

# Ladybrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	106055
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	336608
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	John Heap

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pamela Smith
<b>Headteacher</b>	Mrs S Penny
<b>Date of previous school inspection</b>	5 October 2006
<b>School address</b>	Gleneagles Close Seal Road Bramhall SK7 2LT
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed eight teachers and spent around 50% of available time looking at learning. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documents, including the self-evaluation form, the school improvement plan, the minutes of governors' meetings, reports from the local authority, safeguarding policies, the tracking of pupils' achievements and government data on the school's national assessment results. In addition, 109 questionnaires from parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether attainment is high enough and progress good enough at the end of Key Stage 1
- the progress and achievement of groups of pupils, most particularly the more able pupils at both key stages to determine whether teaching is sufficiently challenging.
- how well target-setting and marking ensure that pupils know their achievements and what they need to do to further improve
- the precision of self-evaluation and whether the outcomes lead to challenging success criteria in the school improvement plan.

## Information about the school

Ladybrook is an average sized school that serves a mainly White British population. Small groups of pupils are from other ethnic heritages and include a very small proportion of pupils at the early stages of learning English. The proportion of pupils entitled to free school meals is well below the national average. Few pupils join or leave the school during the year. The proportion of pupils with special educational needs and/or disabilities is below average. The school has achieved several awards, including: Healthy School status; Activemark; Artsmark Gold and the Information and Communication Technology (ICT) Mark. Extended provision includes childcare and support for parents and carers.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Ladybrook is a good school. Outstanding features are evident in pupils' excellent knowledge and understanding of how to keep safe and in their exemplary contribution to various communities. Attendance is high. Behaviour is excellent. All of these have a great impact on the high level of pupils' enjoyment of school.

The school continues to foster successfully pupils' good academic and excellent personal development. This has led to the parents and carers and pupils expressing great satisfaction with the work of the school. Moreover, the school is extremely proud of the excellent relationship built up over time with parents and carers. A typical parental view is, 'My child has experienced a fun, varied and stimulating time at Ladybrook over the years.'

Children get a good start in the Early Years Foundation Stage and the school has improved the internal and external resources well in this area of provision. Despite this, the school does not make full use of outdoor provision to maximise children's learning. By the end of Year 6, attainment is above average overall and sometimes it is well above average. This equates to good achievement for the vast majority of pupils. However, attainment and progress are not as good for the most able pupils in writing, particularly at the end of Year 2.

Pupils achieve well in the majority of lessons observed because the quality of the teaching is good. However, pupils do not always receive sharp enough guidance from the marking of work. Moreover, on a few occasions, the monitoring and evaluation of teaching focuses more on teacher performance, rather than pupils' learning. The good curriculum is challenging for pupils in a range of disciplines, including the arts. Older pupils use successfully their good ICT skills in research, such as work about the Aztecs. However, more able pupils do not have enough challenging opportunities to use their writing in the full range of subjects.

The headteacher has a strong and clear educational vision. She has embedded a vision for the school that is clearly appreciated by governors, parents and carers and pupils. However, the good monitoring, self-evaluation and improvement planning occasionally lack a high level of precision and rigour. Consequently, the school's capacity for sustained improvement is good, rather than outstanding.

## What does the school need to do to improve further?

- Raise attainment in writing, particularly for more able pupils, by:
  - using assessment data to set consistently challenging targets

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- making marking more challenging and informative about pupils' achievements and areas for improvement
- giving pupils more opportunities to use basic skills across the full range of subjects.
- Sharpen monitoring, evaluation and improvement planning by:
  - developing success criteria in the school improvement plan that are precise and rigorous
  - ensuring that lesson observations are always more closely focused on pupils' learning rather than teacher performance
  - ensuring subject leaders have more opportunities to check on pupils' work and observe lessons.
- In the Early Years Foundation Stage, increase the opportunities for active learning outdoors.

