

Inspection of Ladybridge Primary School

Councillor Lane, Cheadle, Cheshire SK8 2JF

Inspection dates: 18 and 19 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders provide a calm and nurturing school environment where pupils thrive. Pupils feel safe and cared for.

Staff have high expectations. Children in the early years classes adapt to clear routines soon after their admission to the school. They develop good learning habits. Older pupils develop as independent, successful learners. Low-level disruption in lessons is rare. Pupils further up the school manage their own behaviour in and out of the classroom.

Pupils trust in adults to help them address and resolve any concerns that they may have. They are confident that leaders would be swift to deal with bullying, should it ever occur.

Older pupils enjoy playing an instrument in the impressive school orchestra. Pupils love regular visits to the exceptionally well resourced library. Pupils and families benefit from the high-quality care offered by the pastoral support team. The school creates a range of opportunities to support parents and carers well, with initiatives such as 'Mum and Me'.

Pupils are warmly welcomed by their teachers each morning. They feel happy that their teachers know them well. Parents value the regular communication and strong relationships between school and families. They know how to contact the school and feel listened to.

What does the school do well and what does it need to do better?

Leaders have set out a well-ordered curriculum. Subject leaders have discussed and agreed their intentions for each subject curriculum. As a result, there is clarity and coherence about what is taught from the early years through to the end of key stage 2. Lessons are sequenced so that teachers build securely on what pupils have learned and remembered.

Teachers throughout the school have secure subject knowledge. They follow the curriculum carefully. They provide clear explanations to pupils when they build on previous learning or when they introduce a new topic.

Teachers make regular and careful checks on how well pupils learn. For instance, staff check pupils' phonics knowledge. Teachers use astute questioning to check pupils' understanding of new concepts or subject-specific vocabulary. Leaders check pupils' progress through regular monitoring of pupils' workbooks. Staff use these checks to identify where pupils need support before moving on to new learning. That said, staff sometimes do not address pupils' repeated spelling, punctuation and grammatical errors in their independent writing during lessons. This means that some pupils do not secure their knowledge and achieve as well as they should in their writing.

Pupils enjoy their learning and engage positively in lessons. This includes children in the early years, who develop the independence needed for Year 1. Pupils achieve well. Pupils spoken with were able to link their past work to what they are now learning.

Reading is a strength of the school. Pupils develop as fluent, successful readers. Children in early years are enthusiastic when learning phonics. They work happily in pairs to test each other's reading knowledge. Pupils enjoy reading and take reading books home each night. Pupils with special educational needs and/or disabilities (SEND) develop independence in their reading, spelling and comprehension by the time they reach the end of Year 6. Pupils who find difficulty in reading and phonics benefit from additional, helpful support.

The personal development of pupils, including those with SEND, is a priority for all. This is recognised within the school's vision. Pupils take initiative in being effective citizens for their community through the fundraising and community projects they lead. Pupils understand democratic processes. They find out about differences, for example, when they learn about the protected characteristics.

Pupils benefit from diverse experiences. There are many opportunities for pupils to engage in activities that promote their spiritual, moral, cultural and social (SMSC) development. However, despite these opportunities, some pupils do not remember important aspects of this learning.

Leaders ensure that there is high ambition for all pupils, including for those with SEND and those who are disadvantaged. Staff work with parents and other professionals to identify pupils with SEND. Pupils attending the specially resourced provision for pupils with SEND (specially resourced provision) receive targeted teaching and support relating to their education, health and care plans. They benefit from attending mainstream classes with their peers for some of their learning.

Staff feel extremely well supported in their well-being by leaders. Leaders take account of staff workload and well-being when taking decisions.

Governors provide the right support and challenge to leaders. They keep a careful oversight of pupils' attendance and behaviour. They check the impact of leaders' decisions, including those relating to pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that there are clear procedures to keep pupils safe. Staff and governors receive updated training on safeguarding. This means that they are aware of the signs that may indicate concerns, for example relating to internet grooming or domestic abuse.

Leaders have implemented an electronic system for staff to report and log any issues. This information is followed up with relevant agencies and families in a timely way.

Staff teach pupils about keeping safe and to recognise situations where they might feel at risk. Pupils learn what they might do to manage that risk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some cases, teachers do not identify the spelling, punctuation and grammatical errors that pupils make when they write independently in lessons. This means that pupils sometimes continue to make the same errors in later lessons. Leaders should ensure that teachers identify and address these errors to ensure that pupils develop their writing expertise.
- The school's curriculum lacks precise detail about how pupils should develop their spiritual, moral, social and cultural understanding. This means that opportunities to focus on these areas are sometimes missed. Leaders should strengthen the curriculum organisation so that pupils have carefully ordered opportunities to develop their SMSC understanding still further.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106054
Local authority	Stockport
Inspection number	10241186
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	157
Appropriate authority	The governing body
Chair of governing body	Nick Silikas
Headteacher	Emma Hill
Website	www.ladybridge.stockport.sch.uk
Dates of previous inspection	27 and 28 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school has a specially resourced provision which meets the needs of eight pupils with SEND.
- Leaders do not make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, other school leaders and members of staff. An inspector held a discussion with a group of governors. An inspector spoke with a small group of parents. An inspector met with a representative from the local authority.

- Inspectors checked the arrangements for keeping pupils safe. They looked at a range of documentation and spoke to leaders and staff.
- Inspectors carried out deep dives in reading and phonics, English, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons (including in the specially resourced provision), looked at samples of work, talked to pupils and held discussions with teachers. Inspectors also spoke to leaders and pupils about the curriculum in other subjects and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes. They spoke with pupils about their experiences in school.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors considered the free-text responses to Ofsted Parent View, Ofsted's online survey.
- Inspectors considered responses to Ofsted's online survey for pupils and Ofsted's online survey for staff.
- Inspectors considered a range of documentation shared by school leaders, including the school's self-evaluation form, a recent local authority report on the school and minutes of the governing body.

Inspection team

Jon Ashley, lead inspector	Ofsted Inspector
Chris Metcalfe	Ofsted Inspector

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