

Ladypool Primary School

Stratford Road, Sparkbrook, Birmingham, West Midlands B11 1QT

Inspection dates

3–4 May 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher have been successful in their relentless drive to improve the school over the last two years. They have worked tirelessly to overcome previous weaknesses in the school's work so that all pupils receive a good education.
- Leaders, including governors, have ensured that teaching, learning and assessment are securely good. Through effective training and support, teaching and pupils' progress have been strengthened since the last inspection.
- Teachers use questioning well to check pupils' understanding and any misconceptions are addressed quickly.
- Pupils make good progress in reading, writing and mathematics. Pupils enjoy their learning and develop the skills necessary for the next stage in their education.
- Leaders know the school well and focus on the right areas for improvement. However, they are not yet sharp enough in evaluating the achievement of actions and planning the next steps precisely with measurable targets so that impact of their actions can be checked.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are closing the attainment gap and are often making the same good progress as others, due to the quality of provision they receive.
- Pupils across the school, nearly all of whom speak English as an additional language, are well supported in their language development.
- Children in early years get off to a good start and make good progress. The provision focuses well on speaking and listening and developing their vocabulary.
- Due to effective strategies, attendance has improved to a point where it is much closer to the national average. Leaders are skilled at analysis of information. However, even further analysis of groups, especially in attendance and patterns of behaviour, would provide a firm basis for developing strategies for even greater improvement.
- The school's work to support new arrivals, vulnerable pupils and their families is a real strength. The school is particularly instrumental in promoting aspirations and ensuring that the pupils have a wide range of learning experiences through a broad and balanced curriculum.
- Staff promote pupils' well-being and welfare very effectively. Leaders are rigorous in taking steps to ensure that pupils are safe and constantly evaluate procedures.
- Middle leaders play a key role in leading developments across the curriculum but they are not yet sufficiently involved in developing the quality of teaching in their subject.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - sharpening school self-evaluation and subsequent school improvement planning by evaluating the achievement of actions more precisely and by writing targets that are specific and measurable
 - ensuring that middle leaders play a greater role in monitoring teaching in the subjects they lead on across the whole school so that they have more impact on the quality of teaching.
- Ensure leaders use all available information to analyse the attendance and behaviour of all groups of pupils, including the key groups such as girls, boys, disadvantaged pupils and pupils who have special educational needs and/or disabilities.

Inspection judgements

Effectiveness of leadership and management

Good

- The strong leadership by the headteacher and her deputy has been instrumental in the school's improvement since the previous inspection. Their work to transform the school and improve outcomes for pupils, not just academically but as future citizens, has been relentless.
- Strong teamwork is evident among staff and governors, and all have high aspirations for the pupils and the community. Their determination to bring about improvement has been effective. Pupils are making better progress and an increasing number are working at higher standards than two years ago. Staff value the training and opportunities provided for them, and as a result, staff morale is high.
- The school offers a broad and balanced curriculum to support pupils' academic and personal development. The teaching of spoken English and vocabulary development is given a strong emphasis. Reading is a high priority, particularly developing pupils' comprehension skills and their love of reading and knowledge of authors. Pupils have access to a wide range of opportunities, including trips and visitors, that increase their experiences beyond school and help to prepare the pupils to take their place in modern Britain.
- The promotion of fundamental British values is explicit within the curriculum. Leaders work hard to embed values of tolerance, respect and democracy and use this to support relationships in the wider community. They tackle current issues and concerns with confidence and use other agencies well to support this work. For example, the pupils visited the Houses of Parliament to learn about democracy and the local Member of Parliament visited the school on the day of the inspection to stress to the pupils the importance of using their voting rights.
- Pupils' spiritual, moral, social and cultural development is threaded through the curriculum and there is a strong focus on values and developing pupils' acceptance of difference and diversity. This is seen in the pupils' good behaviour and in how well pupils work together. Strong relationships are fostered between all pupils. Pupils are listened to and their ideas readily taken on board, through the school council. Pupils have a strong understanding of how they can contribute to their community.
- Some of the families of children, especially those who are new to the school, are particularly vulnerable, and leaders offer valuable support through a dedicated parent support and inclusion team. The team also facilitates a variety of parent workshops and the opportunity to take part in a mentoring programme. These activities are aimed at raising the aspirations of pupils and empowering their parents so they are better able to support them.
- The governors ensure that the funding that the school receives for disadvantaged pupils is spent well. As a result, the gap is closing so that disadvantaged pupils attain at least in line with other pupils nationally.
- The special educational needs coordinator knows the pupils well and provides support for their teachers in meeting their needs. Interventions that take place are carefully evaluated to help these pupils make more rapid progress. Extra funding to support pupils who have special educational needs and/or disabilities is spent effectively. The

leader for pupils who speak English as an additional language works closely with other leaders to provide a range of useful support for pupils matched to their level of language acquisition.

