



# Ladygrove Park Primary School

## Inspection Report

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**Unique Reference Number** 131904  
**Local Authority** Oxfordshire  
**Inspection number** 293882  
**Inspection dates** 19–20 September 2006  
**Reporting inspector** Charalambos Loizou

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

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<b>Type of school</b>	Primary	<b>School address</b>	Avon Way
<b>School category</b>	Community		Didcot
<b>Age range of pupils</b>	3–11		OX11 7GB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01235 519235
<b>Number on roll (school)</b>	385	<b>Fax number</b>	01235 512658
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Andrew Gadd
		<b>Headteacher</b>	Mr David Burrows
<b>Date of previous school inspection</b>	5 February 2001		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school situated in a generally advantaged area. It is a popular school, reflected in the increasing numbers on roll since it first opened in 1999. The school admits three-year-old children who attend part-time and are taught alongside four and five-year-olds in the Foundation Stage. The vast majority of pupils are of White British heritage. A very small number are from a diverse range of backgrounds and a few are in the early stages of learning English. The proportion of pupils with learning difficulties or disabilities is below the national average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The pupils achieve well at this good school. They mature into polite and very well behaved individuals who show caring attitudes to each other, their community and the environment. Pupils enjoy their education and parents are very pleased, one typically commenting, 'My son really enjoys school and has made good progress over the years'. Parents are right, standards are improving and pupils achieve well in relation to their starting points.

Children make good progress in the Foundation Stage because the teaching is consistently good and the children find learning fun and stimulating. In Years 1 to 6, the teaching is good, although it is not always made clear to pupils how they can improve their work to reach their learning targets. Pupils respond very positively because relationships with staff are strong and work in lessons is lively, practical and enriched with an excellent range of educational visits. Both the teaching and the school's strong curriculum are having a positive effect on the pupils' outstanding spiritual, moral, social and cultural development.

Standards in English, mathematics and science are above average, although fluctuations in tests results in previous years reflect inconsistencies in the way teachers use assessment information. Effective leadership has begun to address this as recent test results show a marked improvement to standards.

Good leadership and management, including governance, ensure that the school knows its strengths and areas for improvement. The school has matched its evaluation of itself accurately to that of inspectors. The headteacher, staff and governors have secured very good improvements since the school's last inspection and have recognised there is still more to be done to help all pupils reach their targets.

Highly effective leadership by the headteacher and leadership team, together with the energetic cooperation of all staff, have improved standards and the quality of teaching. Since the school first opened, the headteacher has guided improvements to provide a vibrant curriculum that includes a strong emphasis on the creative arts, music and environmental education. Good teaching and an outstanding curriculum are having a positive effect on the pupils' outstanding personal development and well-being. Consequently, pupils enjoy school which is reflected in good attendance levels. Pupils develop a very good understanding of healthy living and how to stay safe as well as building very good links with the local and wider community. There are strong international links with other schools, for example, in West Africa and in the United States, that provide very good opportunities for pupils to learn about cultures and customs that are different to their own. Parents' and pupils' views are sought and ideas are acted on. Consequently, the vast majority of parents think highly of the school and what it offers their children.

### **What the school should do to improve further**

- Sharpen and refine assessment so teachers analyse the information better to maximise the pupils' performance and progress.

- Enable all pupils to reach their targets by making it clear how they can improve on what they already know and understand.

## **Achievement and standards**

### **Grade: 2**

Standards are above average by the end of Year 2 and Year 6. The pupils achieve well in relation to their average starting points. Children in the Foundation Stage achieve well because the teaching is good and activities are stimulating and challenging. The children exceed the goals set for children their age by the time they start Year 1.

Standards in English, mathematics and science improved greatly in 2006 because the proportion of pupils achieving higher levels rose significantly compared with the previous year. The school sets challenging targets but teachers are not checking regularly enough to ensure that all pupils reach their targets. The school has made a good start addressing this as the most recent test results show significant improvement. Pupils with learning difficulties or disabilities make good progress because they are supported well by highly skilled support staff.

