

# Ladywood Primary School

Oliver Road, Kirk Hallam, Ilkeston, DE7 4NH

**Inspection dates** 11–12 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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 from their starting points in both key stages. They attain average standards by the time they leave the school.
- From low starting points, children make good progress in the Nursery and Reception classes because they are taught well.
- Teaching is good overall, and outstanding in some lessons.
- Relationships between staff and pupils are very strong. Pupils know they are valued and appreciate the support they receive from teachers and teaching assistants.
- Pupils are extremely polite and considerate, and they feel very safe and happy in school. Their behaviour and attitudes to learning are good, and this makes a good impact on their progress.
- Pupils are provided with many memorable learning experiences through a broad and inclusive curriculum.
- Most parents are very positive about the school and know that their children are safe, happy and well looked after.
- The headteacher and the governing body direct the school's work very well. They have had the full support of all staff in raising achievement through better teaching.
- Other leaders contribute well to improvements in the quality of teaching and pupils' achievement.
- Governors know the strengths and weaknesses of the school well and hold leaders to account for the school's performance.

### It is not yet an outstanding school because

- Teachers do not always ensure pupils use grammar, spelling and punctuation accurately in their writing.
- Even though they make good progress, the gap in attainment between pupils who receive additional support and other pupils in the school has not narrowed sufficiently.
- Although teachers are provided with enough information on to how to improve their teaching, the arrangements for managing their performance are not clear enough.
- A small minority of parents say that the school does not provide them with enough information regarding their children's progress.

## Information about this inspection

- Inspectors visited 23 lessons, taught by 13 teachers or teaching assistants. Five of these lessons were seen together with the headteacher or assistant headteacher.
- Samples of pupils' written work were analysed. Inspectors listened to some pupils reading from Years 1 and 2.
- Meetings were held with school staff, a group of pupils, governors and a school improvement officer from the local authority.
- Inspectors took account of the 64 responses to the online questionnaire (Parent View) and the 25 questionnaires completed by staff. They also spoke to several parents informally at the start of the school day.
- Inspectors looked at a range of evidence including: the work in pupils' books; monitoring records; the school's own data on pupils' progress; records of meetings of the governing body; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

David Herd, Lead inspector

Additional Inspector

Helen Booth

Additional Inspector

John Pitt

Additional Inspector

## Full report

### Information about this school

- Ladywood is larger than the average primary school.
- Almost all pupils are White British.
- An above-average proportion of pupils are supported by the pupil premium, which provides extra funding to help certain groups. In this school, it applies to pupils known to be eligible for free school meals, pupils looked after by the local authority and pupils who have a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at the school action stage is average. The proportion supported at school action plus or who have statements of special educational needs is well above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

### What does the school need to do to improve further?

- Improve the quality and consistency of teaching and raise pupils' achievement further, by:
  - improving pupils' use of grammar, spelling and punctuation in their writing
  - closing the gaps in attainment between pupils who receive additional support and their classmates.
- Improve the leadership and management of the school, and their impact on the quality of teaching and learning, by:
  - improving the arrangements for managing the performance of teachers so that they have a clear understanding of how the achievement of their objectives will be measured
  - strengthening the partnerships between parents and carers and the school.

## Inspection judgements

### The achievement of pupils is good

- In 2013, pupils' attainment in reading, writing and mathematics was broadly average at the end of Year 6. These results show a further improvement on the results of the last few years.
- Children enter the school with skills that are well below those typical for their age, particularly in their communication and language. They make good progress in the Nursery and Reception classes in all areas of learning. Children's attainment is usually slightly below average at the end of the Reception Year, but in 2013 a high proportion of pupils attained a good level of development.
- At the end of Key Stage 1, pupils' attainment is broadly average in reading, writing and mathematics. Data show that pupils' attainment is gradually improving year on year. Reliable school data show that pupils in Key Stage 1 make good progress.
- At the end of Key Stage 2, the school has maintained pupils' attainment at broadly average levels. The national test results at the end of Year 6 in 2013 show that most pupils made expected progress in reading, writing and mathematics. In mathematics, a third of the pupils made more than expected progress, but the proportions were not quite as high in reading and writing.
- Pupils enjoy reading a wide range of fiction and non-fiction books. They use their phonics skills (the sounds that letters make) well to work out what unfamiliar words say, and clearly understand what they are reading. As they develop their reading skills, they read with increasing expression.
- Pupils generally make expected progress in their writing. However, not enough pupils go on to make more than expected progress because they do not use grammar, spelling and punctuation with sufficient accuracy in their writing.
- Achievement in mathematics is good because pupils learn to calculate accurately and then apply their skills when solving problems. For example, in Year 6, pupils had the confidence to add decimal fractions correctly and, in Year 2, pupils used their skills well to collect and sort data into Carroll diagrams.
- More-able pupils make good progress in reading, writing and mathematics because their work is carefully chosen to make them think hard. Broadly average proportions of pupils attain the higher levels by the end of Year 6.
- Pupils who receive additional support from pupil premium funding make the same good progress as other pupils in the school. However, in mathematics their attainment at Year 6 was more than three terms behind that of other pupils in 2013, and in reading and writing it was more than two terms behind.
- Disabled pupils and those who have special educational needs make good progress. This is because their needs are identified early, and they are provided with one-to-one or small-group teaching to help them catch up. Their progress is checked closely and further support provided if necessary.

