

# Ladygrove Primary School

Old Office Road, Dawley, Telford TF4 2LF

**Inspection dates** 14–15 January 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, well supported by the deputy headteacher and middle leaders, provides very strong leadership and has established a culture of high expectations within the school which is shared by all staff and pupils.
- Teaching is now good across the school. Teachers and other staff make learning exciting and relevant for the pupils.
- All pupils, including disadvantaged pupils, and those who are disabled or have special educational needs, make at least good progress from their starting points. School leaders have ensured that provision for the most vulnerable pupils is matched exceptionally well to their specific needs.
- Pupils are well behaved, feel safe in school and show care and consideration for others.
- Governors are now a highly effective force in providing challenge and support to school leaders. They have a wide range of skills that they use effectively to ensure that the school continues to improve.
- Children in the early years make good progress and develop a love of learning. Teachers plan activities that are very well matched to their interests and abilities.
- The school places a high priority on ensuring that pupils are well prepared for life as citizens in modern Britain. Pupils are provided with exceptionally good opportunities to be involved in caring for and protecting the environment.
- The local authority has provided effective support to the school and this has helped in bringing about improvements in all areas of school life.

### It is not yet an outstanding school because

- Teachers do not always ensure that the tasks for less-able pupils are fully matched to their abilities.
- Teachers' feedback to pupils through marking in books is sometimes too focused on praising achievement and does not provide sufficient indication of how work can be improved further.
- Pupils are not given enough opportunities in science to plan and carry out investigations.

## Full report

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

- Further improve the quality of teaching, learning and assessment to secure consistently rapid rates of progress for all pupils by ensuring that all teachers:
  - plan activities that are well matched to the needs of different pupils, particularly the less able
  - consistently provide pupils with feedback in their books that gives them clear guidance on how they can improve their work
  - provide more opportunities for pupils to plan and carry out investigations in their science work.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher provides very strong and determined leadership. She recognised that not all pupils were making the progress that they were capable of and has successfully addressed the less effective practice that was identified in the previous inspection, including any weaker teaching. She has established a culture of high expectations for all members of the school community that is shared by all members of staff. Pupils know they are expected to behave well and show respect for others and this is reflected in the well-ordered and calm atmosphere that exists in the school.
- The headteacher is well supported by other leaders in school. The deputy headteacher and middle leaders have shown strong commitment to improving teaching and learning within their areas of responsibility and recognise their accountability for pupil progress. They have benefited from support and training and are now highly effective in ensuring that the school is well led and managed. This has resulted in improvements in the teaching of mathematics and English, provision for disabled pupils and those with special educational needs and for children in the early years.
- There are now clear targets for what each pupil should achieve and explicit guidance on how pupils should be taught in each lesson. This has resulted in pupils making better progress and achieving improved outcomes in reading, writing and mathematics.
- Monitoring and evaluation is used extremely effectively. A systematic approach to observing teaching across the school is in place, involving all school leaders and external support when required. The outcomes from monitoring are used to plan for further improvements. All staff, including those who are relatively new to teaching, have benefited from a well-planned range of professional development activities, including opportunities to observe and work alongside outstanding teachers in other schools.
- There are now clear links in place between the effectiveness of teaching and teachers' pay progression. All staff are extremely positive about the changes that have taken place since the last inspection.
- School leaders have developed a curriculum that is matched accurately to the needs of the pupils of Ladygrove Primary School and that helps them to prepare well for life in modern Britain. There is a strong focus on caring for the environment, with pupils involved in recycling, and monitoring the output from the wind generator and solar panels that are on the school site. Pupils enjoy and benefit from the range of trips and visits they take part in, including visits to Cadbury World and Warwick Castle. Pupils are provided with good opportunities to apply their reading, writing and mathematical skills in other subjects, such as history and geography.
- School leaders have ensured that the pupil premium funding is used extremely effectively to ensure that disadvantaged pupils can achieve as well as others in school and are able to participate fully in all aspects of school life. External expertise has been used to help the school accurately identify the specific needs of each eligible pupil and to plan and deliver personalised support, including one-to-one tuition and small-group work. This has helped to ensure that these pupils make the same good progress as all other pupils and that there are no gaps in their attainment.
- The PE and sport premium funding is used well to extend the range and quality of sporting activities that pupils can take part in. Pupils have the opportunity to be involved in sports competitions with other local schools. Sports coaches visit the school regularly to lead activities and to develop teachers' skills and confidence in teaching this area of the curriculum. Members of staff and the sports coaches also lead lunchtime and after-school clubs, including gymnastics, dodgeball and rugby. Additional opportunities for swimming tuition have resulted in a greater proportion of pupils being able to swim confidently by the time they leave in Year 6.
- The school supports pupils' spiritual, moral, social and cultural development well. Pupils are given a clear understanding of right and wrong and have a good understanding of other faiths and beliefs. They are given good opportunities to reflect on what is happening in society, both within their own country and across the world. An example of this was seen during the inspection in an assembly. Pupils of all ages were captivated and reflected on the achievements of the British astronaut on the International Space Station, who was at that time undertaking his first space walk.
- The local authority has worked closely with the school since the last inspection and has provided a good range of appropriate support and challenge. This has helped leaders in their drive for improvement.

