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Deborah Presswood
Ladybrook Primary School
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Dear Mrs Presswood

No formal designation inspection of Ladybrook Primary School

Following my visit to your school on 26 February 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. The findings do not change the overall effectiveness judgement of outstanding from the last section 5 inspection.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for a no formal designation inspection of schools. The inspection was carried out to enable Her Majesty's Chief Inspector to better understand the quality of education in specific subjects provided by outstanding primary schools. The subject in focus was languages.

Main findings

The quality of education in French at your school is strong. Curriculum planning is well sequenced and logical. Teachers are supported by a knowledgeable curriculum leader. Teachers deliver lessons with precision and confidence. Pupils work hard. Your teachers have created an environment where pupils are excited about language learning. Pupils are well prepared for their move to secondary school as far as languages is concerned.

Curriculum planning is very clear. It sequences what pupils are expected to learn in French very well. For example, the vocabulary that pupils learn has been well chosen. Words are introduced gradually, and they are revisited regularly across key stage 2. This helps pupils to remember them.

The order in which teachers introduce vocabulary helps pupils to understand simple grammatical concepts. For example, when learning the words for different animals in French, masculine nouns are introduced first. When feminine nouns are introduced the difference between 'un' and 'une', the two French words for 'a', is taught. Adjectives are introduced in a similarly structured and logical way. Initially, pupils meet adjectives that come after the noun. Once this is understood by pupils, teachers introduce some adjectives that come before the noun in French. Gender agreement is then introduced gradually. Pupils understand concepts and remember vocabulary well because they are introduced logically and repeated over time.

Your teachers explain the sound-spelling link in French in lessons. Differences between English and French spelling are highlighted and practised. The vocabulary that has been chosen contains many different French sounds. This is not by chance. It has been planned strategically. Again, this is an example of the highly logical approach to curriculum planning. Pupils' pronunciation is strong as a result. They can explain differences between how French and English words are written. They even correct each other if they ever make a slip in their pronunciation.

Teachers deliver the curriculum effectively. They have access to a range of resources including sound files to support their own pronunciation. They use a variety of strategies in lessons to ensure that pupils learn vocabulary thoroughly. The curriculum leader supports teachers who are less confident in French well. She has an excellent understanding of what progress looks like in languages.

The subject is well led. The curriculum leader asks teachers for their feedback on planning for French and the quality of support that they receive. She asks pupils for their opinion on languages and makes sure that this information forms part of the development plans. The whole-school system of 'learning ladders' helps teachers to assess how well pupils are doing. Teachers then alter the curriculum for different classes if this is needed.

French has been a priority for the school for many years. All pupils receive weekly French lessons between Years 3 and 6. This includes pupils who have special educational needs and/or disabilities (SEND). Each half term per year, the curriculum leader teaches each class in the school on a Friday afternoon. This is to enrich the languages curriculum. The curriculum leader uses this time to go over work from French lessons and to develop cultural awareness. Pupils at key stage 1 are included. These pupils learn simple French words and enjoy songs and games in French. Many pupils at key stage 1 also attend French club.

Pupils achieve well. You are aware that some classes are at different stages in their French due to historic changes in staffing. Nonetheless, pupils remember key vocabulary. They have a good understanding of basic grammatical structures. Most pupils pronounce words correctly. Pupils can participate in rehearsed question and answer exchanges. Their understanding of the building blocks of the language is strong. I saw pupils interpret relatively complex sentences into French correctly on

the spot. For example, in one class pupils were interpreting sentences such as 'the big white whale is swimming in the garage.' Achievement is strong because the curriculum is highly sequenced and ambitious, and it is delivered well.

Pupils enjoy learning about French culture. They enjoy the different activities that help them to learn in lessons. They sang songs to me and showed me the actions that go with words. They talked about the activities they do in French and spoke with confidence about the subject.

Evidence

I met with you and your curriculum leader for French. I visited French lessons in Years 5 and 6 and looked at a selection of pupils' work in French from across the key stage. This included work from lessons that I visited. I spoke with groups of pupils about their learning in French. I evaluated the curriculum planning, policies and development plans for languages. I spoke to teachers whose lessons I visited about the curriculum in French.

Context

Ladybrook Primary School is an average-sized primary school. There are currently 209 pupils on roll. The proportion of pupils who are entitled to free school meals is below average. The proportion of pupils with SEND who are receiving additional support is above average. The proportion of pupils with SEND who have an education, health and care plan is below average.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Stockport. This letter will be published on the Ofsted website.

Yours sincerely

Michael Wardle

Her Majesty's Inspector