

Lily Lane Junior School

Inspection report

Unique Reference Number	105424
Local Authority	Manchester
Inspection number	287224
Inspection dates	19–20 March 2007
Reporting inspector	Steve Rigby

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	233
Appropriate authority	The governing body
Chair	Mr I Frost
Headteacher	Mrs S Keegan
Date of previous school inspection	29 October 2001
School address	Kenyon Lane Moston Manchester Lancashire M40 9JP
Telephone number	0161 2051264
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Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size school is situated in an area of social and economic need. The proportion of pupils with learning difficulties and/or disabilities is well above that found in most schools, as is the proportion of pupils entitled to free school meals. There is a large proportion of pupils joining or leaving the school other than at the usual times. The diverse intake reflects many different cultural backgrounds. Some 12% of pupils are at the early stages of learning English, speaking German, Somali or French as their mother tongues. The school has achieved the Healthy Schools Gold Award and is a member of a small Educational Action Zone (EAZ).

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This outstanding school is very much at the heart of its community and provides excellent value for money. Inspectors judge the school to be better than the school's modest view of itself. It is a happy school where children enjoy learning. The staff, without exception, are motivated and passionate about providing the best for every pupil. The whole school community give life to the school motto of 'Let's Learn and Succeed Together'.

Many children enter the school with significant barriers to their learning and all groups of pupils achieve exceptionally well to attain broadly average standards in English, mathematics and science by the end of Year 6. This is outstanding achievement that has been maintained over a number of years. This is because the quality of teaching overall is outstanding with exceptionally well planned, stimulating and relevant lessons that are closely evaluated and monitored ensuring high levels of pupil interest and involvement. The staff track how well each pupil is doing and work with them to set challenging targets and provide focused support. Pupils are appreciative of the outstanding care they receive. They are becoming more involved with their own learning and much of the academic guidance and support in literacy is excellent. However, this guidance is not consistently as good in mathematics and science and pupils are not as sure how to improve their work.

The school is mindful of the varying experiences its pupils encounter out of school and places great emphasis on promoting their self-esteem and self-belief at every opportunity. An outstanding curriculum provides a rich variety of experiences to meet pupils' needs. Provision in the arts and music from work seen, is of high quality. The learning mentor works successfully with its families in improving levels of attendance and punctuality, which are now average. Personal development is excellent. Behaviour is exemplary and cultural relationships are harmonious. Pupils are confident that adults, such as the learning mentor, will provide support. One child explained, 'We don't have big problems here, only little ones.' Pupils are friendly, polite and feel valued having a collective belief that the staff are committed to helping them achieve.

There is outstanding leadership and management. Much of the school's success stems from the strong partnership of the senior leadership team. They have high expectations and are committed to moving the school forward. Senior leaders are supported by an experienced staff and a knowledgeable governing body who are regularly informed of the schools work and who effectively monitor the progress of school based initiatives.

Good links exist with other external agencies. For example, with the City Learning Centre and the local secondary school, through the advanced skills art work. Since the last inspection the school has continued to rapidly improve and has an excellent capacity to improve further.

What the school should do to improve further

- Ensure pupils have a clear understanding of how to improve in mathematics and science.

Achievement and standards

Grade: 1

Pupils achieve exceptionally well. A significant number of pupils enter the school learning English as an additional language. Others start with low levels of language and literacy. Challenging targets are set and met in English, mathematics and science. In 2006 Year 6 pupils

made rapid progress with most attaining the nationally expected levels for pupils aged 11. Pupils are on track to attain similar results this year because of outstanding teaching. This is despite many pupils joining the school in Years 3 to 6. These pupils lose some continuity in learning, which tends to have a negative impact on the school's overall progress and attainment. Pupils with learning difficulties and/or disabilities are very well provided for and make similar progress to other pupils. Standards are beginning to rise particularly in English following the introduction of the 'Big Write' initiative. In addition, the programme implemented to support girls in mathematics has made a significant impact on improving their achievements.

Personal development and well-being

Grade: 1

Personal development, including spiritual, moral, social and cultural development, is outstanding. Pupils enjoy school and feel part of a welcoming, positive and happy community. They have excellent relationships with the staff. Outstanding behaviour, politeness and individual pupils' self esteem are promoted very effectively indeed, resulting in children showing care and consideration for each other and their school. All children are encouraged to develop essential social skills needed both for now and for later life. Consequently, pupils feel safe and free from bullying within the school. The school has recently established a school council who are proud of the voice they provide for all the pupils and the changes they have initiated. School prefects, junior wardens and 'The Pals' are fully involved in promoting friendships and developing good relationships. They take pride in their duties, feeling that they are fully involved within their school community. Pupils respect the cultures and heritages of others and have a growing awareness of the diverse society of which they are a part. For example, they recently visited a range of different faith centres. Pupils are aware of the importance of eating a healthy diet and the positive effect exercise has on their bodies.

