



Lilycroft Primary School

Inspection Report

Unique Reference Number 107213
Local Authority Bradford
Inspection number 287745
Inspection dates 11–12 December 2006
Reporting inspector Terry McDermott

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

Type of school	Primary	School address	Lilycroft Road
School category	Community		Manningham, Bradford
Age range of pupils	4–11		West Yorkshire BD9 5AD
Gender of pupils	Mixed	Telephone number	01274 543357
Number on roll (school)	383	Fax number	01274 543357
Appropriate authority	The governing body	Chair	Miss E Evans
		Headteacher	Mrs S Davey
Date of previous school inspection	26 February 2001		

Age group 4–11	Inspection dates 11–12 December 2006	Inspection number 287745
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves an area of considerable social and economic disadvantage to the north of Bradford city centre. The school takes in pupils with a wide range of attainment and pre-school experiences. All pupils come from minority ethnic backgrounds. Almost all do not speak English as their first language at home and a significant number are at a very early stage of learning English. The number of pupils with learning difficulties and/or disabilities is above average, but few have a statement of educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It gives good value for money. Its clear strengths lie in the way it successfully caters for pupils' learning needs and the truly outstanding manner in which it links with parents and its immediate community. Pupils are valued greatly as individuals, and both they and their parents say that staff care deeply about their well-being. As a result, pupils' personal development is excellent. Pupils enjoy coming to school, as shown through their good attendance, which is celebrated regularly and encouraged relentlessly.

The majority of children enter Reception with levels of attainment that are well below those usually expected for their age. Children make good progress in the Foundation Stage because teaching and provision are good. They settle into the school well, are happy and are working towards the expected early learning goals. The school places great emphasis on the development of pupils' language and social skills. Consequently, because of the good progress made, by the time pupils reach Years 5 and 6 they listen carefully, behave very well, and show good attitudes to learning. The standards that pupils reach in Year 6 vary from year to year depending on the abilities of the different year groups. Standards are currently above average in mathematics and average in English and science. The very purposeful atmosphere in the school and the pupils' own attitudes to work, together with the outstanding support given by parents, all contribute to pupils' good progress.

The quality of teaching and learning is good. It is better in Years 5 and 6 where a range of teaching styles motivates all groups of pupils to achieve well. As pupils become older and more mature, teachers are successfully helping them to overcome any barriers to their learning. The curriculum is good. It meets statutory requirements, and is successfully being modified to encourage pupils to use their basic skills of reading, writing and mathematics in other subjects.

Leadership and management are good overall. The headteacher has taken appropriate actions to bring about changes whilst sustaining the unique community atmosphere of the school. There is a good leadership team, but the picture it has of the school's strengths and weaknesses is overly modest. Well founded initiatives to raise achievement further show clear promise and are already working in some areas, particularly in numeracy. Nevertheless, the school has recognised that more can be done to raise standards in English and science. Information and communication technology (ICT) is not yet used to best effect to support learning, mainly because of repeated technical failures.

Parents hold the school in extremely high regard and are very happy with all that it offers. Many commented on how appreciative they are of how hard the school works for their children. Strong and purposeful leadership, growing teamwork, good morale and the appropriate changes which have already been made, all indicate that the school has good capacity to improve.

What the school should do to improve further

- Raise standards in English and science throughout the school.
- Ensure that teachers are able to use ICT to the best possible effect to increase achievement across the curriculum.

Achievement and standards

Grade: 2

Consistently high expectations from all adults in terms of working hard and behaving well are promoting pupils' good achievement. Children enter Reception with standards well below average, particularly in language and literacy because all pupils learn English as an additional language. They make good progress in Reception because of the good quality of provision and the good teaching they receive. By the end of Foundation Stage, pupils are working towards the early learning goals for mathematical, physical and personal development, but they are still some way short of the early learning goals in all aspects of language development. By the end of Key Stage 1, pupils work independently on a wide range of activities. They make good progress in reading, writing and mathematics, though few reach the higher levels. By the end of Year 6, standards are average in English and science and above the national average in mathematics. There are some weaknesses in pupils' writing skills such as their recording of investigational work in science, which tends to limit their attainment. The school meets the challenging targets set for the expected levels of attainment. Pupils with learning difficulties and/or disabilities make similar good progress to other pupils due to the good quality support they receive.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. Respect for others is a watchword around school and pupils exhibit caring attitudes and polite manners. Good relationships abound and help pupils to get the best from school. Pupils speak warmly about their teachers and say that they feel safe and well supported; they say that incidents of bullying are rare, but they know what to do if they feel threatened. They enjoy being in school.

