

Lilycroft Primary School

Inspection report

Unique Reference Number	107213
Local Authority	Bradford
Inspection number	336831
Inspection dates	5–6 October 2009
Reporting inspector	Roger Sadler

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	425
Appropriate authority	The governing body
Chair	Miss E Evans
Headteacher	Miss N Roth
Date of previous school inspection	1 December 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 16 lessons, analysed pupils' work, especially in writing and mathematics, and held meetings with governors, staff and groups of pupils. They observed the school's work, including assembly and play times and looked at pupils' records from the current and previous academic year. School documents including the school improvement plan and pupils' safeguarding procedures and records were evaluated. 192 parental and 122 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively leaders and managers and staff are working to raise standards and improve achievement, especially that of higher attaining pupils
- how effectively knowledge and skills in English are developed, especially those of pupils who join the school with limited English
- how effectively assessment is used to promote learning.

Information about the school

This large school serves an area of considerable economic disadvantage to the north of Bradford city centre. The proportion of pupils entitled to free school meals is above average. All the pupils are from either Asian or Asian British backgrounds. Almost all pupils have family roots in Pakistan and are from homes where English is not their main language. A significant number of pupils are at early stages of learning English. A well above average proportion of pupils have special educational needs and/or disabilities. Provision in the Early Years Foundation Stage is in three Reception classes that pupils can enter full time from the beginning of the school year in which they reach five years of age. The school has been awarded the Activemark for physical education and the Healthy Schools Award. Over the last year, a new headteacher and two assistant headteachers have been appointed.

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?

3

The school's capacity for sustained improvement

3

Main findings

Lilycroft Primary School provides a satisfactory quality of education. Parents recognise that their children are happy at school and both parents and pupils regard the school highly. The new headteacher has made a good start and has a very clear understanding of where improvements are needed and has started some useful work to improve the quality of provision and pupils' achievement. For example, a much improved way of tracking the progress of pupils has been introduced and is beginning to be used to identify and provide additional support to those who are not reaching their full potential. The school therefore has satisfactory capacity to improve in the future.

Achievement and progress are satisfactory. When children enter the Early Years Foundation Stage, many have knowledge and skills well below those typical for their age. Pupils progress well in Reception and Years 1 and 2 and make satisfactory progress in Years 3 to 6. In 2007 and 2008, pupils in Year 6 attained average standards in English and mathematics but standards declined in 2009 to below national averages. However, school records and pupils' current work indicate that, in 2009, improved rates of progress were made and a greater proportion of pupils in almost all year groups attained in line with standards expected for their ages. Pupils with special educational needs and/or disabilities make satisfactory progress. Their progress is best when working in small groups on well-tailored additional programmes. Throughout the school, opportunities are occasionally missed to provide additional challenge or guidance for more able pupils. Consequently, fewer pupils than could be expected reach the higher levels. In mathematics, skills in applying mathematics in problem solving and investigations are underdeveloped. Those who enter the school with limited spoken English make satisfactory progress in their confidence and skills in spoken English but in some classes, too few opportunities are provided to develop speaking and listening skills through paired or group discussion.

Teaching, the curriculum, and care, guidance and support are satisfactory. Pupils' personal development, including their spiritual, moral, cultural and social development, is also satisfactory. Most teachers manage behaviour well and relationships are good. The school has begun to improve awareness of pupils' learning needs but this work is in its early stages. Consequently, some pupils lack clarity about where and how to improve their work. In some lessons, teaching assistants provide good support when pupils are working in groups but this is not the case in all classes. Teaching assistants are not always deployed and used effectively.

What does the school need to do to improve further?

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- Improve standards of English and mathematics by:
 - providing extra challenge and support for more able pupils
 - developing pupils' skills in problem solving and investigation in mathematics
 - providing more opportunities to develop pupils' skills in speaking and listening.
- Improve pupils' understanding of where and how to improve particular aspects of their work by:
 - sharing with pupils a small number of success criteria for a piece of work
 - helping them see which of these they are meeting and where further improvement is needed
 - ensuring greater consistency and focus in the use of oral and written feedback to pupils.
- Improve the deployment, training, effectiveness and impact on pupils' learning of teaching assistants.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Inspection evidence and school evaluations indicate that pupils' achievement and enjoyment of learning are satisfactory in most classes and good in some, especially in younger classes. Pupils' skills in English and their personal and social development are particularly low when they enter Reception. When they leave Year 2, pupils' attainment is below national averages in reading, writing and mathematics but pupils have achieved well and made good progress. However, not all higher attaining pupils achieve their full potential up to and beyond Year 2 and too few pupils attain higher levels in assessments. This is because, sometimes, not enough is expected and because they receive insufficient additional guidance and support. In previous years, girls' achievement was not as good as that of the boys. This is still the case, but to a lesser extent as some recent measures to give girls greater confidence and aspiration are beginning to bear fruit. The achievement and progress of pupils with special educational needs and/or disabilities are satisfactory. Although pupils whose home language is not English make satisfactory progress, in some classes the development of their speaking and listening is limited by the lack of opportunities to hold frequent discussions in small groups. Although standards by the end of Year 6 declined last year, pupils in the current Year 6 as observed in lessons are on track to attain higher standards this year. Pupils in Year 5 attained well below average standards when they were in Year 2. However, while many pupils in Year 5 are currently attaining below average standards, this represents good progress. In other year groups, standards are rising.