- Leaders use the additional funds from the primary physical education (PE) and sport premium to employ a sports coach and provide a range of activities. Pupils have many opportunities to take part in sports and competitions, including gymnastics, dance and football. The coach also runs a club for parents to join with their children to learn games to play at home as part of the school's drive to tackle obesity. As a result, more pupils are taking up sports and far more are working at the expected standard for their age in PE.
- Leaders know the school well and focus on the right areas for improvement. However, they do not include specific criteria in their action plans to enable leaders and governors to measure the impact of the actions taken.
- Leadership has particularly focused on securing improvements in the quality of teaching, learning and assessment and pupils' outcomes. Appraisal systems are effective in holding teachers to account for the impact of their work on pupils' progress. Subject leaders, however, especially those other than for mathematics and English, do not yet have a fully accurate picture of the quality of teaching in their subject across the whole school. This limits their ability to be sufficiently involved in bringing about improvements.

Governance of the school

- Governors visit school regularly and provide rigour and support to develop staff. They have a good working knowledge of the life of the school. They utilise their range of skills to challenge and impact on leadership and management in school. Governors ensure that the school's performance management policy is applied effectively.
- Governors ensure that all safeguarding practices are effective. They visit school regularly to hold leaders to account regarding safeguarding practices. Governors also receive safeguarding training and update reports from staff, and some have received safer recruitment training. Governors have developed their own action plan which schedules actions to be taken to enable them to hold leaders to account.

Safeguarding

- The arrangements for safeguarding are effective. Procedures are updated regularly.
- Safeguarding practices are established, robust and effective. This includes the robust checking of the suitability of adults to work with children. Senior leaders and governors have ensured that there is a culture and ethos of keeping children safe in school and staff go to great lengths to ensure that pupils are safe. Children missing in education procedures are followed well.
- Staff work well to identify anyone who may be at risk of harm. Concerns are reported and support is tailored well. Leaders work effectively with agencies to safeguard pupils. All staff are vigilant and well trained and leaders ensure that staff keep their knowledge up to date, including how to prevent pupils from being at risk from radicalisation and

extremism. Safety is taught through the curriculum.

- The headteacher and her team demonstrate a high level of professionalism and passion that is effective in ensuring the safety and welfare of all pupils.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved greatly since the previous inspection and is now securely good. Clarity from leaders of their expectations in lessons and focused support and training have underpinned this considerable improvement.
- Teachers know their pupils' learning needs well. Teachers use questioning effectively to check pupils' understanding. Teachers use the information gained from questioning to correct misconceptions. As a result, pupils remain focused on learning and know what they need to do to improve.
- There is a positive climate for learning in classrooms. Relationships are strong and purposeful and pupils are keen to learn. Pupils respond well to teachers' instructions and enjoy the tasks they are given because they enable them to achieve.
- The learning environment is well organised and stimulating. Pupils make good use of a range of resources to add interest to learning. Teachers have secure subject knowledge and use this to plan engaging lessons.
- Teachers take time to explain the language and vocabulary used in lessons. They ensure that pupils make use of technical vocabulary to apply their prior learning; for example, pupils were working on 'consecutive numbers' in a problem-solving lesson in Year 2.
- Reading is promoted well across the school. Teachers provide many opportunities for reading and encourage a love of reading. An informed knowledge of pupils' reading ability ensures that all pupils of all abilities make good progress.
- Mathematics is taught very effectively. Tasks are demanding and enable pupils to deepen their understanding, as well as applying their mathematical skills to real-life problems.
- The work in pupils' books and in displays around school reflects pupils' enthusiasm to write. They are very engaged in the topics they write about. Teachers consistently check that pupils apply their knowledge of grammar, spelling and punctuation. Teachers have high expectations of handwriting and presentation of work.
- Homework is based on the skills, knowledge and understanding the pupils are currently developing. It provides an opportunity for the pupils to enhance their learning and to challenge them further. Pupils say the homework is beneficial to them to help them improve.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show self-confidence and self-awareness and are keen to be successful learners.

