

Lilycroft Nursery School

Inspection report

Unique Reference Number	107187
Local Authority	Bradford
Inspection number	336823
Inspection dates	15–16 September 2009
Reporting inspector	Stephen Isherwood HMI

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Mrs Shakila Begum
Headteacher	Ms Eleanor Larmour
Date of previous school inspection	3 December 2006
School address	Lilycroft Road Manningham Bradford BD9 5AD
Telephone number	01274 545647
Fax number	01274 496115
Email address	eleanor.larmour@lilycroft.co.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited eight sessions, and held meetings with the headteacher, governors, staff and a group of children. They observed the school's work and looked at a range of evidence including: the school improvement plan; the tracking of children's progress; individual education plans; the work children were doing and the questionnaires completed by 44 parents.

- How well children achieve from their starting points.
- How effectively teaching is engaging children in their learning.
- The effectiveness of the school's strategy to promote community cohesion.
- The capacity of the school to sustain improvement.

Information about the school

Lilycroft is an inner-city Nursery school serving an area of high unemployment and social disadvantage. The vast majority of children are from the British Asian community. Most children are learning English as an additional language and a broadly average proportion have special educational needs and/or disabilities. The school incorporates a children's centre managed by the governing body on another site. It provides extended support for families in the community, and childcare provision for children aged six weeks to five years is available throughout the year. The children's centre was not inspected during this visit and is subject to a separate inspection from Ofsted. The school has gained several awards including the national Artworks Award and the Investors in Families Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

'My child has loved attending. I have been impressed with the wonderful learning opportunities on offer.' 'I am very happy with my child's progress'. These comments expressed by some parents and echoed overwhelmingly by others, help to explain why Lilycroft is an outstanding school. Children's achievements are excellent. They behave extremely well, have positive attitudes to their learning and are caring and considerate towards others. This is a school with a strong family feel and a caring nurturing ethos, where every child is fully included in what is offered and known as an individual. As a result, children love their school. When asked to express their views about how they see things, there was clear agreement that they feel safe and there is strong praise for the way that staff look after them.

One of the most striking things about the school is the high quality of partnerships with parents and carers and the emphasis that the school places on providing support for families. As a consequence, the school and its staff are held in high esteem by parents. As one parent commented, 'the school has helped us as parents develop our understanding about how children learn with our own child'.

When children enter Nursery, they have skills well below those typical for their age. High quality attention to individual needs, positive relationships and consistently strong teaching, enable all children to achieve exceptionally well in their learning, particularly in their personal and social development and in their understanding of English. This includes children with special educational needs and/or disabilities and those for whom English is an additional language. Overall, children leave Nursery having reached the levels expected of them. This is because activities are well targeted to key areas of learning that match well with children's stages of development. However, the progress children make in their speaking skills is not as rapid as in other areas.

The success of the school is underpinned by outstanding leadership and management spearheaded by the headteacher. Senior staff are very aware about the direction the school must take to sustain its progress. They keep a close eye on how well children are learning and are ever watchful over children's safety and well-being.

Considering the school's track record in maintaining outstanding effectiveness since its last inspection and along with its other strengths, the school has excellent capacity to improve further.

What does the school need to do to improve further?

- Improve children's speaking skills by:

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- - increasing opportunities for children to practise their speaking and use 'talk' to develop their thinking
- - providing children with more open-ended questions.

Outcomes for individuals and groups of children**1**

Children's current work, as well as the school's own data, shows that overall children achieve outstandingly well from their starting points. Children enter the Nursery with skills well below those typical for their age, particularly in the key areas of early language and mathematical development. By the time they transfer to Reception classes most children are reaching the levels expected for their age. High quality support to children and their families has resulted in children making rapid progress in their personal and social development. Although children understand English and can follow instructions well by the time they leave, their speaking skills are weaker. Children with special educational needs and/or disabilities make excellent progress because their needs are identified early, activities are very well organised and support for individuals is extremely good.

Children settle very quickly into school routines, behave extremely well and have excellent attitudes to their learning. With high quality support from staff, they successfully acquire high levels of confidence and self-help skills and are able to make their own decisions. They readily take on additional responsibilities such as tidying up, preparing healthy snacks, looking after the fish and taking care of resources. As keen and motivated learners they demonstrate great enjoyment of their work, play extremely well together and show a real desire to discover and find things out for themselves. As a consequence, children love coming to school and become engrossed in their learning as they play. This is because of exceptionally strong relationships, high expectations and consistent praise and encouragement from all staff.

Children have an extremely good awareness of leading a healthy lifestyle. Their readiness to wash their hands, eat fruit at playtime and take part in physical activities shows an excellent understanding of good hygiene, diet and exercise. For example, the inspector was offered some grapes by one child and was told to eat them every day.

Children participate in a rich variety of community and cultural activities, including visits to the local mosque. Encouragement to take responsibility, such as making decisions, showing initiative and becoming members of the school council are just some of the ways that children become valued members of the school community.

Children are prepared very well for later life. Their progress in basic skills, coupled with their rapidly developing confidence and self-esteem, ensure that firm foundations are laid to secure their future economic well-being. As one parent commented: 'My child has become independent and learned to do lots of things for himself.'