## ■ The governance of the school

- Governors are now a highly effective force in providing challenge and support to school leaders. They have reviewed and changed their structure and the ways they operate since the last inspection. They recognised their need to have a wider range of expertise and have brought in new governors with specific skills in finance and business to support the existing strengths that they had. This has resulted in a governing body that has a clear understanding of what is happening in school and how it can be improved further.
  - Governors carry out a wide range of regular monitoring and evaluation activities and contribute to ongoing school improvement planning. They visit classrooms regularly and meet with school leaders to review progress. They have an extremely good understanding of the assessment information that is available to them and use this to track progress of all groups of pupils. They also have a clear understanding of the effectiveness of teaching and its impact on pupil progress.
  - Governors ask challenging questions of school leaders and use their sub-committee structure well to monitor particular aspects of the school's work. They then report these activities back to the full governing body. They have a clear understanding of how teachers' performance is managed and the links between this and their pay progression. They manage the finance and resources that are available to the school, including the pupil premium, very well and measure the impact of spending on pupil achievement.
- The arrangements for safeguarding are effective. Robust systems are in place to ensure that the safeguarding needs of pupils are a high priority. Regular training for all staff helps to make sure that they are in a strong position to identify if any pupils are at potential risk. Vulnerable pupils and their families are well supported, with good links in place to work with outside agencies when required.

## Quality of teaching, learning and assessment

**is good**

- The quality of teaching across the school has improved significantly since the last inspection and is now at least good with some that is better. The headteacher, supported by the governing body, has identified and addressed any weaker teaching. She has put in place a series of non-negotiable policies that set out how teachers will teach in all lessons. There are now specific targets for each pupil, based on at least expected national attainment, that identify what they are expected to achieve. These are reviewed regularly with all teachers to monitor progress and to identify if there is any underachievement.
- Teachers plan and teach lessons that engage pupils' interest. For example, in a Year 4 and 5 writing lesson pupils wrote letters outlining the reason for protecting the rainforest. They used a wide range of complex vocabulary, took pride in the presentation of their work and were able to put forward well-thought-out and convincing arguments that showed their depth of understanding of the subject.
- The teaching of phonics (letters and the sounds that they make) has improved significantly since the last inspection. This is due to training for all the staff and the introduction of a whole-school approach to reading. From the time they start in school in the Reception classes, children are taught how to recognise sounds and to blend them together to build words, which they now do successfully.
- Pupils develop a love of reading, which is maintained as they move through the school. They are able to select from a very good range of interesting books that they have been involved in choosing from booksellers, which appeal to different interests. They are encouraged to ask questions if they are unsure about the content of what they are reading so that they develop their comprehension skills and widen their vocabulary. There is an expectation that pupils will read regularly at home, with parental involvement seen as an important part of the process.
- The teaching of mathematics is good, with a strong focus on developing pupils' ability to use mathematical knowledge to solve problems relating to real life. In a Year 6 mathematics lesson seen during the inspection, pupils used reasoning and previous learning to solve multi-stage problems. They were able to explain confidently how to tackle the problems and worked well together to discuss the process using accurate mathematical vocabulary.
- The school recognised that the teaching of writing was not as effective as it could be. There are now far more opportunities for pupils to write extended pieces of work in a range of styles. Teachers now place a higher priority on ensuring that there is much greater accuracy in spelling, punctuation and grammar and pupils are required to correct any errors that they make. Pupils' written work is now of a much higher quality and this was evident in a range of books that were seen during the inspection.
- A whole-school approach to assessing pupils' work is now in place and this is used well to measure

