

Ladybridge Primary School

Councillor Lane, Cheadle, Stockport, SK8 2JF

Inspection dates 18–19 February 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- From their different starting points, all groups of pupils make good progress and are well prepared for the next stage of their education.
- The on-site resource provision for pupils with additional needs supports these pupils well; it enables them to access the entire curriculum and do well.
- Pupils' spiritual, moral, social and cultural development is promoted in all aspects of school life.
- Activities in lessons hold pupils' interest and successfully support the development of pupils' personal and social skills as strongly as their academic progress.
- Additional staff are well trained and highly experienced; they support pupils effectively to make good progress.
- Leaders and governors have successfully secured significant improvements to the quality of teaching and to pupils' achievement. They have a comprehensive understanding of the performance of the school.
- Pupils are happy and enjoy school life. They are proud of their school and are eager to learn. They behave well and feel safe in school.

It is not yet an outstanding school because

- Marking, in subjects other than English and mathematics, is not regularly letting pupils know how well they are doing and what they need to do to improve.
- Checking systems for these other subjects are not sufficiently robust to promote improvements.
- The attendance figures for the school, although increasing, have not reached national averages.

Information about this inspection

- Inspectors observed 18 lessons, and completed a learning walk covering all lessons jointly with the headteacher.
- Pupils from both Key Stages 1 and 2 were heard reading, and groups of pupils were spoken to from several year groups about their school life and lessons.
- Meetings were held with the headteacher, senior leaders, members of the governing body and additional staff. A representative from the local authority was spoken to over the telephone.
- Pupils' work was seen in a wide range of subjects and in each year group; the inspectors scrutinised documents relating to pupils' progress and other policies, management information and safeguarding.
- The inspectors took account of the 28 responses to the online questionnaire (Parent View) and the school's own recent parental survey.

Inspection team

Rebecca Lawton, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

Full report

Information about this school

- Ladybridge Primary School is an average-sized primary school.
- The majority of pupils are of White British heritage, and only a small proportion speaks English as an additional language.
- The proportion of pupils supported by the pupil premium is high, almost double the national average. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children that are looked after).
- The proportion of pupils supported at school action is higher than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also high, double the national average.
- In 2013, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has specially resourced provision for pupils with special educational needs. There are nine pupils with profound/multiple or severe/complex special educational needs.
- The school runs an on-site breakfast club.

What does the school need to do to improve further?

- Develop the quality of teaching so that more is outstanding by improving the extent of feedback pupils receive on how well they are doing and what they need to do to improve in subjects other than mathematics and English.
- Further improve rates of attendance by targeting support to those families where pupils' attendance is an ongoing issue.
- Improve the checking systems for subjects other than mathematics and English to better inform action and improvement plans with sufficient detail on pupils' performance in these other subjects.

Inspection judgements

The achievement of pupils is good

- Children normally start at the school with skills and abilities well below those expected for their age. Many have very limited speech and language skills, and some have no speech at all when they start school. They make good progress in the Early Years Foundation Stage and by the time they leave Reception, they have skills that are only slightly below those expected for their age.
- From their different starting points, all the different groups of pupils make good progress. Not all groups reach the attainment levels at the national averages by the end of Year 6, but this is understandable given the considerable additional needs of some groups of pupils at the school.
- The high number of pupils who are supported by the pupil premium funding make good progress. They reach similar levels of attainment in English and mathematics, being less than a term behind their peers by the time they leave Year 6.
- Those pupils who speak English as an additional language make good progress, have bespoke programmes of interventions to support their language development and are quickly integrated within classes. They reach the expected levels by the end of Year 6.
- The school promotes equality of opportunity well, and provides good-quality additional provision for disabled pupils and those with special educational needs. Additional needs are identified early and good-quality interventions in English and mathematics mean that these pupils close the attainment gaps between themselves and their peers rapidly. Pupils with greater needs make good progress in academic and social skills and are provided with good-quality resources and experiences needed to support their development in all areas.
- The bespoke programmes of support enable pupils who benefit from the on-site resource provision to develop their academic, social and communication skills and to integrate fully into the school. Many of these pupils move quickly from intervention programmes back into mainstream provision as they quickly catch up to the level of their peers.
- The most able are challenged to achieve higher levels through a well-developed grouping system where pupils move to more advanced groups systematically each half term in English and mathematics. In mathematics, this has enabled pupils to reach the higher Level 6 by the end of Key Stage 2 for the first time this year.
- There are some differences between the progress of boys and girls in the Early Years Foundation Stage; for example, boys' writing and girls' skills in physical education progress more slowly at the start of school, but these gaps close during their time in school.
- Pupils gain good reading skills and the use of small groups with well-trained teaching assistants ensures that pupils make good progress and reach good standards in reading.
- The youngest pupils' writing skills remain slightly below those expected for their age. A new system for improving writing is starting to show a positive impact on increasing progress, and pupils now reach levels closer to those expected for their age by the end of Key Stage 1.
- A new system for teaching English and mathematics has had the most positive impact on pupils' mathematics results, which have dramatically increased. Teachers are able to use more accurate and systematic feedback on pupils' progress to target lessons to increase pupils' rates of achievement.

