

# Ladybridge Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	105169
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	324173
<b>Inspection date</b>	14 January 2009
<b>Reporting inspector</b>	Stephen Wall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	210
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Judith Ashcroft
<b>Headteacher</b>	Mr Colin Watson
<b>Date of previous school inspection</b>	29 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Broadford Road Bolton Lancashire BL3 4NB

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<b>Age group</b>	5–11
<b>Inspection date</b>	14 January 2009
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**Telephone number**  
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement, personal development and well-being, and leadership and management. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with senior members of staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation were not justified and these have been included where appropriate in this report.

## Description of the school

This is an average sized school situated in an area of broadly average social and economic circumstances. The proportion of pupils entitled to free school meals is average. Nearly half of the pupils are from minority ethnic backgrounds, mostly Indian or Pakistani. Half the pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is above the national average. Children join the Early Years Foundation Stage (EYFS) in the Reception Class from a wide range of nursery provision or, in some cases, with no pre-school nursery experience. The school has 'Investor in People' status. It has gained the Healthy Schools, Activemark and bronze and silver Eco awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school in which the pupils' personal development and well-being are outstanding. Equally outstanding is the quality of care, guidance and support it provides, despite the school's own modest judgement that this aspect is good. Standards and achievement have risen significantly since the last inspection because strong leadership is giving the school a sharp focus on improvement and a real sense of purpose. Rising standards and the relentless pursuit of excellence mean the school has outstanding capacity to improve even further. Parents are unanimous in praising the school. Typical comments were: 'I am so glad my children attend this school. I would recommend it to anyone,' and, 'the headteacher and all the adults set an excellent example of how a good and caring school should be'. The school has made very good progress in addressing the issues from the last inspection. It gives good value for money.

The school is a harmonious community built on strong relationships and a promotion of equality. Adults are good role models. They have high expectations for pupils' work and conduct. Pupils respond to the respect and warmth with which they are treated by respecting each other, behaving exceptionally well and showing real eagerness for learning. They enjoy school very much, as seen in their above average attendance and in their smiling and happy demeanour. They know that there is always an adult to turn to if they have any problems. They feel safe and secure. Policies and procedures for protecting children are in place and regularly reviewed. Pupils know and value the importance of healthy lifestyles; a high proportion taking part in sporting activities, for example. The school council and Eco committee make sure that pupils have opportunities to become involved in developing the school and its environment; they are especially proud of their vegetable garden and the new play facilities which they have instigated. Pupils know how well they are doing and what they need to do to improve their work because the school has sophisticated systems to track their progress. Regular meetings take place between individual pupils and the class teacher to discuss progress and identify where pupils could do better. This supports pupils in adopting a mature approach to their learning and prepares them very well to take full advantage of the next stages in their education.

Children join the EYFS with skills generally a little below those expected for their age. Good teaching enables all pupils, including those with learning difficulties and/or disabilities, to make good progress as they move up through Reception and Key Stage 1. Standards in reading, writing and mathematics are broadly average by the end of Year 2. Good progress is maintained in Key Stage 2 so that standards in English and mathematics are above average by the end of Year 6. In science pupils make outstanding progress to achieve standards that are well above average because they respond enthusiastically to the school's 'hands on' approach to teaching science. Girls generally achieve better than boys in line with the national picture. However, boys' achievement in English by the end of Key Stage 2 is significantly below that of girls and not as high as it should be. The school is tackling this discrepancy with improved reading resources and more engaging curriculum topic work for boys but the impact has yet to be fully felt.

Teaching is consistently good. It is supported by a good, relevant curriculum which is being developed to be more responsive to pupils' needs by introducing a thematic and topic based approach to make connections between different subjects meaningful. Teachers have secure subject knowledge and use this well to encourage pupils to think for themselves. Strong relationships are the bedrock on which teaching is built with the result that pupils have very positive attitudes to learning. Teaching assistants support pupils very effectively, especially

those who are vulnerable, so that all make good progress. A fast pace and a wide variety of activities keep pupils active in most lessons.

Dynamic and caring leadership promotes good levels of teamwork and a shared sense of purpose. Procedures to evaluate the effectiveness of the school are thorough. They enable leaders and managers to have an accurate view of what the school does well and where it could do even better. Middle managers are knowledgeable and eager to play their part in improving their areas of responsibility. Whilst the school's impact on community cohesion is satisfactory, leaders are aware that more could be done in relation to global and multicultural awareness. Governance is good. Governors are very supportive but not afraid to hold the school rigorously to account when necessary.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the EYFS with skills that are generally just below those typical for their age. However a high proportion of the children with English as an additional language have below average communication and literacy skills. Good induction procedures ensure children settle quickly into Reception where there is a warm and welcoming atmosphere. Children feel safe and secure in the nurturing environment and progress well in the EYFS because teaching is good. By the end of Reception, standards are consistently in line with age related expectations. Adults form strong relationships with the children. They are excellent role models providing very high levels of care and support. The learning environment is stimulating. Children enjoy the wide range of learning activities provided for them. There is a good balance between teacher-led activities and activities which the children initiate themselves. Well organised outdoor provision is used effectively to develop children physically and encourage their knowledge and understanding of the world around them. Leadership and management of the EYFS are in a phase of transition. They are not sufficiently informed or effective enough to monitor the effectiveness of the EYFS closely or give it strategic direction for the future. The school is aware of this and plans are in place to tackle the issue.

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

- Improve boys' standards in English in Key Stage 2.
- Make sure that the oversight and management of the EYFS is well informed and effective.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

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

## 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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for making me welcome and treating me with such courtesy when I inspected your school. I enjoyed talking to many of you. What you told me helped me in judging how effective your school is.

You will be pleased to know that you go to a good school which is getting better and better. I was very impressed with how well you behave and how well you all get on together. I was also very pleased to see how good your attendance is – well done! This shows that you enjoy coming to school. You make good progress

in your learning as you move up through the school because your teachers go to great lengths to make sure you get well prepared and interesting lessons. Your teachers and all the adults working with you take exceptionally good care of you and work very hard to make sure you do as well as you possibly can. They do all they can to help you succeed and prepare you for the next stages in your schooling. I was also pleased to see so many of you taking part in the wide range of extra activities the school puts on for you. These help you become healthy and add to your enjoyment of school.

In order to make your school even more successful there are two things it needs to do:

- make sure that boys do better in English in Key Stage 2
- make sure that there is effective oversight and leadership in the Foundation Stage.

A lot of the success of your school is down to your hard work and your positive attitudes. I am confident that you will continue to play your part in the coming years to make sure your school goes from strength to strength.