



INDEPENDENT SCHOOLS INSPECTORATE

LADY LANE PARK SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Lady Lane Park School

Full Name of School	Lady Lane Park School
DfE Number	380/6107
EYFS Number	EY305709
Address	Lady Lane Park School Lady Lane Bingley West Yorkshire BD16 4AP
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Email Address	secretary@llp.gemsedu.co.uk
Headteacher	Mrs Gill Wilson
Chair of Advisory Governors	Mrs Lynda Bowers
Proprietor	Global Education Management Systems UK Limited
Age Range	2 to 11
Total Number of Pupils	160
Gender of Pupils	Mixed (79 boys; 81 girls)
Numbers by Age	0-2 (EYFS): 17 5-11: 106 3-5 (EYFS): 39 11-18: 0
Number of Day Pupils	Total: 160
EYFS Gender	Mixed
Inspection dates	20 Sep 2011 to 21 Sep 2011 17 Oct 2011 to 19 Oct 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in 21- 25 November 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects; though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	3
(a) Main findings	3
(b) Action points	4
(i) Compliance with regulatory requirements	4
(ii) Recommendations for further improvement	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the pupils' achievements and their learning, attitudes and skills	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	11
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	11
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	11
(c) The quality of the provision in the Early Years Foundation Stage	11
(d) Outcomes for children in the Early Years Foundation Stage	12
INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Lady Lane Park School was established 23 years ago on the site of Bingley Teacher Training College. The school has grown from its initial number of nine pupils to one hundred and sixty on roll. Of these, 54 are in the Early Years Foundation Stage (EYFS), which consists of two Nursery classes and the Reception class. The school now occupies two sites with the youngest Nursery children being housed in The Lodge. The school is owned by Global Education Management Systems (GEMS) which owns ten schools in the UK. Within this group of schools, Lady Lane Park is unique in that it has twelve advisory governors who support and advise the headteacher.
- 1.2 The school caters for boys and girls from the ages of two to eleven, drawing pupils from a wide geographical area and from a range of socio-economic groups. The majority are of white British heritage. The ability range of pupils on entry is broadly average although variations are evident from year to year. The majority of the school's pupils move on to independent secondary schools. There are currently 21 pupils who have a first language other than English. There is one pupil with a statement of special educational need and the school has identified eighteen other pupils who require additional support. Most pupils remain in the school until the age of eleven.
- 1.3 The school's aim is 'striving for excellence'. Its mission statement is to create 'a happy and exciting school which is built upon excellent relationships between teachers, pupils and parents, and where all children are encouraged, supported and nurtured with great care, sensitivity and attention to their individual needs.'
- 1.4 Since the previous inspection the senior management team has been re-organised so that now there is one headteacher, one deputy headteacher and Early Years co-ordinator. Pupils in Year 6 now have their own designated classroom and there is also a newly created art room. New sporting activities have been added to the list including orienteering, cross country running and ju-jitsu, with gymnastics now an option for pupils in Reception and Year 1.

- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Lower Kindergarten	Nursery
Kindergarten	Nursery
F1	Reception