**The quality of teaching is good**

- Pupils develop very good relationships with their teachers and teaching assistants. They appreciate the very effective support and guidance provided by teachers and other adults. Staff are extremely supportive of the school and want to do their best for the pupils.
- Teachers are held to account for the progress that pupils are making through regular meetings with leaders. The performance of every pupil is closely tracked, and any pupil with additional learning needs is supported effectively, ensuring that all pupils achieve well.
- Teachers have good subject knowledge and have high expectations of what pupils can achieve and what their behaviour should be like. Teachers and teaching assistants use questions well to check pupils' understanding in lessons. They assess pupils' attainment accurately and use this information effectively to plan learning that helps pupils make good progress.
- Teaching in the Nursery and in the Reception classes is good. Children have familiar routines and learn to count up to 20. They are given opportunities to develop their language and communication skills, for example, by comparing familiar materials and making descriptions. During the inspection, they thoroughly enjoyed dressing up and living as kings and queens for a day.
- The teaching of reading and phonics is good. Focused phonics sessions make sure that pupils learn early reading skills. Features of these sessions are teachers' good subject knowledge and their clear instructions. However, sometimes teachers do not ensure that the pupils are all learning as well as they can so they do not make as much progress as they could.
- The teaching of writing is good. The teaching in one lesson in Year 5, where the teacher had high expectations of pupils' behaviour and their use of alliteration, showed children how they could use their vocabulary to make Norse-style riddles called Kennings. Effective teaching helped pupils to achieve good outcomes. However, teachers do not always do enough to ensure that pupils write accurately.
- The teaching of mathematics is good. For example, pupils in Year 2 were taught to collect and sort information. Older pupils were taught to calculate the perimeter and area of shapes. Pupils in Year 6 were taught how to find fractions of quantities. Teachers use assessment information effectively to design the lessons, making sure that work is hard enough to ensure that pupils make good progress.
- Disabled pupils and those who have special educational needs are taught well. Teachers and teaching assistants take time to consider the learning needs of each individual pupil and design programmes to match their ability levels. The teaching of catch-up programmes in English and mathematics is effective and brings about good progress.
- Pupils' work in English and mathematics is marked well. Teachers regularly note what the pupils have done well and what needs to be improved. However, teachers are not completely consistent in insisting that pupils respond to their marking.
- Pupils also benefit from targets that are set by their teachers and reviewed regularly. These contribute to the good progress pupils make.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. In Key Stages 1 and 2, pupils are keen to learn in lessons. They participate well, and work on their own or with others without fuss, maintaining their effort, concentration and enthusiasm. This is because most lessons are interesting and engaging. Lessons are rarely disrupted by bad behaviour.
- Younger children find sitting still and maintaining focus more difficult, but their behaviour does improve as they get older. Children show lots of interest in their learning and enjoy using their imagination and artistic skills. They work together well, develop their social skills and wait patiently for lunch.
- Behaviour at lunchtime, around the school and on the playground, is good. Pupils are polite and courteous. Behaviour is managed well by almost all staff, and this contributes to positive learning in most lessons. Pupils and staff agree that pupils' behaviour is good. Pupils say that they try hard to follow the 'diamond rules'.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school. They have a good understanding of what constitutes an unsafe situation, and are aware of the importance of being safe on the internet. Visitors to the school, such as the police, help pupils with their understanding of how to stay safe.
- Pupils are aware of bullying and say that it does happen sometimes. They know who they would go to if there were any concerns and say that, if there are any incidents, they are dealt with effectively by the school staff. The school has excluded pupils from school in recent years when their bad behaviour has affected the learning of other pupils. The school's efforts to improve the behaviour of such pupils has resulted in noticeable improvement.
- Most parents are, rightly, extremely positive about pupils' behaviour and their safety. They say that their children feel safe, are well looked after and are very happy at the school. However, a minority of parents expressed concerns regarding the way that the school deals with bullying and bad behaviour. Inspectors found that the school's systems and policies are effective in managing pupils' behaviour.
- Pupils are proud of their school and the displays of their work. They appreciate the opportunities they are provided with. They say that they are treated fairly and are allowed to have their say, for example, through the active and effective school council. They say that they are supported well by their teachers and teaching assistants.
- The school has recorded very few racist incidents in recent years. Pupils' use of language that others might find offensive is rare.
- Pupils' attendance is now average, having improved over recent years. Pupils are rarely late for school.