Quality of provision

Teaching and learning

Grade: 1

The teaching and learning are strengths of the school. Teaching is consistently good and often outstanding. In most lessons teachers are skilful in encouraging and motivating pupils so that they are eager to do their best. Lessons are exceptionally well planned building on prior learning. Pupils are taught in ability groups for English and mathematics, which highlights individual and group differences for improvement. Clear lesson objectives are shared with pupils and regular and informative marking, with encouraging feedback, helps pupils to evaluate their learning. Many lessons benefit from an excellent pace, which is enhanced by first-rate use of interactive whiteboards, to develop learning and provide challenge. This keeps pupil's interest and intensifies their learning. Skilful questioning ensures whole-class participation and encourages pupils to think and discover things for themselves. The teaching assistants work successfully in partnership with teachers and support pupils with learning difficulties and/or disabilities extremely well, ensuring they are able to fully access all lessons.

Curriculum and other activities

Grade: 1

The outstanding curriculum is rich and well balanced. There is a strong emphasis on developing pupils' basic skills, but not at the expense of other subjects. For example, high standards are

evident in the pupils' art work such as the Vincent Van Gogh inspired pictures. The curriculum is further enriched through theme weeks such as Africa week and a range of visits out of school, including a residential visit. A range of visitors including artists, dancers and musicians, extend the experiences of pupils and bring learning to life for them. An effective personal, social and health education programme underpins pupil's outstanding personal development. Very good academic provision is made for gifted and talented pupils through, for example, links with the local City Learning Centre and opportunities for instrumental tuition in music. Recently arrived pupils with English as an additional language are quickly integrated and enjoy participating in the various clubs such as art, music and physical education, many of which benefit from professional coaching.

Care, guidance and support

Grade: 2

There is good overall care and guidance for pupils. Pastoral care within the school is outstanding. Procedures are in place for child protection and safeguarding pupils. Pupils speak appreciatively of the work of the learning mentor who successfully resolves their problems. Pupils with learning difficulties and/or disabilities are identified early and provided with very clear measurable targets to work towards. There is a good partnership with outside agencies to meet their needs. Academic guidance and pupils involvement with their learning is good. In English there is excellent direction given to pupils with writing assessed weekly, graded and outcomes shared with pupils. In addition, they are given very helpful short-term targets and guidance on how to improve. This allows pupils to have a very good understanding of what they need to do to make their writing better. Pupils are not as well informed in mathematics and science where work is regularly marked but helpful feedback is less frequent and varies between classes.

Leadership and management

Grade: 1

The headteacher leads the school exceptionally well. She has created an outstanding learning environment in which pupils flourish, both personally and academically. As a result of the excellent partnership with the deputy headteacher and the senior management team, she has created a very clear vision for the school and established a strong community in which all are included and supported in doing their best. Professional development for staff is particularly effective in ensuring the school moves forward. Subject coordinators, in conjunction with other key staff and the headteacher, effectively monitor planning, assessment and pupil's achievement. Their findings ensure the right priorities for action are identified and inform the school improvement plan. This process underpins future developments very well, although the school is somewhat modest in its evaluation of its own performance. The governing body and parents are well informed. Governors are supportive and hold the school to account. They work in close harmony with the headteacher and with the schools management team to drive the school forward at a rapid rate and maintain high standards.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

I would like to thank you for the warm welcome you gave to myself and my colleague when we visited your school recently and for the good manners and politeness you showed towards us during our recent visit. We liked your school very much and we know from talking to some of you how much you are enjoying your time at Lily Lane. There were many excellent things for us to enjoy, but we were especially impressed with:

- the quality of the music and art work you have created that makes your school a fascinating place to visit
- the way you understood how the adults in school were working with you to help you do your very best
- the responsible way in which you all took your jobs seriously and at all times did your very best.

You are part of an outstanding school and we have asked your headteacher, staff and governors to make sure that they continue their excellent work. We have asked your teachers to do one thing to make your school even better. That is to help you know how to improve your work in mathematics and science as well as you do in English. You can help them by continuing to work so hard at everything you do.

I wish you all the best for the future.