Preparatory school

School	NC name
F2	Year 1
F3	Year 2
F4	Year 3
F5	Year 4
LV1	Year 5
UV1	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The achievement of pupils at Lady Lane Park School is good with some excellent work in literacy and the creative arts. Pupils make good progress from when they first start at school. This reflects the school's success in its aim of 'striving for excellence' and in helping pupils to achieve the best that they can be. Pupils achieve well because of good teaching, their own good behaviour, friendly caring relationships and positive attitudes to learning. They show good attitudes to learning, and are interested and co-operative in lessons. The main strengths of the teaching are good subject knowledge, good planning and learning made fun. However on a few occasions, pupils are given work that is not closely matched to their different ability levels and needs. Since the previous inspection, the school has completed some considerable work on the sports field to ensure it can now be used in all weathers, enabling sport to be carried out all year round.
- 2.2 Pupils' personal development is excellent and they become highly confident from the time they join the school. This is due in part to the high expectations of staff and to the fact that they are encouraged to perform in assemblies and productions and to think independently within their work. Pupils' personal qualities are well supported by excellent levels of care and welfare. Pupils work together very well, enjoying excellent relationships with staff and amongst themselves. They know the adults they can turn to for support if they need to.
- 2.3 Governance is good and the local governors take a real interest in the school. Leadership and management are good across the school, and there is effective team work. The school development plan has an overview of developments for individual subjects but the school recognises that it now needs to put in place an overarching policy covering a three and five year period. The monitoring of policies and procedures lacks rigour. The questionnaire showed that parents and carers are very happy with their children's education, and the pupils' questionnaire and discussions with them showed that they are also very happy at school.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Develop formal systems for the regular and rigorous review of policies, procedures and practice, particularly in the EYFS.
2. Broaden the focus of the school development plan to give a fuller oversight of whole-school developments.
3. Provide more opportunities for Reception children to extend their learning in the outdoor environment.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of pupils' achievements is good and in some areas, notably literacy and the creative arts, it is excellent. This matches the aim of the school to 'strive for excellence' in a happy and exciting school where each pupil is nurtured and valued.
- 3.2 Pupils are highly confident and articulate in conversation. Their knowledge, skills and understanding are well developed. Pupils achieve high standards in creative writing. They enjoy reading and writing imaginative stories such as 'chips at the funfair'. In the creative arts, they reach particularly high standards, which are reflected in the excellent displays around the school, which value pupils' work. Pupils think independently and make decisions for themselves. This was seen, for example, in a drama lesson for older pupils where they planned scenarios in small groups to act out for a 'night at the wax works.' They use skills learnt in English to describe the music they are listening to. Younger pupils also achieve well, for example in science where fun was had by all finding out that vibration creates sound. In numeracy, all pupils achieve equally well and reach high standards; the presentation of their work is excellent. Information and communication technology (ICT) is timetabled weekly and pupils use it well to support learning across other curriculum subjects. Pupils' achievement is also enhanced by the extra-curricular activities on offer.
- 3.3 Pupils' attitudes to learning are good. They are proud of their work and strive hard to do their best. They enjoy their work and are rightly proud of their achievements. They work well both individually and when working with their peers. They listen carefully to instructions and respond appropriately to different demands made of them.
- 3.4 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. In the national tests at the age of seven pupils' results have been excellent in relation to the national average for maintained primary school, and at age eleven they are good in relation to that average. These results indicate that pupils make good progress in relation to that of pupils of similar ability. This success is reflected in the number of first choice schools to which pupils move for their secondary education; a number win scholarships.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

3.5 The school offers a good curriculum that is broad and balanced and meets the aims of the school. Emphasis is rightly placed on acquiring the skills of literacy and numeracy. The curriculum covers all National Curriculum subjects and is enhanced by French, personal, social and health education, design and technology, and religious education. It is enhanced by a good mix of extra-curricular activities. Pupils say they really value these extra opportunities, which range from table tennis to dance, team sports and African drumming. The curriculum is also augmented by whole-school events such as a wide range of trips and visits. These experiences contribute effectively to the pupils' academic performance and to developing their confidence and personal development. Sporting activities are now a year round activity due to the school acting on a previous recommendation to successfully drain the field. There is good provision for those pupils identified with needing extra support and for the few who are learning English as an additional language.

3.(c) The contribution of teaching

3.6 Good and, on occasions, excellent teaching enables the vast majority of pupils to achieve good standards. Teaching makes a major contribution to pupils achieving their academic potential and progressing well. This is in line with the school's aims. Since the previous inspection, good progress has been made in developing the provision for pupils with special educational needs and/or disabilities (SEND); many parents commented on how good the support for their children is. All teachers foster and develop pupils' independence from the moment they start at school. Overall, lessons are well planned and teachers have good subject knowledge. In literacy and numeracy, basic skills are emphasised which enables the pupils to attain good standards in these areas by the time they leave the school. Good teaching also helps to promote pupils' creative skills, notably in subjects such as art, music and drama. Behaviour overall is managed well.

