiently challenged. On rare occasions, activities do not gain pupils' interest and so fail to motivate them to learn.
- Disabled pupils and those who have special educational needs make good progress due to the high-quality support they receive from learning support assistants. Pupil premium funding is used very effectively to pay for one-to-one support for pupils known to be eligible for free school meals. As a result, these pupils make good progress just like their peers. The few pupils who speak English as an additional language make rapid progress and often achieve standards even higher than their peers.

The quality of teaching is good

- Most teaching is at least good. An increasing amount is outstanding. There are magical and inspirational lessons in which pupils make outstanding progress. Excellent subject knowledge; secure relationships; high expectations; and rapid pace typify the teaching in such lessons. In these lessons pupils often exceed the teachers' expectations. For example, in an outstanding literacy lesson all pupils worked enthusiastically to structure an adventure story. Exciting and high-quality pieces of writing emerged because of the range of methods used by the teacher, the resources and activities provided for the pupils, and the challenge and support that all pupils were given throughout the lesson.

- In good and outstanding lessons, teachers skilfully use their knowledge of where pupils are in their learning to plan their next steps. In exceptionally well-planned and resourced literacy and numeracy lessons, all pupils make outstanding progress in their writing and problem solving because their learning outcomes are exactly what are needed to move them forward rapidly.
- In a few lessons teachers miss opportunities to use their assessment of what pupils already know and can do in order to plan activities that accelerate their learning. Occasionally, teachers take too long explaining to pupils what they need to do when they move from one activity in a lesson to another. This slows their learning.
- Most marking gives pupils good feedback on how to improve their work and so speeds up their learning. However, this is not consistent across all classes. Very occasionally, teachers do not sufficiently follow through on their marking so as to ensure that pupils make the improvements required.
- A new approach to teaching reading has recently been introduced. Where delivered well, it is beginning to raise pupils' achievement. However, there are some inconsistencies. For example, in a few reading lessons, pupils are unsure about their reading targets and some activities lack challenge.

The behaviour and safety of pupils are good

- Pupils engage enthusiastically with learning in almost all lessons. Their behaviour in lessons is almost always at least good and, at times, it is outstanding. Only on the rare occasions when activities lack challenge does pupils' concentration wane. When this happens, they become a little restless and their eyes begin to wander into space.
- Mostly, activities in lessons promote pupils' enjoyment in learning. In a challenging numeracy lesson, pupils enthusiastically expressed their sense of excitement when they solved a problem which they described as 'tough to work out'. Pupils' enjoyment of school is evident by their above-average attendance.
- At play and moving around the school, pupils behave well. Older pupils take pride in looking after younger pupils. Pupils feel safe at school and say that they can talk about their worries with a trusted adult. Parents and carers are confident that their children are safe at school.
- Racist incidents are exceptionally rare and are dealt with swiftly and effectively. Occasionally, pupils are pushed by other pupils. When this happens pupils feel confident to report it, knowing that it will be dealt with immediately.
- Pupils have a good understanding of bullying, including cyber-bullying, but say that bullying is not an issue in their school. They are adept at assessing risks and managing their own safety. They know how to keep themselves safe when using the computer; that they must never get into a car with a stranger; and they understand the importance of wearing a helmet when riding a bike.

The leadership and management are good

- Since the last inspection, the senior leadership team has been strengthened by the appointment of a deputy headteacher. Roles and responsibilities of the senior team are clear. There has been a relentless drive on improving teaching and this has had a positive impact on improving

progress and achievement for all pupils. There is an action plan to address deficiencies in teaching that are identified by leaders when they monitor lessons and teachers not teaching good lessons cannot move up the pay scale until their teaching improves.

- Pupils' progress and the quality of teaching are checked robustly and effective staff training supports teachers to improve their skills and knowledge. For example, it was identified that teachers could better use questions to deepen pupils' understanding of concepts taught in lessons. Following training on the use of questions, this has improved across the whole school.
- Self-evaluation is thorough and detailed. Key to its success is the involvement of pupils. Where a group underperforms, they are interviewed to find out what could be done better for them. This effects change which, in turn, raises achievement. For example, girls explained what motivates them best in mathematics lessons and how they liked to be grouped. Changes were made to the curriculum and method of grouping, with the result that girls' achievement in mathematics improved.
- Staff change has led to some instability among the middle management team in recent years. For example, the management of special educational needs has changed six times and there have been changes to the management of the Early Years Foundation Stage. Remarkably, this has not had a negative impact on achievement, although it has slowed some developments. For example, the school is at an early stage of developing an assessment system to better measure the small steps of progress made by the few pupils with the most complex needs.
- Much successful work has been carried out to engage parents and carers in the learning of their children. Tapping into their expertise has enhanced the science curriculum; a parental workforce has transformed the appearance of the dining room; and workshops, such as the one focusing on 'maths calculations' have been successful. However, the senior leadership team recognises that it has not yet embraced the confidence of all parents and carers in its work. There are a few parents and carers who have not recognised the recent rapid improvements in the leadership and management of the school.
- Through a rich curriculum and a wide range of activities, the school promotes pupils' spiritual, moral, social and cultural development well. Pupils learn to speak different languages; engage with schools overseas; and are involved in musical activities. They reflect deeply on the condition of children less fortunate than themselves and take initiative to help them.
- The local authority monitors the performance of the school rigorously and provides effective support. It gives high-quality support, particularly in respect of finance matters and staffing issues. It provides good training for governors to support them in fulfilling their statutory responsibilities.
- **The governance of the school:**
 - All required policies and procedures are in place to ensure that the school runs smoothly. Governors are well informed by reports from senior leaders, which include detailed analysis of pupils' progress. They also look at assessment information directly and pose challenging questions about any areas of underperformance. Through their resource sub-committee, they hold teachers to account for their performance; participating in the development of action plans for improvement. They do not shy away from tough decisions and increase in pay is linked very carefully to teachers' performance. Through an appointed sub-group of governors, the headteacher's targets are regularly reviewed and new ones are set as appropriate. The governing body ensures that all safeguarding arrangements meet requirements. Important financial decisions, including how the pupil premium funding is spent, are based on a careful consideration of what works best in helping pupils to achieve their best.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122596
Local authority	Nottinghamshire
Inspection number	402106

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	396
Appropriate authority	The governing body
Chair	Stephanie Morgan
Headteacher	Jonathan Jones
Date of previous school inspection	12 May 2010
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