They take pride in their work and behaviour, and talk enthusiastically about their learning. The school vision of 'developing well rounded, curious, articulate, confident and happy individuals who are well prepared for the 21st century and beyond' is evident in all aspects of school life.

- Pupils are polite, respectful and proud of their school. This is obvious in the classroom and at social times. They respond well to instructions from staff.
- The care, guidance and physical and emotional well-being of all pupils is clearly a high priority at this school. Parents commented positively about the help and support their children receive and the good progress they make.
- Pupils say they feel safe around school and that they are confident that any incidents of bullying or the use of racist or homophobic language are rare. If they do occur, staff deal with them swiftly.
- The curriculum provides lots of opportunities for pupils to learn about being safe. The school organises special weeks with visiting speakers where the pupils learn about topics such as personal safety, e-safety, health and safety and anti-bullying.
- The pupils are very appreciative of the activities organised for them and commented positively that they like the way class teachers think of more clubs for them. They also appreciate having a voice and are proud of the achievements of the school council, for example improving the key stage 1 toilets and suggesting new lockers and furniture.
- The school offers a breakfast club and a range of after-school clubs for pupils across the school. Pupils attending these clubs are well looked after and attention is given to their care and safety.
- All parents who spoke to inspectors and responded to Parent View were very positive about the support their children receive. They are rightly confident that their children are happy and safe.

Behaviour

- The behaviour of pupils is good.
- There is a calm atmosphere in school and pupils conduct themselves well around the building and in class. Staff, parents and pupils all agree that behaviour is good in school. Pupils know the school's behaviour system well and have a strong sense of self-discipline. Pupils' respect for others enables lessons to progress without hindrance or interruption. There are very few incidents of poor behaviour.
- Pupils who need additional help to manage their behaviour are well supported. Leaders have worked extremely hard to ensure that these pupils receive the guidance and care required to help them achieve success in their learning.
- Although attendance is below the national average it is improving rapidly for all pupils and for all groups of pupils who had not previously attended well. There has been a dramatic decrease in the proportion of pupils who are persistently absent. This improvement is because attendance is given a very high profile and individual pupils who do not attend well are supported, targeted for intervention and closely monitored by senior leaders.
- While records are detailed and show that leaders and teachers manage behaviour and attendance well, further analysis of the information for patterns and trends with

individuals and groups would provide more precise information to plan for further improvements.

Outcomes for pupils

Good

- Historically, outcomes for pupils have been affected by their lack of language acquisition, especially in key stage 1. This has now been addressed through improved teaching and learning, rigorous tracking and targeted support.
- The most recent school assessment information shows that pupils currently in school are now making good progress in all key stages and standards of attainment are continuing to rise. The most able and most able disadvantaged pupils are being challenged effectively. The impact of this is that a larger number of pupils are working at greater depth in reading, writing and mathematics.
- From low starting points, children make strong progress in the early years and achieve well across all areas of learning. In 2016, the proportion of children who achieved a good level of development was slightly lower than the national figure.
- The teaching of phonics is consistently strong and the proportion of pupils achieving the expected standard in the Year 1 phonics screening check is above average.
- The school has made a large investment in professional development for the teaching of reading and writing and in purchasing new books for school. There has also been a focus on encouraging more books in the home. Pupils who were heard reading said they really enjoyed reading and they are proud of the number of books they have at home and their knowledge of authors. The impact of this is seen in the standards of reading and writing, which are rising.
- The work in pupils' books and the school's assessment information shows that current pupils are making good progress in reading, writing and mathematics. Leaders also ensure that skills progression is consistent year-on-year in other subjects, such as science, history and geography.
- Effective leadership is ensuring that pupils at risk of falling behind are being carefully tracked and supported. Their performance is reviewed regularly. Teachers know their pupils well and plan to meet their needs but at the same time set high expectations for them.
- Disadvantaged pupils achieve well. Assessment information shows that over time, and particularly over the past year, differences between the outcomes of disadvantaged pupils and those of other pupils nationally are diminishing. Teachers ensure that these pupils make good progress in reading, writing and mathematics.
- Pupils who have special educational needs and/or disabilities are well supported to make good and sometimes rapid progress. Teaching for these pupils is strong and additional adults are deployed well to meet pupils' individual needs.
- Most of the younger pupils are in the early stages of language acquisition. Targeted support with a focus on language development across the school ensures that they make at least good progress.

