



Ladybrook Primary School

Inspection Report

Unique Reference Number 106055
Local Authority Stockport
Inspection number 287399
Inspection dates 25–26 October 2006
Reporting inspector Mike Hewlett

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

Type of school	Primary	School address	Gleneagles Close Seal Road, Bramhall Stockport, Cheshire SK7 2LT
School category	Community	Telephone number	0161 4398444
Age range of pupils	3–11	Fax number	0161 4398444
Gender of pupils	Mixed	Chair	Mrs Pamela Smith
Number on roll (school)	246	Headteacher	Mrs S Penny
Appropriate authority	The governing body		
Date of previous school inspection	19 November 2001		

Age group 3–11	Inspection dates 25–26 October 2006	Inspection number 287399
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average size primary school with Nursery provision. There is also an after school club that provides before and after school care for up to 32 children from ages 3 to 11 with some day care available for 26 nursery age children. Most pupils come from the surrounding area and few are eligible for free school meals. An above average number of pupils have statements of special educational need. However, a smaller than average proportion has learning difficulties and/or disabilities, although this figure is increasing. Almost all pupils are from White British families. Few are learning English as an additional language and none of these is at an early stage of learning English. There are higher than average levels of pupil mobility in some year groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

'Every child really does matter here, not just academically but socially as well', commented one parent. This commonly held view helps to explain why Ladybrook is such an outstanding school. The school provides excellent value for money and justifiably enjoys great levels of support and confidence from parents and the community. Staff are unstinting in the time and commitment they give in meeting the needs of pupils. As a result, pupils make exceptional progress in both their academic and social development. A real strength of the school lies in the fact it is not prepared to rest on past successes as it strives to improve still further.

Under the exceptional leadership of the headteacher, staff and governors are very successful at analysing and reviewing the school's performance and in robustly tackling any gaps they come across. Excellent systems are in place for tracking pupils' progress and for setting challenging targets. Through this scrutiny, the school found that not enough pupils were reaching the higher levels in writing. The impact of changes made is clearly evident in the outstanding results in 2006 Key Stage 2 tests. A similar emphasis is now needed on mathematics so that the percentage of pupils reaching higher levels is increased still further. From the Foundation Stage onwards, achievement is outstanding, because all pupils make such excellent progress. Standards are exceptionally high in English, mathematics and science by the time they leave.

The excellent quality of teaching impacts directly on pupils' learning, which is outstanding. Lessons are pacy, enjoyable and full of interesting activities that keep pupils engrossed. Both the curriculum and the Foundation Stage provision are outstanding because they sustain pupils' interest and bring their learning to life. This is achieved through exciting lessons and excellent use of teaching resources, together with a wide array of enrichment opportunities that include visits and after school clubs. Information and communication technology (ICT) is a real strength and pupils are extremely confident in using it as a tool for learning. It is no surprise that pupils respond so positively to what is on offer. They play their part to the full in making the school what it is. They tell everyone just how much they enjoy coming to school and know their views and opinions will be listened to. For example, they describe how they helped to plan and develop the improved outdoor play provision. The outstanding care, support and guidance that are available for all pupils help to ensure that they leave the school as very well rounded individuals showing just the right level of self-confidence to take on new challenges and work well with others.

What the school should do to improve further

- Improve the percentage of pupils reaching the higher levels in mathematics.

Achievement and standards

Grade: 1

Children join the Foundation Stage with skill levels that are generally above national expectations, although this does vary from year to year. Children of all abilities make excellent progress so by the end of the Reception year, they are achieving standards far in excess of what is expected of them. This exceptional progress and achievement of all pupils, regardless of gender, ability or ethnicity, continues as they move through Years 1 and 2. The picture is replicated in Key Stage 2 where for most of the last six years the pupils' test scores at age 11 have significantly exceeded national averages and the school has consistently met its challenging targets. Where there is a dip, such as in 2005, there are good reasons for this. Over a third of the Year 6 group joined the school during Key Stage 2 and half of those who arrived had learning difficulties and/or disabilities. The school offered these pupils excellent support, quickly spotting their needs. As a result, many were able to catch up and meet their targets, although they had only spent a short time at Ladybrook.

Personal development and well-being

Grade: 1

Pupils' outstanding personal development contributes significantly to their learning. Pupils grow into confident, considerate and mature young citizens by the time they leave. Spiritual, moral, social and cultural development is outstanding. For instance, pupils feel passionately about issues such as bullying, poverty, cruelty and animal rights, revealing excellent moral development.

