

Ladybridge Community Primary School

Broadford Road, Deane, Bolton, Lancashire, BL3 4NB

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in all year groups and subjects. Standards reached by pupils by the end of Year 6 are above national figures.
- Pupils learn to read successfully.
- Teaching in the large majority of lessons is good, and some is outstanding.
- Children in the Reception Year are particularly well taught in very stimulating surroundings. As a result, they make good progress.
- Disabled pupils or those with special educational needs are well taught and supported so they make good progress.
- The behaviour of pupils is good. They enjoy school and are keen to learn.
- Pupils say they feel safe and well looked after, a view supported by parents.
- The curriculum provides pupils with an interesting range of subjects and topics that ensures they enjoy school. This contributes well to their good spiritual, moral, social and cultural development.
- The school has excellent relationships with parents, who are highly supportive of the school and its leaders.
- The school is well led and managed by a committed headteacher and deputy headteacher. They make regular checks on how well the school is doing, so they have a very clear idea of its strengths and what needs improving.
- Governors effectively support and challenge school leaders with regard to the quality of teaching and pupils' achievement. As a result, the school continues to improve.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding. More-able pupils are not always challenged enough, and pupils do not have enough chances to explore and investigate topics for themselves.
- Pupils do not have enough chances to use information and communication technology (ICT) in different subjects.
- Teachers in charge of subjects and areas, especially literacy and numeracy, do not regularly check and improve the quality of teaching, and rates of pupils' progress in their areas.
- Teachers' marking does not always clearly tell pupils how well they are doing, or how to improve their work.

Information about this inspection

- Inspectors observed 16 part-lessons, three of which were observed jointly with school leaders. Almost all teachers and all classes were seen. Inspectors also attended an assembly, listened to pupils read and looked at pupils' work.
- Meetings were held with pupils, staff, school leaders, governors and a representative from the local authority.
- Inspectors met a small number of parents at the start of the school day. They looked at the 22 responses to the online questionnaire (Parent View), as well as the results of a larger survey of parents that was carried out by the school. Inspectors also considered the 24 staff questionnaires they received.
- Inspectors looked at documents including the school's plans for improvement, records of the quality of teaching, school information on the progress of pupils and nationally published results. They also looked at records of pupils' behaviour and attendance, and at how the school keeps its pupils safe.

Inspection team

Mike Phipps, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Dave Blackburne	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. It has Early Years Foundation Stage classes for Reception-aged children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is much lower than average. The proportion of those pupils supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is lower than the national 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.) All of the pupils who are supported by pupil premium in this school are those known to be eligible for free school meals.
- The proportion of pupils from minority ethnic backgrounds is much higher than average. The largest groups are pupils of Indian and Pakistani heritage. The proportion who speak English as an additional language is also much higher than average.
- A privately run breakfast club and after-school club operates on the school site. It is separately inspected and so was not included in this inspection.
- The number of pupils on roll is currently increasing, and the school will, in time, contain two forms of entry in each year. A recent building programme has added extra classrooms to accommodate this planned rise in pupil numbers.
- 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 quality of teaching so that more is outstanding by making sure that:
 - more-able pupils are given work that makes them think hard, and which they can organise themselves
 - all pupils have chances to learn by exploring and investigating topics for themselves
 - pupils can use and apply their ICT skills in a number of different subjects
 - teachers' marking gives pupils a clear idea of how well they are doing, and how to improve their work.
- Improve leadership and management further by making sure that teachers in charge of subjects and areas, especially literacy and numeracy:
 - more regularly check and improve the quality of teaching in their areas
 - systematically check the progress made by pupils in their areas, and provide help where pupils' progress is less rapid
 - plan how pupils' skills can best be developed across a number of subjects.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and abilities below those typically expected for their age. In the Reception Year they make good progress. By the time they enter Key Stage 1, they have caught up, and their standards are broadly average, but they are a little weaker in their understanding of numbers than in other areas of learning.
- Pupils' progress in Key Stage 1 is good. By the end of Year 2, standards in reading, writing and mathematics are in line with national figures. Pupils' understanding of phonics (the sounds that letters make) is very good, and a higher than average proportion of pupils reach the expected level in reading.
- Pupils continue to make good progress in Key Stage 2. A higher than average proportion makes the progress expected of them in both English and mathematics. In 2012, every pupil in Year 6 reached the expected level in both English and mathematics, which means their standards are above national figures.
- The support for disabled pupils and those who have special educational needs is good, so they make good progress. Individual needs are identified early, and effective extra help is given.
- Pupils learn to read successfully. They read books which are carefully matched to their level of ability. Standards of reading are high. Pupils enjoy reading and, by Year 6, can talk with confidence and enthusiasm about their favourite books and authors.
- Pupils write at length in different subjects, for example in history and geography, as well as in literacy lessons. They develop their writing skills well, and standards of writing are above average.
- Pupils achieve well in mathematics. The proportion making and exceeding the progress expected of them is above average, and the proportion reaching the higher levels is significantly above national figures.
- Pupils from minority ethnic backgrounds achieve well in school, and Indian and Pakistani pupils do better than similar pupils nationally. Those who speak English as an additional language are well supported in class by extra helpers including a bilingual teaching assistant. They, too, achieve more highly than similar pupils nationally.
- The number of pupils in each year group who are supported by the pupil premium is small. These extra funds are mostly spent on in-class support, particularly for pupils' early literacy. As a result, pupils known to be eligible for free school meals achieve standards which are higher than similar pupils nationally. Their attainment is approximately one term behind other pupils in school in both English and mathematics. This gap is closing steadily.
- Pupils' achievement is not outstanding because of inconsistencies in the progress made by some groups in some subjects. In 2012, for example, the proportion of more-able pupils reaching the higher levels in mathematics was considerably higher than in English.

