

Lady Bay Primary School

Inspection report

Unique Reference Number	122596
Local Authority	Nottinghamshire
Inspection number	340179
Inspection dates	12–13 May 2010
Reporting inspector	Kenneth Thomas

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Ms Deborah White
Headteacher	Mr Jonathan Jones
Date of previous school inspection	29 January 2007
School address	Trent Boulevard West Bridgford Nottingham
Telephone number	01159 747001
Fax number	01159 747002
Email address	office@ladybay.notts.sch.uk

Age group	4–11
Inspection dates	12–13 May 2010
Inspection number	340179

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They observed 15 teachers as they visited 19 lessons or parts of lessons. Inspectors held meetings with staff, groups of pupils and the Chair of the Governing Body. They looked at pupils' books and a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements and records of pupils' progress. Questionnaires returned by 130 parents and carers, 62 pupils and 18 members of staff were analysed.

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

- the progress currently being made by pupils in order to determine whether teaching offers sufficient challenge to all pupils, particularly in Years 3 to 6
- whether the significant fall in standards in English at the end of Key Stage 2 in 2009 has been reversed or is likely to be replicated in 2010
- if leaders and managers have a realistic view of school strengths and weaknesses and the capacity to drive improvement.

Information about the school

This is an above average size school with slightly more boys than girls on roll. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and/or disabilities or with statements of particular needs. Very few pupils have English as an additional language. The school has gained national recognition for its work in several areas including Healthy Schools Gold status, the Activemark and Artsmark Silver awards.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school with some good and outstanding features. From the time they enter Reception, the school places a strong emphasis on pupils' personal development. A calm, positive atmosphere permeates throughout. Pupils are happy, feel safe and get on very well with each other. They behave well and are willing to work hard in their lessons. Pupils take pride in the range of jobs that they carry out, such as being members of the school or eco councils. Their knowledge of how to lead a healthy lifestyle and contribution to the school and wider community are outstanding. A lively and engaging curriculum is supported by a good range of enrichment activities. Good spiritual, moral, social and cultural development underpins pupils' good understanding of the culturally diverse nature of the wider society.

Pupils' academic development is satisfactory. From skills and abilities on entry to Reception that are above those expected for their age, children make satisfactory progress overall. At the end of Year 6, standards in mathematics and science are consistently above average. Inspection evidence indicates that the school is successfully tackling weaknesses in writing that have caused standards in English to decline in recent years. As a result, attainment in English in Year 6 is now comparable to that in other subjects. However, pupils make the most progress in Reception and in the later stages of Key Stage 2, where a higher proportion of teaching is good or better. Inconsistent teaching and learning in other years are the main reasons that progress is satisfactory rather than better. Teachers do not always set suitably challenging work that matches the abilities of different groups of pupils or question to probe and extend pupils' knowledge and understanding. Achievement overall is satisfactory, and thus the effectiveness of the school is the same.

The commitment of the headteacher and staff to moving the school forward is seen in the tackling of underachievement in writing in Key Stage 2. This is beginning to bear fruit because data are rigorously analysed so that those falling behind can be given additional support. This also contributes to the good progress made by pupils with special educational needs and/or disabilities. Issues from the last inspection have been addressed and the school has satisfactory capacity for further improvement.

Nevertheless, the monitoring of some aspects of the school's work by senior and subject leaders, such as teaching and learning and the implementation of school policies, lacks rigour and focus. This results in a lack of accuracy in the evaluation of some important areas of the school's work. This slows the drive to raise achievement because the best practice is not systematically identified and shared. The governing body, although very supportive, is not involved enough in monitoring the school's work. Successful partnerships have been forged with parents and outside agencies that promote pupils'

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

well-being and development very well.

What does the school need to do to improve further?

