

# Lilycroft Primary School

Lilycroft Road, Manningham, Bradford, BD95AD

**Inspection dates** 9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The visionary headteacher has successfully led the school through very challenging times. Despite the upheaval, the rigorous systems that have been introduced have improved pupils' progress and caused an upward trend in attainment. Excellent professional training for staff has eradicated previously inadequate teaching. The staffing is now stable, with high quality senior leaders and middle managers.
- Achievement is good. The attainment of children entering the Reception class is well below that typical for their age. All pupils make good progress, so by the end of Year 6, attainment is broadly average. However, their attainment and progress in mathematics is sometimes variable.
- Teaching is good. However, there is some inconsistency in the quality of teaching mathematics. Many support staff are skilled and make a valuable contribution to pupils' learning, but a handful still have a limited understanding of their role.
- In addition to the greatly improved quality of teaching, pupils' progress has improved due to imaginative changes to the curriculum which means that it now reflects the needs of the pupils and of the community.
- A further factor in pupils' improved progress is the rise in attendance which is now above average. The drive on punctuality is reaping benefits.
- There has been significant improvement in pupils' attitudes and behaviour. As a result of adults' consistent application of the behaviour policy, and initiatives such as the first-rate 'nurture group', behaviour is good. Pupils who have previously behaved poorly are now taking responsibility for their actions.
- Leaders provide exceptional opportunities for parents to be involved in their child's education. Parents especially appreciate the weekly meetings for each year group to chat through the week's topics and hear how they can help at home.

### It is not yet an outstanding school because

- Pupils' achievements in mathematics are too variable because of inconsistencies in the quality of teaching in the subject.
- While considerable work has been undertaken with teaching assistants, the contribution they make to pupils' learning is still patchy.

## Information about this inspection

- Inspectors observed 27 lessons, of which two were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to lessons.
- Meetings were held with three groups of pupils, parents, the Chair of the Governing Body, and other governors and staff, including senior and middle managers.
- There were no responses to the on-line questionnaire (Parent View). However, inspectors took account of the school’s own survey conducted the week prior to the inspection.
- Inspectors observed the school’s work, and looked at a number of documents, including the school’s own data on pupils’ current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Katharine Halifax, Lead Inspector

Additional Inspector

Sheila Loughlin

Additional Inspector

Stefan Lord

Additional Inspector

## Full report

### Information about this school

- This is a larger than average size inner city primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Almost all pupils are of Pakistani heritage. A small number are from India or Eastern Europe. A higher than average proportion is new to English, or do not speak English at home.
- The school meets the government's current floor standard which sets the minimum expectations for pupils' attainment and progress.
- The school has experienced considerable staffing changes, particularly in key posts, since the last inspection.

### What does the school need to do to improve further?

- Ensure consistency in pupils' attainment and progress in mathematics by:
  - improving teachers' subject knowledge
  - providing more quick bursts for pupils to solve problems mentally
  - ensuring all classes have opportunities for mathematical investigations and problem solving
  - ensuring all adults use the correct mathematical vocabulary
  - providing more opportunities for pupils to extend their mathematical understanding meaningfully in subjects such as geography, history, science and design and technology.
- Increase the contribution teaching assistants make to pupils' learning by:
  - improving their subject knowledge, particularly in literacy and numeracy
  - continuing to monitor and improve the attendance of some teaching assistants.

## Inspection judgements

### The achievement of pupils is good

- Inspection findings endorse parents' views that achievement is good. Pupils make good progress in all age groups. Their attainment and progress in writing is well beyond that expected.
- Children enter the Reception class with generally weak social skills, with limited understanding of the sounds that letters make, and below average knowledge and understanding of the world around them. As the result of good provision, children make good progress, especially in reading, calculation, in their understanding of shape, and of the wider world. The excellent use of signing enables all children, including those who are new to learning English, to have greater understanding of their learning.
- The good progress continues through Key Stage 1 with an increasing proportion of pupils attaining the higher Level 3. Although girls are still out-performing boys in reading and writing, the gap is narrowing rapidly. Daily phonics sessions (the linking of letters to the sounds they make) contributes significantly to progress in reading. By Year 2, most pupils have acquired the necessary skills to help them read new words.
- In Key Stage 2, the proportion of pupils attaining the expected Level 4 is rising year on year in both English and mathematics. In 2012, 98% of pupils made the expected progress in English, with one third making far greater than expected progress. The gap between the attainment of girls and boys in writing is narrowing securely. While the results for mathematics show a rise in attainment and progress, they are below English. Furthermore, progress in mathematics varies between classes. This is particularly so in pupils' ability to work out answers in their head, in reasoning how they arrived at an answer, and in using their mathematical knowledge to tackle problems in everyday life.
- The school caters successfully for pupils with a wide range of disabilities and special educational needs. Close links with the appropriate agencies coupled with excellent provision for the personal development of these pupils has brought about accelerated progress in their academic work. Pupils who have a gift or talent are now quickly identified and provided for in sport, the arts and, more recently, in academic subjects.
- Initiatives to accelerate the progress of pupils who are entitled to the pupil premium funding have been successful in raising attainment for this group, and the gap is narrowing at a faster rate than the national picture.