Early years provision

Good

- Children enter the early years with skills and knowledge below those that are typical for their age, especially in communication and language. The children make good progress in the early years because teaching is good and activities are matched accurately to the children's needs. Staff continuously assess the progress children make. They use their knowledge of individuals to plan learning that challenges the children to achieve success. They ensure that children are well prepared for Year 1.
- The proportion of children reaching a good level of development at the end of Reception is close to the national average. Last year, a significant number of children joined Reception class in the summer term. Although they did not all attain a good level of development, they made good progress during their time in the early years.
- Provision is planned to ensure every opportunity to develop language acquisition. Teachers are skilled in developmental questioning, leading to developing the children's ability to think critically, such as, 'I wonder what will happen if?' After listening to a story about a spider, all the children were engaged and enthusiastic. The children were then asked to contribute towards what they would like to do next. Boys and girls chose the creative area where they could write about the story and make models.
- The progress of the children is tracked carefully and regularly shared with their parents. Parents are rightly positive about the good start their children make in the early years.
- Leadership and management of the early years is good. The leader of early years is new to the role. Teaching and the curriculum are closely monitored and leaders have an accurate grasp of the strengths and areas which could be further developed. This is ensuring that the quality of provision is continuously improving.
- There is a happy atmosphere in lessons and behaviour is good. Staff have high expectations of manners and courtesy, which they model well for the children. As a result, children learn and play together well.
- Disadvantaged children make strong and rapid gains. The pupil premium funding is used effectively to support individual needs.
- Staff keep the children safe and leaders fulfil the welfare, health and safety guidance. Staff have the relevant training, and safeguarding in the early years is effective.
- While the outdoor learning area is not used to its full potential to impact on children's physical development, leaders are aware of this and are taking appropriate action to improve its usage.

School details

Unique reference number	103265
Local authority	Birmingham
Inspection number	10032583

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair	Shamsul Arifeen
Headteacher	Huda Ali Aslam
Telephone number	0121 464 7002
Website	http://www.ladypool.bham.sch.uk
Email address	enquiry@ladypool.bham.sch.uk
Date of previous inspection	11–12 March 2015

Information about this school

- The school does not meet requirements on the publication of information about key stage 2 results for 2016 about how parents can find out more about the curriculum, the accessibility plan, details of the responsibilities of the governing body and its committees on its website.
- The proportion of pupils supported by pupil premium funding is above the national average.
- The majority of pupils are from minority ethnic backgrounds. Almost half of the pupils are of Pakistani heritage. The proportion of pupils believed to speak English as an additional language is more than four times the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The early years comprises a Nursery class for two- and three-year-olds who attend part time and two Reception classes.

- The school runs a breakfast club and after-school clubs for pupils.
- The school meets the government's floor standard (the minimum expectations for pupils' attainment and progress).

Information about this inspection

- All classes were visited during the inspection and a total of 27 parts of lessons were observed. Two observations were conducted jointly, involving the headteacher and the deputy headteacher.
- Discussions took place with the headteacher, deputy headteacher, assistant headteacher, middle leaders, four members of the governing body, a group of teachers and teaching assistants and the district lead from the local authority.
- Pupils' work, including that in topic books, was reviewed and a detailed scrutiny was made of pupils' books with the subject leaders for English and mathematics. Pupils read to the inspectors and the inspectors spoke with pupils during the inspection in order to gain their views.
- A range of documents was reviewed. These included the school's self-evaluation summary, action plans for school improvement, records of the monitoring and evaluation of teaching and learning, performance management documents, minutes of the meetings of the governing body, the school's own assessment information and records relating to behaviour, attendance and the safeguarding of children.
- The behaviour of pupils was observed in lessons and at lunchtime as well as when moving around the building.
- The inspectors took account of the views of 25 parents who responded to Ofsted's online survey, Parent View, and through discussions with parents. The inspectors also took account of the views of the staff and pupils.

Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
Lindsay Nash	Ofsted Inspector
Mark Bailie	Ofsted Inspector

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