- Raise the quality of teaching and accelerate pupils' progress by
 - ensuring that learning tasks are appropriately challenging for all ability levels
 - using more effective questioning techniques to assess pupils' understanding and extend their thinking and reasoning skills
 - providing opportunities for teachers to develop their skills through the identification and sharing of the best practice.
- Improve leadership and management by
 - exercising greater rigour in formulating and monitoring of the impact of school policies and plans
 - developing the capacity of leaders at all levels to monitor, evaluate and improve performance in their areas of responsibility
 - developing the capacity of governors to engage more directly in the monitoring and evaluation of school performance so that they are better equipped to fulfil their roles as critical friends.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Although all the aspects of pupils' personal development are at least good, their progress and achievement, and therefore their outcomes overall, are only satisfactory. Observations of lessons show how motivated and enthusiastic pupils are when teachers' expectations are high and learning activities are challenging. In these circumstances, pupils work hard and persevere with tricky learning tasks. They are keen to do their best and strive to meet their targets. Pupils' good, and at times excellent, behaviour in lessons contributes significantly to their learning. They apply their basic skills for a broad range of purposes, using their computer and artistic skills to present their work creatively. They are able to take the initiative when working with others on a task, and share responsibilities sensibly. Pupils demonstrate an increasing capacity to work independently as they plan their work and research for information on areas they are studying. Pupils' enjoyment of school and the support from parents and carers are reflected in their high attendance.

Pupils show respect for others and for cultural differences. They are inquisitive and curious as shown, for example, in the Year 5 work on Hinduism. Pupils are very considerate towards each other. Their excellent understanding of the importance of exercise and a balanced diet to being healthy is reflected in the achievement of Healthy Schools Gold status. Pupils say that they trust their teachers and are confident that any

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

concerns shared with adults will be quickly sorted out. Pupils feel they have been taught to think carefully about how to deal with risky situations. For example, older pupils are aware of the dangers when using the internet and the steps they should take to keep themselves safe. They are happy and confident, and though their willingness to take on responsibility, contribute exceptionally well to the school community. The school council provides very good opportunities for pupils to represent the views of others, and develop leadership qualities, as do those who act as play leaders. Through the eco council, pupils also contribute to the local environment and develop an understanding of sustainability. All these qualities contribute to the harmonious school community. The above average standards in basic skills and their good collaborative abilities provide a good base for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Whilst teaching and learning are satisfactory overall, there are some good aspects throughout the school. For example, teachers are knowledgeable and create a well-ordered learning environment. In the best lessons, teachers ensure that pupils

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

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

know exactly what they are expected to do and this helps them make sense of their learning. In these lessons, pupils make rapid progress because assessment information is used well to guide the planning of learning tasks. Perceptive questioning is used to extend pupils' thinking and encourage the use of more varied vocabulary in their answers. However, in some lessons, the work planned is not pitched at the correct level and progress slows because the tasks do not offer enough challenge. Occasionally, pupils spend too much time listening to the teacher because introductory activities are too long. This restricts the time pupils are actively and independently learning. There is much good practice in the marking of pupils' work, providing them with a clear guidance on the next steps in learning.

The school is successfully developing a creative curriculum in which more meaningful links are made between subjects. Although the full impact of this has yet to be seen in pupils' progress, they say that they are motivated by the way that learning is organised around a number of interesting topics. Pupils benefit from a good range of extra-curricular activities, including sport and the arts. These are well attended, as reflected in the school's Activemark award. The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are well looked after and say that the school is a safe and secure place. Pupils are happy to go to staff with any concerns. All adults are particularly sensitive to those pupils whose circumstances make them more vulnerable. Pupils learn from this example. Even the very youngest children demonstrate sensitivity and care towards one another.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and staff demonstrate a strong commitment to the school and to the pupils. Together, they have a significant impact on pupils' personal development as increasingly mature and responsible young people. However, the impact on pupils' academic progress is satisfactory because not all school policies and plans provide the clarity needed to ensure that their impact can be systematically evaluated. Also, because the monitoring and evaluation of teaching and learning do not provide an accurate view of quality, the outcomes are too general to provide a clear agenda for improvement. The governing body fulfills its statutory responsibilities satisfactorily, including safeguarding and the promotion of community cohesion. A number of projects promote community cohesion well. These reach beyond the local community and provide pupils with a good

