

Ladywood Primary School

Inspection report

Unique Reference Number	106618
Local Authority	Barnsley
Inspection number	336707
Inspection dates	20–21 October 2009
Reporting inspector	Andrew Clark

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mr C Sykes
Headteacher	Miss Clare Grainger
Date of previous school inspection	8 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan and analysis of the school's records on pupils' progress and attainment. The inspection team received and analysed 17 questionnaires from parents and carers as well as a number of questionnaires completed by pupils.

- the progress children make in the Early Years Foundation Stage and the standards they reach
- the progress that boys and more-able pupils make in writing and other subjects through school
- the quality of teaching through school
- the effectiveness of the leadership at all levels.

Information about the school

This average-sized school serves the village of Grimethorpe on the outskirts of Barnsley. It serves a former mining community in an area of rented and some privately owned accommodation. The percentage of pupils eligible for free school meals is well above average. The vast majority of pupils are from White British backgrounds. A small, and increasing, number of pupils are from Eastern European families and speak English as an additional language. The percentage of pupils identified with special educational needs and/or disabilities is well above average. The Early Years Foundation Stage consists of a Nursery and a Reception class.

The school has achieved Healthy Schools and Activemark 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?

2

The school's capacity for sustained improvement

2

Main findings

Ladywood Primary is a good and improving school. It provides outstanding care for all its pupils, especially the most vulnerable, so that everyone is well prepared to make the best of the next stage in their education. The quality of teaching is good throughout the school and pupils are inspired by a rich and exciting curriculum. As a result, pupils of all abilities achieve well and standards are rising. The headteacher provides clear and purposeful leadership and is well supported by enthusiastic and skilled staff and governors. The pupils are proud of their school and constantly aim to live up to its motto: 'If you can dream it you can do it.'

The pupils are eager to learn and inquisitive. They get a good start in the Early Years Foundation Stage. Pupils of all abilities make good progress throughout the rest of the school and leave in Year 6 with average standards. Although pupils' achievement in writing has improved well since the last inspection, standards are not as high as they are in reading and mathematics, and progress in handwriting is inconsistent.

Pupils' participation in healthy lifestyles is outstanding. They take full advantage of nourishing school meals and a wide range of sporting activities. Pupils are happy and hard working. They make an outstanding contribution to their community through roles such as playground leaders and school councillors, as first aiders and through their supportive partnership of an African children's home. Pupils feel safe and well cared for and are confident that there is always someone to turn to if they need support. They are polite and thoughtful and their behaviour is good. 'My school is a happy and joyful place. I feel really safe and the teachers think of lots of ways to make lessons fun and keep us healthy,' is typical of their views.

The school provides many exciting opportunities to inspire pupils, from visits to the Houses of Parliament to experiencing the food and culture of different countries and learning their languages. However, the pupils do not make enough use of their information and communication technology skills to help their learning in other subjects. Parents' and carers' views are positive and they feel welcome. They enthusiastically support children's performances and attend parents' evenings. However, participation in training and other activities for supporting learning in the early years is limited.

Pupils' achievement and personal development has improved well since the last inspection. The drive and ambition of the headteacher and her senior leadership team and governing body are securely based on accurate self-evaluation procedures and clearly expressed in the school development plan. The school has had particular success in ensuring that all groups of pupils achieve well and the equality of opportunity is outstanding as a result. The good quality of training and support for staff to develop

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their leadership skills has created a tight-knit and creative team. As a result, the school is consistently making headway in addressing any weaknesses and has a good capacity to continue to improve.

What does the school need to do to improve further?

- Raise standards in writing further by:
 - – implementing the priorities identified in the school development plan
 - – improve the rate of pupils' progress in handwriting
 - – extend parents' and carers' involvement in promoting children's communication skills in the Early Years Foundation Stage.
- Improve the use pupils make of their information and communication technology skills as a tool for learning.

Outcomes for individuals and groups of pupils

2

All groups of pupils make good progress, because they receive good-quality teaching and the strong, caring ethos helps them develop very positive attitudes to learning. Pupils thoroughly enjoy their time at school and work hard in lessons. They work well individually and collaboratively. Their good behaviour and satisfactory attendance makes a positive contribution to their learning.

Other key features of pupils' outcomes include the following.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
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

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	
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is good. Most lessons include:

- good planning with a clear purpose and clear criteria for success which pupils use to measure their achievement
- very good classroom management that allows pupils to engage in meaningful discussion and practical activities
- activities that are fun; lessons make good use of role play, quizzes, puzzles, dance and drama to bring learning to life
- skilful questioning of pupils to deepen their understanding and help them consolidate their ideas
- accurate assessments of pupils' achievements that are used well to set challenging targets for different abilities
- teachers and teaching assistants working closely together to ensure that pupils of all abilities are fully included and progress well.

Although teachers use computer technology to good effect in presenting ideas, they miss some opportunities for pupils to make use of their information and communication technology skills to improve learning in all subjects. In Key Stage 1 some activities which are planned to encourage pupils to work independently are not challenging enough for more-able pupils.

The good curriculum is enriched by many visits and visitors. Pupils have the opportunity to take part in residential visits to London and Robinwood with a strong focus on outdoor pursuits. Exciting topics and themes link different subjects together in meaningful ways. These are well planned to broaden pupils' life experiences and to celebrate a wide range of faiths and cultures. The promotion of pupils' social and emotional learning is a strength of the school and contributes significantly to the progress of all pupils, especially the most vulnerable. There are good opportunities for pupils to sing, dance and learn a musical instrument. They get a good taste of learning Spanish and finding out about the country.