**The leadership and management are good**

- The headteacher has a clear vision for the school's future. She has shown determination and has had a significant impact, along with teachers and governors, in bringing about improvement at the school. Plans are correctly focused on bringing about more improvement to the quality of teaching and pupils' achievement.

- The headteacher uses a range of approaches, including the rigorous evaluation of data on pupils' achievements and observing teachers at work, to check on the effectiveness of teaching. This leads to the school having a good understanding of what it does well and what needs to be improved.
- Key leaders have a good understanding of their roles. They plan for improvement, monitoring the quality of teaching and pupils' achievement and making checks on pupils' work and teachers' marking. They provide development opportunities in order to help their colleagues improve their practice and accelerate pupils' progress further.
- Leadership of special educational needs is effective. Training is provided for staff, and teaching is adapted to help pupils with their difficulties. Pupils' progress is monitored rigorously and action taken to support pupils where necessary.
- Senior leaders know where the best teaching is located. Teachers are provided with good levels of support in order for them to improve their teaching. There are established procedures for making links between teachers' performance and pay progression. However, arrangements for judging teachers' performance are not robust enough. Teachers are not provided with enough detail regarding their performance objectives or how success will be measured.
- Pupils' learning, in a range of subjects, is well planned and provides them with memorable learning experiences. Visitors to the school, such as specialist music and fencing teachers, add to pupils' enjoyment of school and develop their confidence. Pupils use writing and mathematical skills well in other subjects, for example, in history and science. The school provides a good range of clubs and activities, including artistic, sporting and musical experiences.
- Pupils' spiritual, moral, social and cultural development is promoted well through interesting lessons, attractive classroom environments and displays. It is further developed by, for example, visits to, and contact with, a partner school in Uganda. Pupils work well together in practical activities and discussion. They learn to listen to each other and respect each other's suggestions.
- The school tackles discrimination well and promotes good relationships and equal opportunities for all pupils. As a result, all pupils get on well with each other and make good progress in their learning, helping them to be prepared for life in modern society.
- Parents are mostly satisfied with the way the school keeps their children safe, happy and well looked after. However, a small minority say that the school does not respond well to their concerns and does not provide them with enough information regarding their children's progress.
- The school works effectively with other schools in the area and with the local authority. The headteacher, other leaders and governors have been commissioned by the local authority to support the leadership of other schools. This support has had a positive impact in improving the quality of leadership, management and teaching at the schools they have worked with.
- Teachers and teaching assistants have benefited from advice and guidance that have helped to improve their teaching. This has led to improved levels of teaching and feedback for the pupils, ensuring that they make good progress.
- The school has appropriate plans to make effective use of the recently allocated sports funding. It is focusing on long-term benefits, through improving teachers' skills, as well as increasing pupils' engagement in physical education and sport. The funding is already beginning to have an

impact in, for example, providing training for teachers and a wider range of clubs for the pupils.

- The school has received effective and timely support from the local authority. Work has included the core provision of a continual school improvement discussion which has supported the improvements made at the school. Currently, the local authority is providing 'light-touch' support, recognising the improvements that have been made.

■ **The governance of the school:**

- The governors know the strengths and weaknesses of the school well. They understand how the school is doing compared with similar schools nationally. Governors are fully involved in checking how effectively the school improvement plan is being put into practice and maintain an overview of the quality of teaching and pupils' achievement through making visits to school and receiving reports from senior staff. They hold senior leaders to account and use information about the performance of teachers to make sure that the quality of teaching continues to improve. The governing body knows about the school's use of the additional funding for specific groups of pupils, including those for whom the school receives pupil premium funding and knows what difference this money is making. Governors make sure that all national requirements for safeguarding are met.



## 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

<b>Unique reference number</b>	112681
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	430618

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	322
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michelle Cox
<b>Headteacher</b>	Melanie Lawson
<b>Date of previous school inspection</b>	6 March 2012
<b>Telephone number</b>	01159 320585
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