

# Inspection of a school: Lilycroft Nursery School

Lilycroft Road, Bradford, West Yorkshire BD9 5AD

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Inspection dates: 23 March 2023

## Outcome

Lilycroft Nursery School continues to be an outstanding school.

## What is it like to attend this school?

Children's behaviour at this school is excellent. Expectations are high. Throughout the day, adults reinforce how children should behave. For example, adults use gentle reminders to make sure children take turns. Children learn to raise their own expectations of how everybody should behave. Children move confidently around this exciting environment, quickly becoming independent. They receive encouragement from adults to do things for themselves. For example, the two-year-old children pour their own drinks from the jug available.

Staff focus on fostering strong communication and language skills. Interactions between adults and children are excellent. Adults act as good role models. They promote key vocabulary and encourage children to use more complex language and sentences.

School leaders promote the important role that parents play in their child's early development. They plan events and give parents information that helps them become even more involved in their child's early education. Parents speak very positively of the care and education their children receive.

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

School leaders have carefully considered what, and then how, children will learn. Children learn in an interesting and busy environment. Every day, children's learning builds upon previous learning. Children are constantly expanding their academic and emotional knowledge. Every adult helps plan this exciting curriculum. They know these children exceptionally well. Staff meet the needs of the two-year-old children extremely well. When organising the curriculum, teachers take account of children's interests.

Senior leaders know that children need to become good communicators and have a rich and broad vocabulary. Older children have focused early phonics sessions where they concentrate on developing speaking and listening skills. Children loved playing a game with pictures where they were able to identify the 'ap' sound at the end of words. Younger children are supported well. For example, adults identify words that pupils have

mispronounced and model how to say them accurately and how to use words in sentences. The environment enables all children, including two-year-olds, to learn new vocabulary. For example, when children are making things with nails, screws and hammers in the woodwork area, they learn words to help them describe what they are doing. This activity also highlights how children are allowed to take measured risks and make good choices.

The curriculum is enhanced further with the project work that some of the older children take part in. In small groups, children discuss the artists' work that they have seen in local galleries. This leads to exciting work, such as when children created their own ice fish and painted matchstick people. Children really enjoyed speaking about their creations. School leaders promote '50 Things to do Before You're 5' curriculum in school and to parents to broaden children's learning experiences.

Adults encourage children to think about their behaviour and how it affects others. Children make simple choices such as deciding if they want water or milk. They are also persuaded to consider other choices they may make and how it would affect other children in the room. Each child has a key person who takes a particular interest in their welfare. Consequently, children are happy and play well together. They cooperate when sharing equipment.

To ensure children settle in quickly to the new environment, adults visit families to meet them before they start school. Events such as 'Better Together' meetings support families in knowing what their child is doing at school and what can be done at home, as do children's record of achievements. Leaders also make sure that children with more specific needs are well supported through careful planning.

Governors are keen to continually review the quality of the care and education children receive. They know the school well and support and challenge school leaders consistently. Reviews by the local authority confirm the considerable strengths of the executive headteacher to lead this school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

A strong safeguarding culture is evident throughout the school. All adults have received appropriate training to ensure that they know what to look for and how to report any concerns they may have about a child. Staff know the safeguarding procedures. Senior leaders know that safeguarding is part of everyday life, as seen during the inspection. Senior leaders have ensured that appropriate recruitment checks have been made on staff and visitors to the school.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in February 2013.

## 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

<b>Unique reference number</b>	107187
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10200308
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	133
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Imran Hafeez
<b>Headteacher</b>	Sian Hudson
<b>Website</b>	<a href="http://www.lilycroftnurseryschool.com">www.lilycroftnurseryschool.com</a>
<b>Date of previous inspection</b>	3 November 2016, under section 8 of the Education Act 2005

## Information about this school

- In February 2013, the school was judged to be outstanding in all areas. A subsequent short inspection in November 2016 judged that the school continued to be outstanding.
- The school now has provision for two-year-olds.
- The headteacher is also the executive headteacher for St Edmund's Nursery School. The assistant headteacher takes responsibility for the day-to-day running of the school approximately four days a week.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to the executive headteacher, deputy headteacher and SENCo throughout the day. They also spoke to several members of the governing body, including the chair and a representative from the local authority.

- Inspectors carried out deep dives in communication and language, mathematics, and personal, social and emotional education. For each deep dive, inspectors discussed the curriculum with leaders, observed the provision, spoke to teachers, spoke to children and looked at pupils' learning journeys.
- Inspectors also considered the curriculum in other subjects, such as understanding of the world.
- Inspectors spoke to leaders and staff about safeguarding. They also considered a range of documentation including the schools record of recruitment checks.
- The inspectors also spoke to staff and parents during the inspection. All opinions, including those received from the Ofsted online questionnaires, were taken into account.

### **Inspection team**

Jo Sharpe, lead inspector

Ofsted Inspector

Lynda Florence

Ofsted Inspector

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