progress. Teachers meet together and with staff from other schools to compare work and to determine whether it is at a level that is appropriate to the ages of the pupils. This information is then used to track progress and to plan the next stages of learning.

- Classrooms are bright and attractive places that promote and celebrate learning and achievement. Displays on the walls provide good prompts to help pupils with their mathematics, reading and writing. Teachers use interactive whiteboards and computers well to demonstrate to pupils what they are expected to do.
- Teaching assistants work very well alongside teachers to support groups and individual pupils. They are well trained and have a clear understanding of what their role is within lessons. They make a valuable contribution to pupils' learning, particularly with disadvantaged pupils, and disabled pupils and those with special educational needs.
- There is a whole-school marking policy that is generally followed accurately by teachers. Teachers mark pupils' work regularly and identify errors in written work and mathematics. However, not all teachers clearly identify the next steps in learning and explain how work could be further improved.
- Teachers generally plan and teach activities that are adjusted to the different range of abilities within their classes. They use questioning well to probe pupils' understanding and adjust the questions to the different abilities. Teaching for the most-able pupils is planned very well to challenge and stimulate them and the school makes very good use of a secondary school maths specialist to work with the higher ability pupils in Year 6. However, some tasks for less-able pupils are not as well matched to their needs and as a result this can slow their progress. Activities are not sufficiently well broken down and as a result errors can reoccur.
- Teaching across the curriculum is good and there are good opportunities for pupils to develop knowledge and skills across all subjects. Science is taught regularly but pupils do not have enough opportunities to plan and take part in science investigations. This limits their opportunities to draw conclusions from the outcomes of their work.

## Personal development, behaviour and welfare

**is good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show care, consideration and respect for each other. They are provided with good opportunities to take on additional responsibilities, including recording information on the electricity that is generated by the school and acting as monitors during assemblies. Older pupils help run clubs and activities for younger or potentially vulnerable pupils at lunchtime, alongside staff.
- Pupils are polite and well mannered and show great pride in their school. They were keen to talk to inspectors during the inspection and identified how the school has improved over recent years. The welfare of pupils is seen as a priority by the school and strong action has been taken to ensure that they are safe and protected. A nurture education assistant has been employed and trained to work alongside potentially vulnerable pupils and has been successful in developing their self-confidence and self-esteem.
- Pupils are members of the school's safeguarding committee and also have the option to be 'playground friends'. They are required to apply by letter for the opportunity and if successful are then trained by a member of staff to ensure they can undertake the roles effectively. They take the responsibility very seriously and monitor what happens at playtimes, lunchtimes and around the school and report back to the staff.
- Pupils have a good awareness of how to keep themselves safe in a range of situations, both within school and when they are away from school. They recognise the potential dangers that the internet could pose to them and say that the school provides them with good information on how they can remain safe. Parents are very positive about how safe their children are at school.
- Pupils say that bullying is very rare in school and show confidence that if it were to occur it would be dealt with well by teachers. They understand the effect that unkind language can have on others and have a good understanding of the different types of bullying, including homophobic bullying. Thorough school records indicate that any form of unacceptable behaviour is closely monitored and dealt with effectively. A small minority of parents expressed some concerns about bullying but inspection evidence showed that any such incidents and concerns are being managed appropriately.
- The large majority of parents who responded to Parent View, the online survey, or who were spoken to during the inspection, expressed great satisfaction and confidence about the work of the school. They