3.7 Teachers' subject knowledge and lesson planning are generally strong, and they make good use of available resources to help pupils with their learning. In the best lessons, lively and enthusiastic teaching, which includes effective questioning techniques, enables pupils to achieve well. On most occasions the tasks set are varied and appropriately matched to pupils' abilities. Praise and encouragement are well used. This adds significantly to pupils' enjoyment of their lessons. On the few occasions when teaching does not reach such high standards, there is a slower pace to the lesson and the teaching style is over-directed. In addition, work is not so precisely matched to pupils' abilities. Consequently, pupils have limited opportunities to think for themselves and take some responsibility for their learning.

3.8 The marking of pupils' work is good, particularly in English. Clear indication of what pupils need to do to move on in their learning helps them to make good progress and to reach high standards. Assessment data is used effectively on the whole to identify those pupils who need more support.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of pupils' personal development is good both in the EYFS and in the rest of the school. Pupils are very confident, polite and friendly. Their personal development is given a high priority and parents are very pleased with the way their children grow in confidence. Performances, concerts and discussions enhance this aspect of pupils' personal development. As one pupil told inspectors, "learning is fun". The school's aim of being a happy and exciting place to learn is met.
- 4.2 Pupils' spiritual awareness is good. They have strongly defined values, acute social awareness and a healthy respect for one another. There are two assemblies each week where the whole school comes together and this provides a healthy forum for developing spirituality. The pupils have a strong awareness of a variety of religious faiths and show tolerance and understanding of one another.
- 4.3 The pupils' moral awareness is good. They demonstrate a secure understanding of right and wrong. The many opportunities for responsibility, such as being head girl or boy, house captain, sports captain or librarian, allow the pupils to develop sensitivity to the needs of others and to handle situations fairly, showing kindness and support. They treat one another with courtesy and respect. Circle time in the younger years enables pupils to explore moral issues. Similarly, the on-going programme in the older forms includes religious education and talks led by visitors for example, on drug awareness to develop pupils' knowledge and awareness of contemporary issues. The pupils are tireless in their efforts to help generate admirable sums of money for charitable causes and thus come to appreciate that there are many people less fortunate than themselves.
- 4.4 The pupils' social awareness is excellent. Pupils interact with tolerance and respect for staff and peers alike. Excellent opportunities in areas such as music, drama, dance and other activities help to develop confidence and a sense of self-worth. Experiences in the roles of chairman or treasurer of the school council help develop skills such as communication and organisation. The pupils have a strong voice in many aspects of school life which promotes self-confidence. They also vote for their heads of school and the librarian chooses his or her assistants. As a result they value highly their roles of responsibility.
- 4.5 Pupils have a good cultural awareness. They respond well to being introduced to a variety of cultures through religious education, history and geography, as well as in music, art and drama. The pupils benefit enormously from the local environment which affords them many exciting and stimulating opportunities including visits to places of local interest both locally and in nearby Bradford and Leeds. Residential trips further afield to London and North Wales offer greater depth to pupils' cultural experience and are highly valued by them. Links with local government have led to rewarding experiences and even a trip to the local sewage works.
- 4.6 More responsibility has been given to the school council which now includes members from Year 2 upwards. House captains organise the whole school talent show, swimming gala and sports day. The introduction of both dance and running and sports captains has widened the scope for individual responsibility.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.7 The staff provide good support and guidance for the pupils in accordance with the school's aims. There are good, and on occasions excellent, relationships between staff and pupils; pupils are very clear that they know who to go to if they have any problems. As one pupil commented, 'We're like one big family!' The school has effective procedures for promoting good behaviour and guarding against harassment and bullying and is giving real focus to dealing constructively with any, albeit rare, unacceptable behaviour. The safeguarding arrangements have regard to official guidance and are up-to-date. Policies and procedures meet regulatory requirements, but there is a lack of rigour in the monitoring and implementation of them. Pupils are encouraged to live healthy lifestyles and have suitable opportunities through sport and games activities and by eating healthy lunches to develop this.
- 4.8 Pupils say they feel safe. Older pupils help younger ones in Nursery at lunchtime and at other times during the week. They also help them on other whole school occasions. Pupils are aware of the feelings of others and the need for inclusion. This is evident, for example, in a conversation with pupils about the 'friendship bench'. Pupils commented that it is not needed now because everyone is much more aware of each other and very supportive.
- 4.9 Fire practices are held regularly. A full fire risk assessment and asbestos survey have been carried out. Risk assessments are in place for all classrooms and activities around school and a new off site visit policy has been implemented. More staff are first-aid trained and pupils who are ill are well cared for. Information booklets are sent to all parents containing information about anti-bullying. Admission and attendance records are appropriately maintained. Training in safeguarding is current.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is good. The board of GEMS acts as the governing body and they discharge their responsibilities regarding child protection, safeguarding children, welfare, health and safety suitably, using external consultancies when required.
- 5.2 Lady Lane Park also has a successful and active group of local governors who support and advise the school, although they do not have any regulatory powers. All are highly committed to the school, to securing its aims, promoting its continuing success and maintaining the pupils' high standards, personal development and pastoral care.
- 5.3 The GEMS board of governance has a good knowledge of school procedures. Their effective communication and good relationships with senior managers leads to a regular exchange of information. This is helped by the fact that the headteacher is a member of this board.