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

appreciation of cultural diversity in a national and international context. The governing body has accurately identified that it is too reliant on reports from the headteacher to fully support and challenge the school. Staff and the governing body promote equal opportunities satisfactorily. All groups are making satisfactory progress, there is no discrimination and every pupil has the same opportunities to join in all the school provides. There is a good partnership with parents and carers, from the time their children start in Reception. The school sends out regular, informative news bulletins, and holds regular consultation meetings and open sessions. This means that most parents and carers say they feel well informed and fully involved in their children's education.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children enter Reception, their skills are above those expected for their age. They make good progress because teachers have a good understanding of how young children develop and learn. Adults work closely together to ensure that learning is fun. They carefully observe and record children's achievements and use this information to plan their next steps in learning. Parents and carers make valuable contributions to their children's learning. Ongoing assessment shows that children's progress within Reception is good with most exceeding the early learning goals when they enter Year1. Arrangements to promote children's health and safety are secure, and all welfare requirements are met, which ensures that children feel safe and are happy in school. The curriculum provides positive experiences for children and covers the six areas of

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

learning well. Adults make the best use of limited accommodation and resources. Staff work well together and the teamwork of the two teachers ensures good leadership and outcomes. However, there is a lack of clarity in management roles and where responsibility for strategic direction of the Early Years Foundation Stage lies. Nevertheless, the work of staff and the good quality of provision is greatly appreciated by parents and carers. One comment, echoed by many, sums up their views: 'Reception staff are fantastic'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 questionnaires reflect a positive relationship with most parents and carers. They say that staff keep their children safe and that their children enjoy school. They are happy with their children's experience. Evidence during the inspection confirmed the views of the small minority who feel that their children could be making better progress. Small numbers also felt that the school does not help parents and carers to support their children's learning, deal effectively with unacceptable behaviour or take account of parents' and carers' suggestions. Inspection evidence shows that the school provides many opportunities to help parents and carers support their children's learning, deals well with unacceptable behaviour and has appropriate procedures to consult with parents and carers and, where appropriate, to act on their suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lady Bay 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	54	50	38	9	7	0	0
The school keeps my child safe	70	54	47	36	11	8	2	2
The school informs me about my child's progress	48	37	67	52	14	11	1	1
My child is making enough progress at this school	39	30	64	49	25	19	1	1
The teaching is good at this school	51	39	69	53	8	6	0	0
The school helps me to support my child's learning	41	32	66	51	21	16	0	0
The school helps my child to have a healthy lifestyle	51	39	72	55	6	5	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)	30	23	77	59	12	9	0	0
The school meets my child's particular needs	34	26	68	52	26	20	1	1
The school deals effectively with unacceptable behaviour	31	24	76	58	15	12	4	3
The school takes account of my suggestions and concerns	28	22	74	57	22	17	1	1
The school is led and managed effectively	26	20	76	58	21	16	4	3
Overall, I am happy with my child's experience at this school	52	40	64	49	10	8	2	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 May 2010

Dear Pupils

Inspection of Lady Bay Primary School, Nottingham, NG2 5BD

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke to many of you, and you were really helpful.

You receive a satisfactory education. You make good progress in Reception and in the later stages of Key Stage 2. Progress in other years is satisfactory and you reach above average standards at the end of Year 6. You could reach even higher standards and I have asked your teachers to make sure that, in all of your lessons, you are really stretched so that you make the best progress you possibly can. Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. You understand the importance of being healthy. Most of you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other. Your teachers also spend a lot of time marking your work and they give you clear guidance on what you have to do to take the next steps in learning. You can help yourselves to make more progress by making sure that you try hard to follow the advice you are given.

Adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and governors are determined to make things even better. To help this, we have asked that staff with particular responsibilities check more regularly how well the school is doing and that governors are more involved in this.

We think that everyone at Lady Bay can work together to do these things and that you will want to play your part by working hard.

Yours sincerely

Dr Kenneth Thomas

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.