Pupils at this school are well mannered and their behaviour is exemplary. Excellent rates of attendance reflect pupils' enthusiasm and enjoyment of learning. They make an excellent contribution to their community, for instance, the school council is involved in directing school improvements. All pupils show their care for the wider community through much fundraising for charities. As one pupil put it, 'we feel sorry for others when we stop and think how lucky we are'.

Pupils have excellent attitudes towards healthy living. The school has just received a local award for 'changing the eating culture'. Parents report that they have noticed healthier eating habits at home. Pupils hold very strong views about issues such as smoking and drugs. They feel that the school is safe and free from bullying. There are excellent chances for pupils to prepare for their future economic well-being, for instance, they learn about money while organising fundraising events and develop outstanding computer skills.

Quality of provision

Teaching and learning

Grade: 1

Teachers bring the National Curriculum to life, generating a buzz about learning throughout the school. There is a high level of pupil participation in lessons and pupils know that 'staff always come over and help you when you are stuck'. Pupils take responsibility for their learning and are very clear what they need to do to improve their work and meet their individual targets. Relationships are excellent and staff seize every opportunity to build on pupils' learning. Lessons include everyone and work is well matched to pupils' ability. In Year 6, a group of high attaining pupils were challenged by the text of Macbeth and rose to the occasion with enthusiasm, confidently reading their lines and articulating the motivation and feelings of the characters. Excellent teamwork ensures that there is a consistent approach to teaching and learning throughout the school. The confident and creative use of ICT adds sparkle and interest to lessons.

Curriculum and other activities

Grade: 1

The curriculum goes far beyond requirements by offering diversity and excitement. Links are forged between subjects and creativity is valued. Weeks dedicated to creative subjects add a further action packed dimension to this provision. There is an excellent range of enrichment activities using the skill of the staff and bringing in expertise from outside the school. Pupils enjoy their learning experiences within a stimulating environment. Health education is integrated into the curriculum, giving pupils opportunities to learn all they need to make healthy lifestyle choices both now and in the future. The school has great strengths in provision for ICT and, as a lead school, shares knowledge and expertise with other schools.

Care, guidance and support

Grade: 1

The impact of the outstanding care, guidance and support given to the pupils is seen in their personal development. Parents value this and say, 'Children always come first here'. Pupils appreciate the care they receive; they think 'staff are lovely, including the support and dinner staff'. Careful tracking of pupils' progress through the school enables staff to give pupils meaningful targets for improvement and there is careful monitoring of progress. Health and safety procedures are excellent and appropriate child protection systems are in place. A strong team provides impressive support for children with learning difficulties and/or disabilities and they make rapid progress. Nursery and Reception classes give children an excellent start to their school life in a caring and safe environment.

Leadership and management

Grade: 1

Leadership, management and governance of the school are outstanding. The headteacher provides exceptional leadership and vision. Parents are unanimous in their respect for her. Very well supported by her deputy headteacher, she has built an excellent team where all at the school are focused on maintaining high standards and providing a high quality of education for all pupils. This excellent leadership is illustrated in the way pupils who have learning difficulties and/or disabilities or who join the school late are fully integrated into the school. Self-evaluation is reflective, challenging and accurate. However, the school's judgements of its own capacity to improve, pupils' achievement and standards, and the Foundation Stage provision, are too cautious. Governors are informed critical partners, fully supportive of the headteacher's vision. There is no sense of complacency, just a determination to improve still further. The motto 'leave no stone unturned' features regularly in school documentation. This attitude is central to all that the school does and helps to explain why all pupils achieve so well. Based on its proven track record of continuous improvement, the school is outstandingly well placed for continued success.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently to find out if your school is giving you the education you should receive.

Thank you very much for making us so welcome. We really enjoyed talking to you and finding out about what you enjoyed doing. It is important for you to know that your school is outstanding.

Some of the things that really impressed us were:

- how well you do in English, mathematics and science
- how keen you are to take on responsibilities, help to make decisions about your school and care about one another
- your behaviour and attitude to work which are outstanding
- the staff who take excellent care of you all and teach you exceptionally well
- your headteacher who is exceptional - but I think you already know that
- the welcome everyone gives to children who are new to your school.

The adults in your school have already spotted what needs to be done to improve even further and we agree with them. More of you could reach Level 5 in the Year 6 mathematics national tests.

Thank you for helping us so much with the inspection. You told us how proud you are of your school and we can understand why. We hope you will carry on enjoying learning and helping your teachers.