Spiritual, moral, social and cultural development is outstanding and there is a very strong sense of community, as seen in the celebration assemblies. Pupils contribute to the smooth running of the school in a number of ways, such as organising play equipment or helping younger pupils at the 'Huff and Puff' club over lunchtime. The elected school council plays a growing role, meeting regularly to make decisions about school improvement. Pupils are very proud of charity work they have done, for example raising funds for the 'Seeds for Africa' campaign. They speak with enthusiasm of the strong messages given by the school promoting healthy lifestyles and safety, and many go, with their parents, on the regular weekend walks organised through the school in the Yorkshire Dales. They speak proudly about their future aspirations such as 'when

I go to university', and are well aware of the value of developing good literacy and numeracy skills.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. It is greatly helped by the consistently very good quality of relationships between teachers and pupils.

All lessons have an explicit focus for learning, and pupils always know what this is. Bilingual support staff are deployed well to meet the needs of individual pupils, and to support the learning of others. The pace of lessons is brisk and this, combined with interesting and enjoyable activities, helps pupils to sustain their concentration and to learn well. Teachers set challenging tasks for pupils to work on independently, and the pupils usually meet their teachers' expectations with determination and enthusiasm. Some teachers lack confidence in using ICT because of repeated technical failures and this reduces the effectiveness of teaching and learning in some lessons. The marking of pupils' work is satisfactory. It is regular and celebrates good effort, but does not always inform pupils clearly enough pupils what they need to do next to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It is enriched in Years 3 and 4 with the provision of French. The school significantly enriches pupils' learning experience through a very wide range of out-of-school events and activities. These include subject booster classes, visits from drama groups who bring the lifestyles of the Vikings and the Tudors to life, and many sports for both boys and girls. In addition, in excess of 200 pupils, parents and staff undertake very well attended residential visits in England and abroad, an example of which is a visit to London for three days last year. All pupils have access to what the school has to offer, and those pupils with learning difficulties and/or disabilities have their additional needs well met with a range of specific interventions strategies.

Care, guidance and support

Grade: 2

Care, guidance and support of pupils are good and contribute strongly to pupils' enjoyment and parents' positive views of the school. The school has secure procedures for staff recruitment and child protection, and careful attention is paid to matters of health and safety. The school has worked very hard over a number of years to help parents become involved in their children's learning, and the excellent links which exist between home and school are a model of best practice. The recent local authority family learning award and the very good induction arrangements for new starters are a recognition of how well the school promotes the value of education in the community. Visits by staff and students from Bradford and Leeds Metropolitan Universities have

sown the seeds in pupils' minds to aim towards higher education in the future. The provision for pupils who have learning difficulties and/or disabilities is good and their progress is closely monitored. The school works with a number of outside agencies to ensure that the most vulnerable pupils receive appropriate support. Teaching assistants play an important role in supporting a range of learning and language development needs, while behaviour and learning mentors play a key role in encouraging pupils to feel valued and to mix well.

Systems for recording and checking pupils' academic progress are satisfactory. This is helping teachers to set learning targets in English, mathematics and science for individual pupils in order to raise standards even higher in these areas.

Leadership and management

Grade: 2

Leadership and management are good. The recently formed senior management team is now having a significant impact on many crucial aspects of the school. There are good systems for the management of behaviour and personal development and there are broadening opportunities for pupils across the curriculum. These have had significant impact on the pupils' capacity to learn. As a result, the school is now well placed to take the next steps towards raising academic standards even higher. The headteacher's leadership has been a key factor in helping the school to move forward from the last inspection. She has encouraged staff to take on responsibilities and work closely together while at the same time providing a strong sense of purpose and direction. This has already led to improved achievement across the school. Recent staffing changes have meant that there are new subject leaders who are adding energy and innovation to already sound practice. Governors provide satisfactory support, but the school's own audit of the effectiveness of the governing body has indicated the need for further training so that governors are more challenging in holding the school to account. The school has recently invested in new technology within the classrooms and the ICT suite. However, as a result of installation problems and issues of data storage, these exciting resources are not contributing as effectively as they might to processes of teaching and learning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

Thank you for being so very friendly to us on our recent visit to your school. We really enjoyed our conversations with you, especially over dinnertimes, which helped us to get a clear picture of your school.

I am writing to let you know what we found out.

We found that Lilycroft is a good school, just like you told us! We think that you make good progress as you move through the school. You also told us that the adults care for you and look after you really well, and we agree. We can see the results of this in your excellent behaviour in classes and around the school. We also think that the headteacher, and other leaders in the school, are making some positive changes in the way they check on how well you are doing, and this will help you to do even better in the future.

But most of all, we think that the way the school works with your parents, families and your whole community is outstanding. This is having a big effect on how well you are all doing, not only in lessons, but also in the way that you are developing as mature, well balanced, and sensible young people. We were very impressed.

However, we also think that the school could help you to do even better in two ways. First, if it raised the standards you reach in English and science. Secondly, by helping teachers to make the best possible use of ICT to help you learn.

These last two things mean that you will have to work even harder than you do now, but you enjoy learning so much that I'm certain you will be able to rise to the challenge!

Thank you once again for being so polite, so friendly and so happy, and may I wish all of you good luck for the future.