recognised and appreciated the changes that the headteacher had brought about and felt these had been of benefit to the pupils. A small minority expressed some concerns over communication with parents but evidence gathered during the inspection, confirmed by the view of pupils, staff and the majority of parents, indicated that the school has made changes that were necessary and communicated effectively with parents.

### **Behaviour**

- The behaviour of pupils is good. There have been significant improvements in behaviour since the last inspection and as a result pupils now show positive attitudes to learning and have a clear understanding of how they should behave at all times.
- The school has implemented its own 'SMART' behaviour policy, which is understood and followed by pupils. It is based on a series of values, including speaking politely and listening carefully, making school enjoyable for everyone and acting safely and sensibly. Pupils were able to explain accurately to inspectors what this meant to them and why it was in the best interests of all the pupils within school.
- Pupils move around school sensibly and behave well both in classrooms and on the playground. Pupils who have behavioural needs are well supported to ensure that their behaviour does not get in the way of their learning and does not disrupt others' learning. The few incidents of inappropriate behaviour in school are managed well by staff and do not disrupt other pupils' learning.
- Pupils' attendance is above the national average. Attendance for disadvantaged pupils and for disabled pupils has been below that of other pupils in school for the past two years but has risen in the current academic year and is now close to the national average. This is as a result of the robust procedures that the school has in place to ensure that parents and their children understand the impact that good attendance has on the progress that pupils make in school.

### **Outcomes for pupils**

**are good**

- Outcomes for pupils have improved since the last inspection.
- In 2015 pupils in Year 2 attained standards in all subjects that were at least in line with national averages and this indicated good progress from their starting points in school. National assessment information from 2015 shows that pupils' attainment at the expected levels in reading, writing and mathematics at the end of Year 6 is now broadly in line with national outcomes.
- There have also been significant improvements in the progress that pupils make by the end of Key Stage 2. In 2015 the proportion of pupils in Year 6 making at least expected progress from Key Stage 1 was better than national in reading and writing and in line with national in mathematics. Current school assessment information and evidence gathered during the inspection, including work in pupils' books and lesson observations, indicates that pupils currently in school in all year groups are making progress that is at least in line with, or better than, expected progress.
- The proportion of pupils who achieved the expected level in the Year 1 phonics check has risen over the past two years and is now in line with the national average. This is as a result of the consistent and accurate teaching of phonics and additional support for any pupils who are at risk of falling behind.
- Disadvantaged pupils are now making much better progress and any gaps in attainment with other pupils in school and all pupils nationally are narrowing rapidly. This is because the school monitors their progress closely, uses the pupil premium funding very effectively and provides well-planned additional support where it is needed.
- Disabled pupils and those with special educational needs now make good progress from their starting points. Much more effective provision that meets the individual needs of these pupils has been in place since September 2015 and is beginning to have a very positive impact on their progress. School leaders have ensured that there is now early and accurate identification of their needs, one-to-one and small-group support from teachers and teaching assistants, and specialist external advice and support.
- The most-able pupils in school make similar good progress to other pupils in school. School leaders have ensured that teachers set suitably challenging activities within lessons and have used external specialists with groups of pupils to provide additional support.
- Pupils in all year groups display positive attitudes to learning, show perseverance and resilience in tackling new tasks and are well prepared for the next stage in their education.
- Less-able pupils make similar rates of progress to their peers. However, there are occasions when work does not always match the needs of these pupils and they don't always achieve as highly as they might.