The quality of teaching is good

- Teachers deliver well-planned lessons that cover the curriculum well. Teachers and teaching assistants use questions skilfully to challenge pupils to learn and to ensure that they understand the important points of the lessons.
- Staff who work within the special educational needs resource unit are well trained, highly experienced and provide pupils with the quality support that they need to access the curriculum. The bespoke English and mathematics support meets the needs of these pupils well. The good

one-to-one support provided in the afternoons enables them to access the rest of the curriculum within the conventional classrooms.

- Teaching assistants and additional experts, deliver a wide range of extra provision for all pupils well, particularly in English and mathematics. These interventions accelerate learning and enable the pupils who benefit from them to close any gaps in their achievement with others.
- Varied and exciting methods are used to encourage pupils to explore topics and challenge them to respond; this was observed, for example, when teachers dressed as Roman centurions and on another occasion when a whole-class teddy bear's picnic was created. Games are used to encourage younger pupils, who learn valuable lessons in how to lose gracefully and how to take turns. On these occasions, teachers promote academic achievement and also the development of pupils' social and communication skills.
- The school is implementing a new system for assessing pupils' progress. It is further advanced in mathematics than in English, but is already having a significant, positive impact on pupils' learning.
- Work seen in pupils' books shows they are making good progress in a broad range of topics and developing skills across the curriculum. Information and communication technology (ICT) is used well and pupils are developing their ICT skills well, although a little more slowly in Key Stage 2.
- In subjects other than reading, writing and mathematics, pupils' work and the quality of teaching are not checked as closely as they might be. Marking is mostly good but, in some cases, pupils do not receive feedback that enables them to know how well they are doing and what they need to do to improve.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are enthusiastic learners, who are proud of their school and of their achievements, and they like their teachers and classmates.
- The ethos within school is very positive. Pupils enjoy school and it is an inclusive community where all are valued. Almost a third of the pupils regularly attend the breakfast club and start the day eating and playing together.
- Records of behaviour show that there has been a decrease in the number of incidents of poor behaviour over the last five years. Pupils and midday staff describe playtimes as fun and managed well, and pupils enjoy the activities provided for them. They play together well, are polite and well mannered.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and incidents of poor behaviour within lessons are rare. A continual focus on developing personal and social skills within lessons teaches pupils how to stay safe. Pupils have a good awareness of how to treat one another with respect and consideration. Pupils' awareness of cyber-bullying is not well developed in all years.
- Parents are kept well informed and have a good relationship with the school. Regular events involving parents to develop family health awareness are held within school and are well attended.
- Policies and procedures for managing pupils' behaviour and safety are comprehensive and cover all required aspects. The school makes good use of external expertise, including that of health workers, social workers and the local authority and good records are kept of all actions taken to help and support pupils.
- The particular needs of pupils with challenging behaviour are managed well. Provision for them is good and these pupils make good progress in developing ways to manage their own behaviour within school.
- Attendance figures are below average and a number of pupils with additional needs have particular difficulties attending school. The school is working with a wide range of agencies across social care and health to address this issue and the school's own learning mentor works directly with families. As a result, rates of attendance are slowly increasing over time, as programmes of support begin to have a positive impact.

The leadership and management are good

- Leaders use a wide range of information on the quality of teaching and on the achievement of groups of pupils in checking on the school's performance. This information enables leaders to check the progress of different pupil groups against national figures, which helps to ensure they achieve well. It also ensures efforts are targeted to those areas of most need and the impact of actions taken is monitored closely to ensure success.
- Middle leaders manage their areas of responsibility well and systems for including all leaders and managers in the evaluation of the school's performance are very effective. The on-site resource unit is led and managed well.
- The development of pupils' spiritual, moral, social and cultural experiences and skills is a particular strength of the school. All staff continually focus on the pupils' well-being as much as improving their academic performance. Pupils' successes in these areas are celebrated equally strongly, and the value of these skills is promoted consistently well across the school.
- The curriculum is broad and balanced and regular checks ensure that there is equality of provision for all pupils. Literacy and numeracy are managed well, and systems for monitoring these areas are robust. The reduced systems for monitoring other subjects are not as effective. They do not, for example, inform action and improvement plans with sufficient detail on pupils' performance in these other subjects.
- The local authority has supported the school well, with training and expertise to help the school implement new programmes and evaluate the success of current provision and action taken. The school has employed additional expertise to raise standards further, for example from a reading-recovery teacher, in response to correctly identified needs.
- The spending of the primary school sport funding has been planned well, for example on areas that will increase pupil participation in all forms of physical education, and its impact is measured.
- Safeguarding arrangements meet requirements.
- **The governance of the school:**
 - Governors are well informed and enthusiastic. They understand the school's particular context well, and are knowledgeable about the school's work for pupils with additional needs. Finances are managed well, and systems for monitoring the school's performance are robust. The additional funds for pupils supported by the pupil premium are managed well and their impact is clearly measured. Reports on the quality of teaching and learning use detailed performance data which inform the governors well about the progress pupils are making in English and mathematics. The school has deployed staff effectively and is providing good value for money. Performance management procedures are closely linked to pay and any underperformance is tackled effectively.

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	106054
Local authority	Stockport
Inspection number	431991

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Elaine Hindley
Headteacher	Catherine Lyall
Date of previous school inspection	24 March 2011
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