These are the grades for children's outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Outcomes for children in the Early Years Foundation Stage	1
Children's achievement and the extent to which they enjoy their learning	1
Taking into account:	
Children's attainment ¹	3
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
The extent to which children feel safe	1
Children's behaviour	1
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	1
The extent to which children develop skills that will contribute to their future economic well-being	1
Taking into account:	
Children's attendance ¹	2
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

The school's outstanding provision ensures that all children, including those with special educational needs and/or disabilities come on in leaps and bounds from the moment they enter the school. This is because key workers effectively ensure that planning builds well on children's prior learning, individual skills and experiences. Staff are enthusiastic, well organised and have an excellent understanding of how young children learn best. They are particularly skilled at developing children's language through questioning, commentary and encouraging comments in a range of practical activities. Teachings assistants and bilingual support staff provide a very effective layer of extra support and have a positive impact on the quality of children's learning and their personal development. In the very best examples of practice, learning is fun, tasks are creative and children are given every opportunity to discuss and share their ideas with others. For example, in one session, children made excellent progress in their language and communication by pretending to fly on a magic carpet to visit a monster on his island. The atmosphere buzzed with excitement as the children shouted, 'let's fly magic carpet let's fly', and set off on their journey. They then marched around the island and performed a dance for the monster with excellent prompting and questioning from staff. 'The monster is our friend', said one child. This activity confirmed that creative, innovative, exciting opportunities, based securely on children's needs and interests, are central to the school's outstanding curriculum. It also confirmed just how well children can achieve when expectations are high and teaching is imaginative and inspirational. All staff are skilled in knowing when to intervene and how to interact with children to

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enhance their learning. For example, all children, including those in the childcare provision, receive particularly good sensory experiences. In the school, teachers are acutely aware of what each child can do and what they need to learn next through the use of effective systems to observe, assess and record children's learning.

No stone is left unturned to ensure that all children, including those that are most vulnerable, are very well supported and cared for. There are excellent procedures for introducing children to the Nursery and for ensuring their smooth transition to primary schools.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is driven forward by outstanding leadership at all levels. Leaders and managers know the school extremely well and actively seek ways to improve it further by communicating ambition, and developing and enhancing provision. Senior leaders have a strong commitment to removing the barriers to learning and celebrating the achievements of all children whatever their circumstances. As a consequence, the school is highly inclusive and is very effective in improving children's life chances and in tackling discrimination. There are excellent partnerships with parents and carers. Gaining the Investors in Families Award confirms the school's strong commitment to partnerships and family support both in the school and in the childcare provision.

The school has an excellent understanding of its strengths and potential areas for improvement. For example, senior leaders are well aware that the school improvement plan requires fine-tuning to ensure an even greater focus on criteria for measuring success.

At the time of the inspection, safeguarding was a high priority and procedures were highly effective. All required systems and procedures are in place to check the suitability of employees to work with children. There are no breaches of specific requirements.

The school's promotion of community cohesion is good. Opportunities that develop pupils' awareness of other faiths and cultures in their own community are sensitively taught across the curriculum in ways that are meaningful, for example, through visits to places of worship, special themes and projects, and celebrations of different festivals. Senior leaders are not complacent and recognise that the school's procedures to judge

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the impact of this work requires some further attention.

Governors play an effective role in shaping the school's direction and in holding it to account. They are well informed about the school's performance and are confident to act when necessary to support improvements or to question proposals.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents are overwhelmingly supportive of the school's work. Almost all agree that children enjoy school, feel safe and make good progress. Parents said that the school is an extremely welcoming and safe environment with approachable staff and senior leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lilycroft Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	77	19	22	0	0	0	0
The school keeps my child safe	79	89	8	9	2	2	0	0
The school informs me about my child's progress	71	80	18	20	0	0	0	0
My child is making enough progress at this school	57	66	25	29	0	0	0	0
The teaching is good at this school	67	77	18	21	0	0	1	1
The school helps me to support my child's learning	58	67	26	30	0	0	0	0
The school helps my child to have a healthy lifestyle	54	61	32	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	61	29	34	0	0	0	0
The school meets my child's particular needs	52	60	33	38	0	0	0	0
The school deals effectively with unacceptable behaviour	56	65	27	31	0	0	0	0
The school takes account of my suggestions and concerns	56	64	31	35	0	0	0	0
The school is led and managed effectively	62	70	25	28	0	0	0	0
Overall, I am happy with my child's experience at this school	68	78	17	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of children. ■ The quality of teaching. ■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Lilycroft Nursery, Manningham, Bradford, BD9 5AD

Thank you so much for helping the inspectors when we visited your school recently. We really enjoyed our visit. We know how much you all like coming every day. Some of your mums told us that you cannot wait to get there in the morning and in the afternoon. Having spent the two days with you we can understand why.

You go to an excellent Nursery. It is such a safe and happy place to be. Everyone takes really good care of you. We were very pleased to see how well you behave and how you help one another in class and around the school. We saw some things that were very good and we could see how much you have learned. We loved the way that you know how to keep safe by signing in and putting your card in the right place. We were very pleased to see how safely you played outside as you ran, climbed and whizzed around the outdoor areas on your bikes without any mishaps. You really impressed us with your knowledge of how to eat the right things and stay healthy. I could see how proud you are of your vegetable garden. I was very pleased to see your excellent table manners at lunchtime and how you took turns to serve each other and your teachers.

Your teachers plan some exciting things for you to do. We could see this with our own eyes when some of you were talking about what you remembered from your visit to the mosque and when some of you were smelling and touching the 'feely bag' and talking to each other about what might be inside. I would never have guessed it being a giant strawberry. Some of you knew what it was straight away. Well done!

Your teachers work very hard to make the school as good as it can be. To help them, we have asked whether you could be given lots of extra things to do where you can speak and talk about your learning.

You are a credit to your mums and dads and carers. We can see why your teachers love working with you every day. Keep trying hard. I wish you and your families all the best for the future. Enjoy Ramadan.

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