**Outcomes for individuals and groups of pupils****2**

Assessment data gathered by the school show that most pupils make good progress. This was confirmed in the majority of lessons observed during the inspection. Pupils work hard in lessons, concentrate very well and show excellent attitudes to learning and school. They are sensitive to the needs of others. For example, in an outstanding Year 6 lesson, pupils were very aware that they could contribute greatly to each others' learning and enjoyment through their exemplary behaviour and willingness to collaborate. Results in Year 6 national tests were strongest in reading and science, but writing is not as strong and this is reflected in current work. National assessment data at the end of Year 2 in 2009 show the attainment of more able pupils in writing lagged behind the national picture and well behind the school's attainment in reading. Pupils with special educational needs and/or disabilities, the very few learning English as an additional language and those from minority ethnic backgrounds also make good progress towards their individual targets.

Pupils' moral and social development is particularly strong. Pupils are very interested in local issues and current events. This was shown in the school assembly about Haiti and in the way pupils financially support the local baby unit. Older pupils take great pride in supporting the younger ones, often through playtime buddying or acting as reading mentors. Moreover, older pupils are engaged in a project to design a nature area for the Early Years Foundation Stage. Pupils are very aware of the benefits of developing a healthy lifestyle and talk convincingly about this, particularly the importance of healthy eating and the desirability of taking exercise.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Lessons are well planned and, mostly, meet the individual needs of learners. Teachers use questioning and discussion to encourage pupils to develop their skills, knowledge and understanding. Good pace, challenge and high expectations promoted effective learning in many of the lessons seen. Occasionally, the pace slowed because, for example, the teacher spent too long on a verbal introduction and the pupils became restless. A strong feature in all lessons observed was the good contribution made by effective classroom management and the exemplary behaviour of the pupils.

Assessment information and marking are often used effectively by staff to challenge pupils. However, scrutinising pupils' work and talking to pupils show this practice to be inconsistent. Where marking is good, pupils have a better understanding of their achievements and the next steps in their learning.

The strong curriculum promotes pupils' personal development exceptionally well. There are specific programmes for personal, social, health and citizenship education and these are backed by specialist contributions. For example, safe practices are promoted very effectively by provision for road safety, challenging contributions from emergency services personnel and visits to 'Crucial Crew'. Academic development is promoted well, most particularly in reading, ICT and the arts, reflecting some of the recent awards the school has received. The school is also addressing the need to provide more opportunities for pupils to develop their writing skills, particularly among the more able. The curriculum is modified well to meet the needs of the wide range of pupils with extra learning needs. The curriculum is enriched by a good range of visits, visitors and activities outside lessons. The extended services are well planned and include the

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provision of specialist work with the neighbouring secondary school.

The vast majority of pupils are happy and feel secure because of the caring ethos. This includes good guidance which enables pupils to learn effectively and make good progress. Pupils with special educational needs and/or disabilities, or those who require help with a particular problem, are well supported by staff and playground 'pals'. Highly effective monitoring of behaviour, attendance and punctuality promotes high standards in these areas. Strong links with the local high schools ensure that transition is smooth between the stages of education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Senior leaders and managers have a generally good grasp of the school's strengths and areas for development. There are consistent messages about high expectations and the staff share a vision for improvement. Consequently, the school promotes equality of opportunity and tackles discrimination well. The headteacher is successful in driving improvement, such as improving Year 6 national test results and commissioning the building of the Early Years Foundation Stage unit. Regular monitoring and evaluation of teaching identifies effectively teachers' and pupils' needs and leads to changes in practice and provision, for example increased emphasis on the teaching and learning of letters and sounds. Occasionally, lesson observations focus more closely on teacher performance rather than on pupils' learning. Improvement planning identifies appropriate areas for improvement but the success criteria are not rigorous enough. Middle leaders are enthusiastic and have high expectations, but their monitoring and evaluation lack sharpness because there are too few opportunities, for instance, to scrutinise pupils' work or watch lessons.