The quality of teaching is good

- The teaching in the large majority of lessons across all year groups and subjects is typically good, and some teaching is outstanding.
- Children learn particularly well in the Reception Year, where teaching is at least good and is sometimes outstanding. Classrooms are bright and stimulating and the outdoor area is very well equipped. Teachers and other adults carefully assess what children can do, so they can plan what children will learn next. In an outstanding phonics lesson, for example, children made excellent progress because teachers made certain that the resources and tasks were well matched to their abilities.
- In the best lessons, teachers set pupils challenging tasks, ask probing questions to check pupils' understanding and direct their learning with pace and enthusiasm. This was the case in a Year 5

English lesson in which pupils made outstanding progress in producing a piece of descriptive writing.

- Relationships between adults and pupils are very good. In a very well planned Year 1 mathematics lesson, for instance, these strong relationships led to outstanding behaviour and allowed pupils to make good progress in adding up sums of money.
- Teaching assistants are used well and make a significant contribution to pupils' learning, particularly for those pupils who need extra help.
- The quality of teaching is not yet outstanding. More-able pupils are not always challenged enough, and pupils do not have enough chance to explore and investigate topics for themselves. For example in a Year 3 ICT lesson, all pupils were given the same task to do, with no additional challenge or independent work for more-able pupils. This limited their progress.
- Pupils are taught a range of skills in their ICT lessons in a very well equipped computer suite, but they do not often have the chance to practise and apply these skills in their other subjects.
- Teachers' marking is frequent and detailed, but does not always tell pupils clearly how to improve their work. Pupils say they are not always sure of what level they have achieved, or of their targets for improvement. Opportunities to assess and evaluate their own work are limited.

The behaviour and safety of pupils are good

- The behaviour of pupils is good in lessons and around school. They are friendly, polite and articulate. They respond well to the new house system, which promotes their good behaviour.
- In lessons, pupils' attitudes to learning are very positive. Pupils say they enjoy lessons, and poor behaviour is rare. They work well together, and can concentrate for extended periods.
- Pupils say they feel safe and well looked after by teachers and other adults, a view supported by parents. Pupils understand different types of bullying, and say bullying is very rare. School records confirm this. Pupils are taught to keep themselves safe and understand, for example, the potential dangers of the internet.
- Parents have no concerns about pupils' behaviour.
- Exclusion rates are very low. Racism is very rare. All groups of pupils in school get on well together.
- Pupils have a number of chances to take on positions of responsibility in school, such as acting as play leaders, 'random readers' who help in the library and members of the school council.
- Pupils' attendance is broadly in line with national figures. The small proportion of pupils who are persistently absent is falling.
- Pupils' behaviour is not outstanding because they occasionally lose concentration in lessons where they are not fully engaged by good teaching.

The leadership and management are good

- The headteacher and deputy headteacher lead the school well. They make regular checks on how well the school is doing, so they have a very clear idea of its strengths and what needs improving.
- The school's checks on teaching are good and provide teachers with accurate feedback on their performance. The management of teachers' performance is linked to their salary progression, and is effectively improving the quality of teaching.
- The school's systems for checking pupils' progress have recently been made more systematic, and are now good.
- The school has excellent relationships with parents, who are highly supportive of the school and its leaders. One parent spoke for many in saying, 'The school is a happy environment where expectations are high but achievable and the children enjoy the challenges set for them.'
- School leaders are committed to equality of opportunity. They make sure that discrimination is

not tolerated.

- The school's arrangements to keep pupils safe meet legal requirements.
- The school receives a light level of support from the local authority, which feels that school leaders have strong capacity to improve the school. Inspection evidence shows that the school does have good capacity for further improvement.
- The curriculum provides pupils with an interesting range of subjects and topics. This contributes well to their good spiritual, moral, social and cultural development. Pupils enjoy a wide range of educational visits and activities at lunchtime and after school. However, teachers do not routinely work together to plan how pupils' skills can best be developed across a number of subjects.
- Teachers in charge of subjects and areas, especially literacy and numeracy, do not, as part of their role, regularly check the quality of teaching in their areas and act to improve it. They do not routinely check pupils' progress in their areas of responsibility to provide help where progress is less rapid.
- **The governance of the school:**
 - Governors are keen to improve the school. A number of governors recently observed the teaching in some lessons. Governors are each linked to a specific class which they periodically visit. This means they know what is happening in school and understand the school's strengths and weaknesses, and the quality of teaching. They are not closely involved in identifying priorities for improvement, but do check to make sure that the school's plans for improvement are working. Governors have a working knowledge of how teachers' performance is managed and how this links to teachers' salary progression. Governors effectively challenge school leaders to improve the school further. They are increasingly well informed about the performance of the school compared to other schools nationally. Governors oversee the budget well, and know, for example, how extra funds from the pupil premium are spent and the impact of this funding. Governors are keen to improve their skills. They recently carried out a skills audit to identify their own strengths and areas where further training 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

Unique reference number	105169
Local authority	Bolton
Inspection number	412203

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	288
Appropriate authority	The governing body
Chair	Judith Ashcroft
Headteacher	Colin Watson
Date of previous school inspection	14 January 2009
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