

# Ladywood Primary School

Nancy Road, Grimethorpe, Barnsley, South Yorkshire, S72 7JX

**Inspection dates** 22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The standard of pupils' reading, writing and mathematics is improving rapidly, rising from well below average in 2011 to being broadly average currently. Throughout the school, pupils are making good progress and this year an increasing proportion are making more than expected progress.
- The quality of teaching has improved and is consistently good. Pupils are also benefiting from more outstanding teaching.
- Pupils' behaviour is exemplary and their attitudes to learning are exceptional. They respond very positively to the good teaching they receive, developing as confident and eager learners. Pupils feel very safe. They are very friendly and treat each other with respect.
- Leadership is strong and drives improvement ambitiously and successfully, particularly the quality of teaching. Leadership is increasing the school's impact on raising pupils' achievement.

### It is not yet an outstanding school because

- Not enough pupils are making good or better progress for progress to be outstanding overall.
- Pupils with the lowest starting points are not making the rapid and sustained progress in reading and mathematics that others do.
- The many good improvements that have happened in the Nursery and Reception Years are not yet complete. Until outdoor learning resources are complete the opportunities for children to make outstanding progress are limited.

## Information about this inspection

- The inspectors observed 13 lessons taught by all of the school’s nine teachers. The headteacher and deputy headteacher joined inspectors in observing two of these lessons.
- Meetings were held with senior leaders, staff, pupils, representatives of the governing body and, separately, with representatives of the local authority.
- The inspectors listened to a small sample of pupils reading and examined the writing and mathematics work in pupils’ books.
- A wide range of the school’s documentation was scrutinised including its evaluation of its work, a recent external review of the school, procedures for keeping pupils safe, and data on pupils’ attainment and progress in reading, writing and mathematics.
- Account was taken of the school’s surveys of parents’ views and of questionnaires completed by staff. There were too few responses made by parents to the on-line questionnaire (Parent View) for the inspectors to be able to access them.

## Inspection team

Alan Lemon, Lead inspector

Additional Inspector

Hilary Ward

Additional Inspector

## Full report

### Information about this school

- The school is an average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.)
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average. The proportion of pupils supported through school action plus or who have a statement of special educational needs is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Improve the progress in reading and mathematics of pupils with the lowest starting points by:
  - maintaining the close check on how well these pupils are improving
  - intensifying the support already offered to ensure that they achieve their targets and do not fall behind.
- Continue to develop the resources Nursery and Reception children have outdoors so that they are offered a full range of opportunities to learn and make progress in all areas of learning.

## Inspection judgements

### The achievement of pupils

is good

- The rate at which pupils make progress has increased significantly since 2011 as a result of substantial improvement in the quality of teaching. In the Nursery and Reception Years and throughout the rest of the school pupils learn effectively, make good progress and achieve well.
- Pupils' scores have increased significantly this year. Currently, in Year 6, the proportion of pupils making more than the expected progress in reading, writing and mathematics is above average. None of the current Year 6 pupils attained a high level in reading, writing or mathematics when they were at the end of Year 2. However, the proportion of this group whose standards now reach a high level is near average and nearly double that attained by Year 6 in the previous year. However, because the rapid progress now taking place is not yet sustained over time and because the proportions of pupils making expected and more than expected progress are not high compared to national averages, achievement is not outstanding.
- A large proportion of children coming into the Nursery have low starting points. New leadership of the Early Years Foundation Stage has invigorated the Nursery and Reception Years, raising expectations and, in pursuing challenging targets, has increased children's progress. For example, over half of the children currently in Reception Year are producing a good level of writing and this ensures that they make a good start in Year 1. Children quickly acquire good attitudes to learning and are keen to choose writing and number activities. They make good progress in speaking and listening and, by learning effectively to link letters and the sounds they make, quickly develop reading skills.
- Attainment in reading, writing and mathematics has recovered from a low point in 2011. While standards at the end of Year 6 were below average in 2012 this was affected by many pupils' low starting points. Those pupils who find learning easier than most achieved broadly average standards in 2012 and more than match this currently. Higher-attaining Year 2 pupils confidently listed the many words such as 'and' or 'because' they use to join two sentences together, understanding that this is how they make their writing more interesting. They recalled with clarity all the different methods they have learnt to add and subtract, such as the column method, number line and mental calculation.
- Leaders are giving close attention to the small number of pupils who find learning more difficult than most and who have struggled to make sufficient progress, presently in reading and mathematics. The school recognises that the support for these pupils can be intensified further.
- Leaders use their substantial data on pupils' performance to keep a close check on progress and to plan for any who fall behind their high expectations. This is ensuring that all pupils and different groups of pupils have equal opportunities to learn, achieve and be well prepared for the future.
- The significant proportion of pupils supported through the pupil premium benefit from the additional funding. In 2012 there was, on average, a difference of between two and three points in the attainment in English and mathematics of pupils known to be eligible for free school meals and others. Currently, the difference has been halved and the gap in performance is rapidly being closed.
- Disabled pupils and those with special educational needs make good progress because leaders, teachers and their assistants have a good understanding of precisely what support these pupils need to learn. Well planned work in small groups outside of lessons ensures that pupils' progress in developing their language skills, reading and mathematics equips them to tackle their lesson work effectively.

### The quality of teaching

is good

- The rise in attainment is the result of much good and outstanding teaching. Consistently

effective teaching across the school has arisen recently from leaders' drive to improve teaching and having appointed several effective practitioners. This has begun to impact very positively on progress.

