

Inspection of Ladybrook Primary School

Gleneagles Close, Seal Road, Bramhall, Stockport, Cheshire SK7 2LT

Inspection dates: 23 and 24 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2014.

What is it like to attend this school?

Pupils describe their school as a remarkable place where everyone is welcome. They are proud and happy to be part of such a unique and special community where differences between people are nurtured and celebrated. Pupils' attitudes to work embody the school's strapline, 'learning without limits'. They frequently exceed the high expectations that staff have for their academic and personal success. Pupils proudly show their learning in different ways. For example, older pupils enjoyed creating their own books to showcase the rich body of knowledge that they have gained across the curriculum.

Pupils' behaviour is exemplary in lessons and at playtimes. Lessons are calm, and time shared together at playtimes is both fun and special. Pupils play a highly active role in making their school the best it can be. For example, pupils contribute to the design of central spaces such as the library and sanctuary area. Children in the Nursery class also help new children by sharing their favourite memories with them before they start school. Pupils across all ages take on various leadership roles such as reading buddies and school councillors. They also show a deep sense of social responsibility in different ways, such as by supporting local charities through various fundraising activities.

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

The school has a highly ambitious curriculum. Every aspect of the curriculum has been expertly crafted. It is designed to give pupils, including those with special educational needs and/or disabilities (SEND), the knowledge that they need to succeed in their future lives. Staff are clear about the knowledge and skills that pupils need to know and how these build over a pupil's journey through school.

Staff receive highly effective training. They spoke very positively about the helpful guidance that they receive from leaders and members of the governing body. This helps them to deliver the curriculum consistently well across the school from the early years through to Year 6.

Staff expertly design activities which support pupils to build on their prior learning and to make links with new content extremely well. Staff are adept at using assessment strategies to identify and address any potential gaps in pupils' learning before moving on to new content. They also make sure that pupils revisit key knowledge to deepen their understanding further. As a result, pupils achieve exceptionally well across the curriculum and are overwhelmingly ready for the next stage of their education.

The school recognises the importance of teaching pupils to read. This work begins in the Nursery class where children are introduced to letters and the sounds that they make. Children love to recite much loved stories and rhymes. This prepares children exceptionally well for future learning in the Reception class. The school ensures that staff deliver the phonics programme with complete fidelity to the chosen approach.

As pupils progress through school, they read with ease, fluency and expression. Those pupils who require additional support for reading receive well-tailored and timely interventions. This ensures that pupils catch up quickly and keep up with their peers. Most pupils, by the time they leave the school are highly competent readers.

Staff have received training that enables them to clearly identify and meet the additional needs of pupils with SEND. Curriculum delivery is successfully adapted to support these pupils to learn the same key knowledge as their peers. Pupils with SEND achieve exceptionally well across the curriculum.

The school's offer for personal development is exceptional. It permeates across every area of school life. Pupils know how to keep themselves safe. They learn about health and fitness and how to look after their own mental health. Pupils share projects and work collaboratively with a school in a different context. This helps to broaden pupils' horizons and develops a social awareness of the world beyond their local area.

Visits, visitors and clubs are carefully mapped out to enhance pupils' learning beyond the classroom. Pupils have regular opportunities to debate and discuss issues that are important to them. For example, in assembly time, mixed-age groupings come together to discuss fundamental British values such as democracy and tolerance. These groups also think about how they can care for their immediate area and conserve the world's resources. As a result of this work, pupils develop excellent communication skills. They are eager to make a difference to the world and to protect it for future generations. Pupils are extremely well prepared for their future lives.

Pupils are highly respectful of each other and towards staff and visitors. Pupils' conduct within lessons, around school and at lunchtimes is exemplary. The school ensures that attendance is of paramount importance. It is proactive in quickly picking up on any rare instances where attendance is not as high as the school expects. It provides very effective support for pupils and families. This results in high rates of attendance across the school.

The governing body is passionate and ambitious about ensuring that pupils receive the very best education. It has the skillset and knowledge to effectively challenge and support the school. Governors ensure that any changes to the school are well managed. For example, by consulting and conducting regular check-ins to ensure that any change is positive. Staff appreciate this support and consideration for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106055
Local authority	Stockport
Inspection number	10348005
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	242
Appropriate authority	Local authority
Chair of governing body	Catriona Farnsworth
Headteacher	Deborah Presswood
Website	www.ladybrook.stockport.sch.uk
Dates of previous inspection	12 and 13 November 2014, under section 5 of the Education Act 2005

Information about this school

- The school runs a before- and after-school club for pupils.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with the headteacher, other school leaders and members of staff. The lead inspector met representatives of the governing body, including the chair of governors. She also spoke with a representative of the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also considered the curriculum, talked to pupils and considered pupils' work in some other subjects.
- The lead inspector observed pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of documents, including records of governing body meetings, leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- The inspectors spoke with groups of pupils about their experiences at school and observed their behaviour at lunchtime. They considered the views of pupils shared through Ofsted's online survey for pupils.
- The inspectors spoke with staff about their workload and well-being. They considered the views of staff shared through Ofsted's online survey.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Sue Dymond, lead inspector

His Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

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