## Early years provision

is good

- Children start in Reception with skills and abilities which are broadly typical for their age. They make good progress from their starting points due to effective teaching and well-planned activities that engage their interests and match their needs. In 2015 the proportion of children that had reached a good level of development was above the national average. As a result they are well prepared for when they start in Year 1.
- Teaching is good in the early years. Initial assessments of children's abilities and needs are accurate and are used to measure their progress throughout the year. The classrooms are lively and stimulating places with areas set up that support learning in all areas of the curriculum. An example of this was seen during the inspection where children were working enthusiastically with a member of staff to recognise numbers on a dice and then place the dice in the correct space on a number line.
- There is a strong focus on developing early reading skills. Accurate teaching of phonics by all staff helps children to make good progress in this area. Children are also enthusiastic writers and use their phonics knowledge to make accurate attempts at spelling words. Adults are careful in ensuring children use and write letters and numbers correctly and they model correct speech well.
- Children behave well and cooperate well with each other. They know how to take turns and listen to what the other is saying.
- Leadership of the early years is good. At the time of the inspection there had been a recent change of staff but effective arrangements had been put in place to ensure that the plans for further improvement made by the previous leader would continue to be followed through. Good support has been provided for the early years leader through an outstanding teacher from another school and this has led to improvements in both the indoor and outdoor classroom.
- Robust arrangements are in place to ensure children's safeguarding and welfare needs are fully met. As a result, children feel happy and safe and this helps them to thrive in their first year in school.
- Parents are encouraged to contribute to their children's learning and are valued as partners in their education. Termly drop-in sessions enable parents to see what their children have been doing in school and to work alongside them.

## School details

<b>Unique reference number</b>	123438
<b>Local authority</b>	Telford and Wrekin
<b>Inspection number</b>	10002473

This inspection 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	276
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Kettle
<b>Headteacher</b>	Jo Weichlbauer
<b>Telephone number</b>	01952 388370
<b>Website</b>	<a href="https://ladygroveprimary.taw.org.uk">https://ladygroveprimary.taw.org.uk</a>
<b>Email address</b>	<a href="mailto:Ladygrove.Pri.A+H@telford.gov.uk">Ladygrove.Pri.A+H@telford.gov.uk</a>
<b>Date of previous inspection</b>	7–8 November 2013

## Information about this school

- Ladygrove Primary School is an average-sized primary school.
- Children in Reception attend full-time.
- The proportion of disadvantaged pupils – those who are supported by the pupil premium funding – is below average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and those who are looked after.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is below that in most schools.
- The proportion of disabled pupils and those who have special educational needs is above average compared to similar schools nationally.
- Before- and after-school provision operates on the school site but is not run by the governing body and is therefore inspected separately, and was not included in this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics for pupils in Year 6.
- The headteacher was appointed to the post in September 2014.

## Information about this inspection

- The inspectors observed pupils' learning in 16 lessons or parts of lessons. A number of lessons were observed jointly with the headteacher and deputy headteacher.
- The inspectors looked at work in pupils' books and listened to pupils read. They met two groups of pupils to gain their views of the school. The inspectors observed pupils' behaviour at breaktime, lunchtime and at the end of the school day, as well as in lessons. They attended an assembly.
- The inspectors looked at a range of documentation, including: assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, records of how teaching is managed, and the school improvement plans.
- Meetings were held with the headteacher, the deputy headteacher and two middle leaders. The lead inspector met with five governors, including the Chair of the Governing Body. He met with a representative of the local authority.
- The inspectors took account of the 42 responses to the online questionnaire, Parent View, and talked to parents at the beginning and end of the school day. They also looked at the 34 responses to the staff questionnaire.

## Inspection team

Adam Hewett, lead inspector	Ofsted Inspector
Stephen Cartlidge	Ofsted Inspector
Amarjit Cheema	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