5.(b) The quality of leadership and management

- 5.4 The school, including the EYFS, is well led and managed. The warmth and hospitality of the leadership is reflected in the family atmosphere which pervades the school. Those in senior positions are approachable and the school's open door policy is appreciated by parents. The school uses its space extremely well, thanks to the careful and thoughtful planning by its leadership. Self-evaluation is accurate. The school development plan has clear and relevant ideas for the future development of individual subjects, the fabric of the school and new buildings, but is aware that it now needs to put in place an overarching policy covering a three and five year period.
- 5.5 Monitoring is inconsistent. Subject co-ordinators are actively involved in scrutinising work and sharing ideas. However, the monitoring of policies, practices and procedures lacks rigour and the school is aware that this is an area for further development.
- 5.6 The school takes particular care in the selection of staff. Induction procedures for new staff are good and they quickly settle into their roles. There are suitable arrangements for checking the suitability of staff. All those working with pupils are suitably checked and appropriately trained in safeguarding, welfare and health and safety. The central register of appointments is completed accurately. Teachers, classroom support staff and other staff are deployed appropriately and contribute significantly to the pupils' progress and their welfare. This is particularly pertinent for those pupils identified with special educational needs, and the very few who have English as an additional language.

5.(c) The quality of links with parents, carers and guardians

- 5.7 The school has excellent relationships with parents. Parental questionnaires indicate that parents, including those of children in the EYFS, are pleased with almost all aspects of school life. A minority expressed concern about the quantity of homework. However, inspection findings show that the amount of homework is entirely appropriate for the age and ability of the pupils.
- 5.8 Parents receive good information and the complaints policy is readily available. Parents' evenings are held every term and a written report is issued at the end of the summer term. These include detailed information about their child's progress. The school makes good use of regular newsletters, text messages, emails and the school website to ensure that all are kept well informed.
- 5.9 The school's open door policy ensures that parents' queries are answered and dealt with quickly and efficiently. When concerns are identified about a pupil the school deals with them appropriately and sensitively. The active Parents Association is strongly supported by parents and staff, organising social events and working energetically to raise funds to provide valuable contributions to the life of the school, such as funding a theatre group to visit annually to perform a pantomime to celebrate the birthday of the school. Parents also take an active role in school life through helping with trips, talking to children about their own professions and organising various fundraising events. The excellent links with parents ensure that the pupils' experience is a positive and happy one and that all parties work extremely well together.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the Early Years Foundation Stage is good. Staff know the children well and provide a nurturing environment where each child is highly valued. The school's aims are strongly embedded in everyday practice thus ensuring children are "supported with great care, sensitivity and attention to individual needs". All required arrangements are in place to ensure children's safety and well-being. Since the previous inspection, improvements have been made to the dedicated outdoor area, staffing levels have been increased, and all areas for improvement have been addressed. Self-evaluation, enabling the EYFS to make continuous improvement, is effective, although this is not yet underpinned by formal monitoring structures.