The school promotes community cohesion well. This reflects a good understanding of the local community through the effective and wide consultation. Pupils benefit from a wide range of opportunities to learn about diverse societies and to contribute locally. Globally, there are mutually advantageous links with countries such as Tanzania. Safeguarding procedures meet legal requirements. Staff are well trained and pupils have a keen appreciation of the importance of being safe. The vast majority of parents and carers judge that the school keeps their child safe. Governance is good. Governors support and challenge the school well. This is noticeable, for instance, in the good stewardship of finance and the development of strong safeguarding procedures to keep

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staff and pupils safe. They are closely involved in evaluating the work of the school, but in a small number of activities they rely too much on the headteacher for the information they receive.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle well and make good progress in their learning. By the time children finish in the Early Years Foundation Stage nearly all meet and many exceed the learning targets set nationally for children this age. The particular strengths include knowledge and understanding of the world and mathematical development. Attainment is a little lower in the early sounds and writing work. The caring approach by the staff means that the children feel safe and they soon learn to share and collaborate. The good teaching challenges them to make particularly good progress in communication, language and literacy and personal development. ICT is used effectively to support teaching and learning; for example in the Nursery, children's interest was inspired by pictures on the interactive whiteboard of wild animals from Africa. The good curriculum provides lots of opportunities and interest for children. However, there is not enough effective use of the extensive outdoor area on a continuous basis. Leadership and management are good. Effective teamwork is evident because there is good guidance from leaders, who also take effective action to promote improvement.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The opinions of parents and carers who returned questionnaires were overwhelmingly positive in all areas. Most parents and carers are happy with the school. Parents and carers agree, in particular, that: their children like school; they make enough progress; they are safe and they receive information about their progress. Questionnaire returns confirm that pupils are helped to adopt healthy lifestyles. All respondents considered that the school is effectively led. The school works hard to include all pupils. All respondents feel that teaching is good and that the school deals successfully with unacceptable behaviour. A small number of parents and carers expressed negative views but inspectors' judgements confirm that none of these areas was less than good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ladybrook Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	72	31	28	0	0	0	0
The school keeps my child safe	95	87	13	12	1	1	0	0
The school informs me about my child's progress	68	62	39	36	2	2	0	0
My child is making enough progress at this school	72	66	33	30	3	3	0	0
The teaching is good at this school	81	74	27	25	0	0	0	0
The school helps me to support my child's learning	76	70	32	29	0	0	0	0
The school helps my child to have a healthy lifestyle	87	80	21	19	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	78	72	26	24	1	1	0	0
The school meets my child's particular needs	78	72	27	25	2	2	0	0
The school deals effectively with unacceptable behaviour	81	74	27	25	0	0	0	0
The school takes account of my suggestions and concerns	65	60	41	38	1	1	2	2
The school is led and managed effectively	94	86	15	14	0	0	0	0
Overall, I am happy with my child's experience at this school	87	80	21	19	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 January 2010

Dear Pupils

Inspection of Ladybrook Primary School, Stockport, SK7 2LT

On behalf of the inspection team I should like to thank you for the warm welcome, courtesy and help that you gave us when we visited your good school recently. It is difficult to capture all that is going on in a busy school, but here are some of the important things that we found.

What we really liked about your school:

- the above average results in recent Year 6 national tests
- the good progress you make as a result of the strong teaching
- the excellent relationship the school has with your parents and carers
- the good support for pupils with extra learning needs and the good progress they make
- the strong moral and social development that leads to your high attendance, excellent behaviour, exemplary attitudes to school and work and very strong relationships
- the good range of activities that enrich your academic and personal development
- the outstanding contribution you all make to the school community, such as the way the 'buddies' help younger children with reading and the less confident in the playground
- the good leadership of your headteacher and the governing body.

To make your school even better, we have asked your headteacher and school staff to make sure that the quality of your writing improves. To do this we have asked them to set you challenging targets; make sure marking tells you how well you are doing and what you need to do to improve further; give you more opportunities to use your writing skills in many of the subjects that you do. We are certain that you will want to be very helpful by continuing to work hard, always doing your best and following the advice from your teachers. We have also asked staff and governors to be more precise in the way they check and improve the work of the school. Finally, the children in Nursery and Reception classes will have more opportunities to play and learn in the outdoor learning areas.

Good luck and best wishes for the future.

Yours sincerely

Mr John Heap

Lead inspector

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