Parents and carers speak highly of the care, guidance and support offered to all pupils. Vulnerable pupils and those with special educational needs and/or disabilities are exceptionally well provided for. Many avenues are explored in school to provide a safe, welcoming haven in which pupils can flourish. All staff have important relevant information so that they can contribute effectively to pupils' welfare and guidance. The school has effective systems to monitor attendance and pupils' behaviour.

These are the grades for the quality of provision

<p>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</p> <p>Please turn to the glossary for a description of the grades and inspection terms</p>	
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<p>The quality of teaching</p> <p>Taking into account:</p> <p style="padding-left: 20px;">The use of assessment to support learning</p>	2
	2
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	2
<p>The effectiveness of care, guidance and support</p>	1

How effective are leadership and management?

Leaders and managers at all levels are ambitious for the school and its pupils. They have created a safe and secure learning environment in which pupils enjoy their education. The school is incisive and thorough in monitoring the success of new initiatives and ensuring that all pupils benefit. This has had a good impact on driving up standards for all groups of pupils. Safeguarding systems and procedures are thorough and have a high priority in school. Efficient systems are in place to manage the security and health and safety of pupils and adults. There are clear roles and responsibilities for all staff and governors. All agencies work together to safeguard and protect pupils and to respond to any concerns. Systems to support the most vulnerable pupils are rigorous, recorded in detail and the impact evaluated.

The school's effectiveness in promoting equality of opportunity is well illustrated in the way it has reduced the gap between girls' and boys' attainment and enabling the more able to reach higher standards. The school is fully inclusive and has an excellent track record of ensuring that less-able and vulnerable pupils succeed.

Governors provide good support and challenge, particularly through their roles on the strategic planning committee. They fulfil all their statutory duties effectively and ensure that the school is well resourced. The school provides good value for money and is continuing to develop all aspects of provision further. Governors have a clear understanding of the school's many strengths and good knowledge about pupils' progress and achievement.

The school makes a good contribution to the local and wider communities. It uses the curriculum well to broaden pupils' horizons about other cultures and lifestyles. It also plays an active part, led by the headteacher, in improving the lives of children in care in an African village.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement</p> <p>Taking into account:</p> <p style="padding-left: 20px;">The leadership and management of teaching and learning</p>	2
	2
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	2

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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	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When they start school children's attainment is well below that expected for their age and in particular in their use of language and their social skills. They get off to a good start and are well prepared for future learning.

- Children make good progress. There has been a good trend of improving standards since the last inspection and standards are close to, although still below, average by the time they start Year 1.
- Good arrangements for promoting children's welfare and positive relationships ensure that children feel safe and secure and settle quickly following home visits by staff.
- The quality of teaching is good. There is a wide range of activities children select for themselves to promote all areas of learning. Staff skilfully intervene to boost children's self-esteem, support their language development and get them thinking hard.
- The outside area reflects the good quality of learning provided indoors.
- There are some opportunities for parents and carers to learn more about ways they can support their children's language skills, such as skills in early reading and writing, and be involved in their learning. However, these are not developed fully enough to have a significant impact on children's learning and only a small number of parents and carers take them up.

As a result of the good provision, children grow in confidence and make good progress. They are clearly very proud of their accomplishments. The quality of leadership and management is good because staff are knowledgeable and continue to develop their professional skills.

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

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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

Parents and carers are very supportive of the school and express no significant concerns. The inspection team agrees with these positive views. Parents and carers appreciate the caring ethos of the school and friendly nature of the staff. They welcome the exciting curriculum opportunities the school offers. They feel that their children achieve well and that the school is well led and managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ladywood 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	53	8	47	0	0	0	0
The school keeps my child safe	6	35	9	53	0	0	0	0
The school informs me about my child's progress	7	41	8	47	1	6	1	6
My child is making enough progress at this school	9	53	6	35	1	6	0	0
The teaching is good at this school	9	53	7	41	0	0	0	0
The school helps me to support my child's learning	8	47	7	41	2	12	0	0
The school helps my child to have a healthy lifestyle	10	59	6	35	0	0	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)	8	47	7	41	0	0	0	0
The school meets my child's particular needs	6	35	8	47	0	0	0	0
The school deals effectively with unacceptable behaviour	8	47	7	41	1	6	0	0
The school takes account of my suggestions and concerns	5	29	9	53	1	6	0	0
The school is led and managed effectively	7	41	8	47	1	6	0	0
Overall, I am happy with my child's experience at this school	10	59	6	35	1	6	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">■ 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.



22 October 2009

Dear Pupils

Inspection of Ladywood Primary School, Barnsley, S72 7JX

Thank you for all your help when I inspected the school with my colleagues.

I thought you might like to know what we found out about your school.

- Ladywood Primary is a good school and getting better all the time.
- You are healthy and fit because of the tasty, well-balanced meals the school kitchen provides and the many sporting activities you take part in.
- You feel safe and the care, guidance and support you receive are excellent.
- You get off to a good start in Nursery and Reception. Your parents and carers like to help and could be even more involved in helping children begin to learn to read and write.
- You continue to make good progress and reach suitable standards by the time you leave in Year 6. However, you could make even more progress in writing.
- The quality of teaching is consistently good and you are given lots of fun things to do.
- You are taken on lots of visits which you really enjoy. However, you don't use computers and other technology often enough in all subjects.
- Leadership, management and governance are good and the school is moving in the right direction.

Your teachers and the staff want to make the school even better. To help them do this I have asked that they help you to become even better writers by encouraging you to improve your handwriting and by supporting your parents and carers to give you a really good start in Nursery and Reception. I have also asked them to give you more chances to use your information and communication technology skills in all subjects.

You can help by working hard and enjoying your lessons.

I wish you every success in all you do in the future.

Yours faithfully

Mr Andrew Clark

Lead Inspector

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