### The quality of teaching is good

- Pupils make good progress because the quality of teaching has improved greatly and is now good. Teachers now have high expectations of what pupils can achieve. Curriculum and lesson planning, the management of pupils' behaviour, and the marking of pupils' work are of a consistently good quality in all classes. Displays throughout the school are colourful, and support learning through 'learning walls'. However, opportunities for pupils to undertake mathematical investigations or to solve problems are not always a strong enough feature in some Key Stage 2 classes.
- Teachers of all age groups are skilled when promoting pupils' ability to speak confidently and to listen carefully. This has contributed to the greater than expected progress in writing. Furthermore, pupils are expected to broaden their literacy skills in other subjects. In mathematics however, while teachers have taken guidance from the calculations policy, and do things the 'Lilycroft way', new mathematical vocabulary is not always explained well, and occasionally incorrect terms are used. This causes misunderstandings. Opportunities are missed for pupils to use their mathematical knowledge in other subjects.
- A contributory factor to pupils' accelerated progress is the accuracy and use of assessment to track pupils' progress. Until two years ago, this had been too generous in some classes. The rigorous analysis of pupils' attainment and progress and the introduction of half-termly meetings with senior leaders to discuss individual pupil's progress, enable teachers to quickly identify

where additional help is needed. In addition, pupils now know their targets in English and mathematics and understand what they have to do to get to the next level of attainment.

- The deployment of teaching assistants has improved since the previous inspection and a significant amount of training has been given. While many assistants have risen to this, the contribution of a few is still limited, particularly in extending pupils' vocabulary, in asking questions to make pupils think and reason, and because they have a poor attendance record.
- Teachers in all age groups are accomplished in giving pupils skills for learning and for life. For example, in physical education, pupils in Year 2 worked very well together as members of a team to create a game, giving their classmates rules and instructions that would ensure fair play.

### The behaviour and safety of pupils

are good

- Inspection findings endorse parents' views that behaviour is good. The school's behaviour log shows how effective its systems are in helping pupils take control of their feelings and manage their anger. The above average attendance demonstrates pupils' positive attitude to school. They are proud of their achievements and keen to demonstrate their knowledge. Children in the Reception class have settled quickly into their new school and are already familiar with classroom routines.
- Pupils say behaviour has improved because of the 'chance system', reporting 'we know where we stand'. They say that instances of bullying are very rare, and report that occasional name-calling is quickly dealt with by teachers. However, boisterous play at lunchtime is not always addressed so quickly by lunchtime supervisors.
- Pupils have a good understanding of keeping safe, particularly e-safety. They have a mature approach to potential hazards around the school and, following a visit to the local hospital for first aid instruction, emphasise the necessity of ensuring that a situation is safe before administering first aid.
- Racial harmony pervades. Pupils from all ethnic backgrounds work and play well together. While the majority of pupils are Muslim, they have a respect and understanding for other faiths, for example, comparing Hajj to Christian pilgrimage to Lourdes.

### The leadership and management

are good

- Leaders are clear and resolute in their pursuit of excellence. The determination of the headteacher to ensure that pupils did not suffer during a period of staffing turbulence has paid dividends. Through innovative ideas, the headteacher and assistant headteachers have enhanced what is taught and how it is taught. Their high expectations have raised the aspirations of staff, pupils and their families. Leaders appreciate the effective support they have received from the local authority in dealing with staffing issues and in raising attainment, particularly in writing.
- Leaders are analytical and always looking for ways to improve. They have ensured that teachers' performance management targets are linked closely to the school's priorities and to raising attainment. The rigorous monitoring of teaching, teachers' planning and pupils' work, and the ensuing training have further boosted the quality of teaching. Systems to track the progress of individuals and groups of pupils are robust. They quickly identify those falling behind, allowing the swift introduction of tailor-made programmes. The allocation of the pupil premium funding has been planned wisely to raise the attainment of those pupils it is designed to help.
- Considerable thought has been given to the design and delivery of the curriculum. The decision to take the Early Years Foundation Stage curriculum into Key Stage 1 and Year 3 has resulted in pupils showing far more interest and having a greater understanding of what they are learning. In addition to daily lessons in English and mathematics, the remaining available curriculum time is used imaginatively in all age groups to inspire pupils and to promote their spiritual, moral, social and cultural development effectively. Pupils have a good knowledge about Pakistan, and they speak with equally great authority of the amenities in, and history of, Bradford. Their pride

is evident as they knowledgeably discuss, for example, the work of David Hockney, Miriam Lord and Sir Titus Salt, including the impact they have had on Bradford, the United Kingdom and the world. In addition, through a wide range of visits and visitors, learning is now more meaningful.

- Partnerships with parents are a strength of the school. All of the 106 replies to the school's questionnaire were overwhelmingly positive. Each day sees a high proportion of parents attending the weekly topic session for each age group. For example, 26 mothers of children in the Reception class listened intently as they learned three new letter sounds, then the properties of a triangle to teach their children.

■ **The governance of the school:**

- Is resolute in ensuring the school fulfils its requirements to safeguard and protect all pupils, including those whose circumstances make them potentially vulnerable.
  - Keeps a tight check to ensure all pupils and staff have equal opportunity in all the school offers.
  - Has made excellent new appointments.
  - Is knowledgeable and brings individual skills, for example, in education, to hold the school rigorously to account.
  - Has a small number of its members who do not attend meetings regularly enough; this causes additional work for others.
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## 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

<b>Unique reference number</b>	107213
<b>Local authority</b>	Bradford
<b>Inspection number</b>	400892

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	454
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joanna Allan
<b>Headteacher</b>	Nicola Roth
<b>Date of previous school inspection</b>	5 October 2009
<b>Telephone number</b>	01274 543357
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