

Inspection of Ladygrove Park Primary School

Avon Way, Didcot, Oxfordshire OX11 7GB

Inspection dates: 5 and 6 December 2023

Overall effectiveness **Good**

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|---------------------------|-------------|
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Outstanding |

The headteacher of this school is Andrew Markham. This school is part of Oxfordshire Primary Education Network, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Markham, and overseen by a board of trustees, chaired by Imran Lokhon.

Ofsted has not previously inspected Ladygrove Park Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

The school has high aspirations for all and pupils strive to meet them. Their independence and curiosity are nurtured right from joining the nursery as they learn to be great thinkers, collaborators and role models. Pupils achieve well. Those with special educational needs and/or disabilities (SEND) are supported particularly well in this highly inclusive and nurturing school.

The school teaches pupils how to stay safe. They rightly trust adults to help them if they are concerned about anything. Pupils enjoy learning and become resilient to setbacks when exploring new areas of the curriculum. As one parent put it: 'The school creates a safe and happy environment, where children are willing to take risks and try new things even when they are unsure.'

Pupils behave calmly and considerately in lessons and around the school. They show respect for each other, and the adults who help them. Pupils are taught the high expectations of the 'Ladygrove standards' for learning and behaviour through lessons and school assemblies. They work hard to live up to these expectations and delight in earning special badges and titles, such as 'knights or dames of Ladygrove', when they demonstrate exemplary work, behaviour for learning and kindness.

What does the school do well and what does it need to do better?

The school has developed a broad and interesting curriculum, and all pupils learn it in a logical sequence from the Nursery Year to the end of key stage 2. The curriculum is planned rigorously, and teachers know precisely what knowledge and skills must be taught and when. They use activities which help pupils to understand, practise and regularly recap new knowledge. Teachers routinely check what pupils know so they can help them to stay on track. In mathematics, for example, pupils fluently apply what they have learned to problem-solving and reasoning tasks.

Assessment is used most effectively in mathematics and English. In these subjects, the school uses assessment to identify areas of the curriculum where pupils struggle most and risk falling behind. Adults check frequently what pupils understand and remember before moving on to new areas of learning. Where needed, extra help is put in place so that pupils understand the intended learning and keep up with their peers. However, this practice is not fully secure across all curriculum areas. As a result, in some other subjects, pupils have gaps in their knowledge and struggle to remember coherently what they have learned.

Children get off to a great start in the early years foundation stage (EYFS). They learn the well-established routines quickly. Children thrive in the positive environment for learning, enjoying warm and stimulating relationships with the adults who care for them. They are taught how to independently choose resources to construct models and glue, stick or paint pictures. Children have a strong start to early mathematics and reading. Their understanding of number develops securely, and they are ready for the mathematics curriculum in key stage 1. Adults promote

rich language, for example through talking with children in the Nursery Year about the consistency of flour and glitter as varying amounts of water and oil are added, creating a 'gloopy' mixture from 'powdery' or 'dusty' ingredients. Reading is taught well. Adults read regularly to children, inviting them to explore characters and settings in stories from different cultures. Teachers have secure knowledge of phonics and make sure pupils practise letter sounds and blending through books which are closely matched to the sounds they are learning. Teachers know children well and give them effective support if they show signs of falling behind. Pupils throughout the school read to each other, modelling expression and strong reading habits in the process.

Pupils have many opportunities to develop their characters. In the Reception Year, they contribute to school decisions through the key stage 1 school council. Older pupils serve the school community as peer mentors, digital leaders and house captains. As pupil inclusion ambassadors, pupils lead assemblies and debates, learning tolerance as they listen to each other's opinions. Pastoral care is strong, and pupils are taught how to look after their mental health by qualified adults. Pupils are well prepared for life in modern Britain, learning that everyone should be treated fairly. Pupils know by heart their favourite school mantra: 'Strong people stand up for themselves. Really strong people stand up for others'.

Trustees and governors are highly knowledgeable about the school. They fulfil their statutory duties diligently and provide strong support as well as focused accountability. Staff get the training they need in areas which will help pupils most, and they are proud to work in this happy and aspirational school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, assessment is not used consistently well to check pupils' understanding before moving on to new areas of learning. As a result, some pupils develop gaps in their understanding, which hinders them from making connections between new and previous learning. The school should ensure that assessment is used consistently well across the curriculum so that gaps in pupils' learning are identified and addressed promptly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 139750 |
| Local authority | Oxfordshire |
| Inspection number | 10296513 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 437 |
| Appropriate authority | Board of trustees |
| Chair of trust | Imran Lokhon |
| CEO of the trust | Andrew Markham |
| Headteacher | Andrew Markham |
| Website | www.ladygrove-park.oxon.sch.uk |
| Date of previous inspection | 9 November 2011, under section 5 of the Education Act 2005 |

Information about this school

- The school is in an academy umbrella trust with three other primary schools.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this ungraded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors carried out deep dives in reading, mathematics, art and design, computing and science. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also spoke with leaders about the curriculum, the teaching of early reading and assessment.
- During the inspection, the inspectors met with the headteacher and the deputy headteacher.
- Views of pupils and staff were gathered through interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of local governing body meetings and behaviour incident logs.
- The inspectors observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour and leaders' expectations of pupils' behaviour.

Inspection team

Jo Brinkley, lead inspector

His Majesty's Inspector

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