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 Leadership and management are good. Appropriate policies and procedures are implemented to ensure that discrimination is eliminated and children are safeguarded. Enthusiastic staff have a clear and ambitious vision for the development of the setting. They work well as a team, meeting regularly to discuss and reflect on their practice in order to move it forward. However systems to formally monitor the setting are not yet in place. The setting has strong links with parents. They speak highly of the EYFS provision and fully appreciate the opportunities given to be fully involved in their child's education. They are particularly appreciative of the way that staff help their children settle quickly into school. Recent changes have ensured that the EYFS profile results are now shared with parents. The school's good resources and generous staffing are generally well deployed. However the outdoor learning environment is underused by the older children.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 The quality of provision is good. Outstanding relationships are at the heart of the successful learning. Staff make learning fun, prompt thinking and respond sensitively to children's interests and ideas. Planning is based on accurate observations of children's achievements. A welcoming indoor environment includes a variety of easily accessible resources. These are generally well used to provide a wide range of stimulating experiences which enable each child to make good progress in their learning and development. The dedicated outdoor area is used effectively by younger children. Whilst Reception children have opportunities to access the area at playtimes and for physical development, there are limited opportunities for them to extend their learning outdoors. Adults provide a secure environment with a strong focus on children's welfare. Recent amendments to risk assessments ensure that all aspects of the setting are regularly checked to create a safe environment. Staff's knowledgeable, positive approach to behaviour and their high expectations help the youngest children to ably manage their feelings and older children to behave well. Staff guide and support children well, establishing good routines that assist their understanding of safety and personal hygiene.

6.(d) Outcomes for children in the Early Years Foundation Stage

- 6.4 Outcomes for children are good with some outstanding aspects. Children achieve well, working happily both individually and cooperatively. From different starting points they make good progress towards achievement of the Early Learning Goals, and some exceed them. They achieve high standards in literacy and numeracy. Outstanding progress is made in children's phonological awareness and their physical development. At times more able children are not always sufficiently challenged thus limiting their individual progress. Children in both Nursery classes communicate meaningfully, mark make in the sand and begin to link letters with sounds. Reception children are articulate talkers, ably discuss the properties of 2D shapes, and can read at a level that exceeds expectations in early reading. Children develop positive attitudes to learning, are motivated and thoroughly enjoy school life. Nursery children laughed uproariously when listening to the alien's strange language during story time. Children's personal development is good. They make choices confidently, feel safe and develop strong relationships. They respect and tolerate each other's differences as they develop skills for the future. Children have a good understanding that exercise, healthy eating and personal hygiene are all needed to achieve a healthy lifestyle.

Compliance with statutory requirements for children under three

- 6.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Complaints since the last inspection

- 6.6 Since the previous inspection, there have been no complaints made to Ofsted that required any action to meet national requirements.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the governors' representative and local governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Sue Vale

Reporting Inspector

Mr Howard Bourne

Former IAPS teacher

Mrs Jill Wood

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Early Years Lead Inspector