## **Personal development and well-being**

### **Grade: 1**

The pupils' spiritual, moral, social and cultural development is outstanding. The creative arts, music and links with the local and wider community make a strong contribution to pupils' spiritual and cultural development. Consequently, pupils are able to reflect on ideas, customs and the beliefs of communities different to their own. Excellent assemblies contribute greatly to develop well-rounded and balanced views about society and cultures. Consequently, pupils are very well behaved and form strong friendships. Pupils support those with disabilities so learn the importance of including everyone in a community, whatever their capabilities or disabilities. Pupils have very good understanding of the beliefs and customs of people from other parts of the world when raising funds to support street children in Mali or through links with a school in Baltimore. Pupils feel safe and are aware of healthy living as many cycle or scooter to school. Reading, writing and mathematics skills, including the use of computers, are used well to prepare pupils for their future. An excellent range of opportunities enable pupils to make significant contributions to the community when they represent their school in, for example, musical activities or when younger children produced a brochure about places to visit in Didcot.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers plan their work meticulously and provide tasks that match the abilities of the pupils. The best lessons are fast paced with challenging and engaging activities for all pupils who are highly motivated and work hard as a result. In the Foundation Stage, children learn well about their world and themselves and happily engage in conversation with others. Throughout the school, well qualified support staff make a good contribution to pupils' learning in many ways. With teachers, they provide effective help for pupils with learning difficulties and disabilities.

Teachers assess pupils' progress diligently. However, the use of assessment is inconsistent and does not always ensure that all pupils reach their targets. In most lessons teachers' questioning is sharp and pupils are helped towards grasping the key skills or concepts being taught because the purpose of lessons is clear.

### Curriculum and other activities

#### Grade: 1

The curriculum is outstanding and is having a positive effect on standards and pupils' personal development. The school has been innovative in the way it organises its curriculum. Teams of teachers manage a group of subjects. Each team introduces fresh ideas with a dynamic approach to curriculum planning, enabling the considerable strengths and enthusiasms of teachers to be fully utilised. There is an emphasis on developing creative opportunities and exploiting local resources to increase relevance and enjoyment in learning. These initiatives have heightened pupils' interest in their work, while promoting independence and an appreciation of the environment. The pupils work with staff and the local community to improve the environment, such as through tree-planting and recycling projects. The range of extra-curricular activities is outstanding and includes modern languages, music, gardening and sports clubs. This work lays very good foundations for life-long learning. High quality educational visits to places of interest are linked to the topics being studied which enhance learning. Special projects involve visiting specialists that include artists, authors and musicians. Residential visits make a significant contribution to the personal and social development of pupils.

### Care, guidance and support

#### Grade: 2

The quality of care, support and guidance is good. It is having a positive effect on pupils' personal development, particularly in relation to their health, safety and well-being. Many pupils ride bikes and scooters to school, reflecting the school's commitment to environmental awareness and healthy living. Ladygrove Park is a happy, safe and supportive school. School dinners are healthy, and increasingly, so are packed

lunches. The pupils are safe because the school undertakes appropriate child protection procedures and checks on all staff as well as undertaking systematic risk assessments.

Outside agencies are used well to support pupils with learning difficulties and disabilities. There is very good support provided by support staff who care for those with disabilities. Assessment is used systematically to help teachers and the leadership team monitor the pupils' progress and performance. However, there are inconsistencies in the way teachers use assessment information to ensure that all pupils achieve as well as they are able.

## **Leadership and management**

### **Grade: 2**

Leadership and management including governance are good. The school knows itself well. This is reflected in accurate self-evaluation and planning for improvements that take account of pupils', staff and parents' views. The leadership team systematically analyses pupils' performance.

The leadership of the headteacher and senior leadership team is very good. Parents think highly of the school, one summing up the impact the headteacher is having, 'His dynamic and enthusiastic approach to the education of all the children is passed on to teachers and staff'. Senior staff have guided improvements to the school effectively so that the school is well placed to continue improving. Project leaders and curriculum teams evaluate the impact of the curriculum and teaching on pupils' learning. This has led to rising standards, much improved behaviour compared with that seen at the time of the last inspection, and since first opening. The school is very popular and well established as a focal part of its community.

Governors are increasingly holding the school to account following substantial changes to their roles and responsibilities. Good systems are in place to ensure they monitor the school's performance. The school's track record of improvement shows that it has good capacity to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

I was pleased to visit your school together with two other inspectors. I write to thank you for your help and for making us feel welcome.

We believe that yours is a good school.

We think these are the best things about your school:

- It helps you to enjoy learning and try hard and you are very well behaved.
- You are doing well in lessons and reach good standards in English, mathematics and science.
- You come to school regularly and on time.
- The children in the Foundation Stage do well because their lessons are interesting and exciting.
- You enjoy the many chances you get to experience music and the arts and you get very good opportunities to work in the community with local people, parents and staff.
- The staff take good care of you and this helps you develop excellent attitudes towards each other.
- Your school is well managed and your teachers support you well.

We have asked your teachers to do the following to improve your school to:

- keep a closer check on how well you are doing so you all do as well as you are able.
- make sure that you understand how you can reach your learning targets.

I wish you all the very best.

Yours faithfully

Charalambos Loizou

Lead inspector