- Collectively, teachers are a competent and professional team with a sharp focus on promoting effective learning. Teachers and their assistants know pupils well from thorough assessment of what pupils know, understand and can do. Assessment is used well in planning lessons that are matched precisely to the point pupils are at in their learning. Challenging work is planned which ensures that pupils build systematically on what they have learnt already.
- Across the school, pupils' work is checked carefully, maintaining the high expectations set in lessons. Teachers go to considerable lengths to give pupils clear, accessible and detailed advice on improving their work. They also set literacy and numeracy targets which are kept up to date with pupils' progress. These help pupils move to the next level and ensure that the school is on track to raise attainment and progress.
- The methods chosen to teach reading, writing and mathematics, which have all recently been improved, are effective at ensuring that pupils learn quickly and overcome any difficulties they might have. From their understanding of the data on pupils' progress, teachers give close attention to ensuring that rates of progress in reading and mathematics are rising to be consistent with that in writing. Increased emphasis in the Nursery and Reception Years on teaching literacy and numeracy skills through all of the children's activities is raising achievement.
- Teachers have clear objectives for every lesson and they question pupils very effectively. This helps pupils to consolidate their knowledge, skills and understanding and gives teachers an accurate insight into progress. Teaching assistants are sharply focused on what pupils need to learn and they lead small groups of pupils expertly through tasks, setting high expectations and a brisk pace to learning.
- Lessons are lively and engaging. Pupils enjoy them and like the exchanges with teachers. Teachers manage the class extremely well so lessons proceed at a good pace and pupils are kept well on task. They are enthused by the challenge of their work and develop real interest in tackling problems. Frequent good opportunities to work together strengthen learning, as do the many opportunities for pupils to use their literacy, numeracy and computer skills in lessons.

## **The behaviour and safety of pupils** are outstanding

- Pupils have very positive attitudes to learning and these are very consistent across the school. Enjoyment of learning, curiosity, interest and enthusiasm are stimulated and developed from the start of Nursery to the end of Year 6. Pupils have great respect for learning and love coming to school. Consequently, they make an exceptional contribution to their own learning.
- They listen very carefully and follow instructions and thus get the best advantage from teaching. Pupils work together very effectively, such as Year 2 pupils animatedly discussing connecting words in sentences, or the teams of Year 6 pupils working out the details of a budget for a large social event. They concentrate very well and stick to the task. Pupils are keen to contribute in lessons by answering questions or coming forward to demonstrate confidently how something is done, such as the column method of adding larger numbers.
- Teachers are given no cause to reprimand pupils because behaviour is exemplary. The very large majority of parents surveyed by the school think behaviour is good. Expectations are high and pupils adhere to these willingly. There is very good regard for adults and each other. The school's strong anti-bullying stance ensures that pupils know about all the different forms that bullying takes and persuades them to treat each other well whatever differences there are between them. As a result, pupils feel very safe.
- The school's concern that pupils benefit from as many positive experiences as possible means that pupils' spiritual, moral, social and cultural development is very strong. Pupils learn the qualities of human kindness in assemblies and also through the school's positive values. The many sports offered are very popular with pupils and, through these, they learn rules and being

part of a team. Through topic work pupils learn about many different countries and their cultures and religions.

## **The leadership and management** are good

- Senior leaders are ambitious for the school. They apply skilled leadership and management to school improvement and are raising pupils' achievement. The staff are united behind leaders and work hard to meet leaders' high expectations. All of the staff with a leadership role take their responsibilities seriously and are effective managers, achieving the school's aims.
- The Early Years Foundation Stage leader has, with clear vision and strong resolution, further developed the provision in the Nursery and Reception Years. This gives greater coherence to children's learning and strengthens the emphasis on communication, literacy and numeracy. While developments are very recent, children's progress is improving.
- Senior leaders demonstrate strong capacity to improve teaching. They assess the quality of teaching accurately and understand its impact on pupils' outcomes. School improvement is securely based upon rigorous, comprehensive checks on the school's work. As a result, leaders have a clear understanding of the school's strengths and weaknesses. Leaders identify the right priorities for development, for example, completing the development of outdoor learning resources for Nursery and Reception children. Having introduced new approaches to teaching reading and mathematics, the leaders are checking that the aim to raise standards further is being met.
- Leaders and teachers keep a close check on, and develop a good understanding of, pupils' progress. As a result, teachers are well equipped to set pupils challenging targets, and leaders identify the right objectives for teachers to help them improve their performance. Likewise, training for teachers builds systematically on strengths and is focused sharply on moving teaching to outstanding. Teachers' progress towards greater responsibilities and higher pay is firmly linked to their performance.
- The curriculum provides a broad range of activities that pupils enjoy. Activities have been developed that are attractive to boys and these have increased their engagement in learning. The curriculum offers many good experiences promoting pupils' spiritual, moral, social and cultural development. Curriculum leaders have introduced new schemes for literacy and numeracy which have strengthened the teaching of reading and mathematics.
- **The governance of the school:**
  - Governors are closely involved with and committed to the school. They are a strong link with the local community and maintain contacts with parents through an open meeting three times a year. While it is difficult to attract parents to becoming governors, this contact leads to parents being recruited. Governors also meet with staff and pupils and gain their views of the school. The headteacher's detailed reports keep governors up to date and well informed about pupils' progress and the quality of teaching. They have a comprehensive report on how the pupil premium is spent and how this is improving the achievement of pupils. The local authority reports its assessments of the school's work and provides governors with training. This ensures that governors are well equipped to carry out their duties and challenge leaders where they see improvement is needed.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106618
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	411768

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

<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>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Sykes
<b>Headteacher</b>	Clare Grainger
<b>Date of previous school inspection</b>	20 October 2009
<b>Telephone number</b>	01226 711488
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