Behaviour is generally managed well and in most classes behaviour is satisfactory and sometimes good. However, in a few classes, boys sometimes act immaturely and slow the pace of learning for themselves and others. Pupils take a satisfactory level of

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responsibility within the school and local community, for example, by acting as playground buddies. They show sound understanding of healthy lifestyles but many pupils have insufficient exercise and activity in school. Their satisfactory basic skills provide them with a sound preparation for the next stage of education and the world of work beyond.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is satisfactory but varies throughout the school. In most classes behaviour is managed well and relationships are good. Teachers use interactive whiteboards well to add impact and clarity to whole-class teaching and pupils enjoy using these in whole-class sessions. Good quality, daily teaching of letters and sounds is helping younger pupils make good progress in reading. Teaching assistants are not used to best advantage, especially during whole-class lessons. Teachers' questioning is often good and based on secure subject knowledge, but pupils, especially in older classes, are given too few opportunities to discuss their answers in pairs or small groups. This limits pupils' development of spoken English, especially for those at early stages of learning

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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English. Classrooms are bright and well organised. Pupils are often given checklists or criteria for good work but sometimes pupils are asked to remember too many things. Oral and written feedback on work is sometimes vague and, consequently, pupils lack clarity about exactly where to concentrate their efforts.

The school's curriculum appropriately focuses on basic skills and pupils make sound progress in their reading, writing and mathematics. It is suitably modified to meet the learning needs of those with special educational needs and/or disabilities and for lower and middle attaining pupils but sometimes lacks challenge for the more able. The curriculum has recently been modified to meet the learning needs of girls and their rates of progress are improving. In some classes too much time is spent on whole-class teaching and too little on independent or group work and this slows the pace of learning. The mathematics curriculum places good emphasis on calculation, but too little on using and applying mathematics.

Pastoral care is effective and the school knows its pupils well. Guidance for lower attaining pupils and those with special educational needs and/or disabilities is satisfactory. The school's arrangements for ensuring good attendance have improved and are resulting in improving rates of attendance. Good links with the neighbouring nursery and with homes help pupils quickly settle into Reception. Links with secondary schools, although satisfactory, are less well developed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has a clear and accurate understanding of exactly where improvements are needed and the school improvement plan concentrates on the correct priorities. She has also made a good start in developing the leadership roles of others. The newly constituted senior leadership team has clear roles and the role of subject leaders is improving as they begin to take more responsibility for monitoring and improving pupils' achievement in their subjects. New governors have been appointed and there is a full governing body. Governors receive clearer information and recognise their role in monitoring and evaluation and in providing challenge are underdeveloped. A training programme is in hand to improve governors' skills.

Senior leaders meet regularly with class teachers to monitor and plan the progress of individual pupils. The impact of these is beginning to raise expectations and improve

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rates of progress. Ambitious targets have been set for pupils' attainment in English and mathematics. The school has good partnerships with local providers, especially the local nursery school, and with parents and these also have a positive impact on pupils' progress.

The school has recently reviewed the contribution it makes to community cohesion which is satisfactory. It has a very sensitive understanding of the needs and aspirations of the local community, and parents appreciate the help they are given to enable them to better contribute to their children's learning through, for example, regular meetings and text messages. The school is aware of the need to develop a clear plan of how it can improve its contribution to all aspects of community cohesion.

The school meets current requirements for safeguarding pupils and keeps these under review. The school provides satisfactory value for money but does not always get best value from teaching assistants. The school works to ensure that no pupil is discriminated against and mostly ensures that all pupils are provided with equal opportunity except that, occasionally, higher attaining pupils lack additional support.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

On entry to Reception, children's personal, social and emotional development and their English language skills are especially limited. The curriculum focuses effectively on these key areas, and children, including those with limited skills in English, make good progress in their personal development as they develop confidence and positive attitudes to learning. Children make a good start as a result of effective induction

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arrangements, including home visits. In all areas of learning they make good progress and achieve well in response to the good quality provision. However, many children have still not reached expected levels in all areas of learning by the end of the Reception year. There are strong relationships with parents who appreciate the support they receive from the multilingual teaching assistants. Many parents regularly attend the many workshops run by the Early Years Foundation Stage leader which enable parents to support their children's learning in such aspects as letter sounds and reading and in handwriting. There is a good balance of well planned adult-led and child-initiated activities which enrich children's learning. Children enjoy a wide range of exciting activities such as making Kipper's birthday cake, building dens with large blocks or using a puppet theatre. Outdoor areas provide a good level of challenge and motivation. Staff undertake accurate assessments using well focused and perceptive observations that cover the six areas of learning of the Early Years Foundation Stage curriculum. These assessments are not used fully to modify planning to ensure that individual needs are met. The Early Years Foundation Stage is well led and managed and staff share an accurate understanding of where improvements are needed. There is a clear action plan to bring about the necessary improvements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The good proportion of parents who responded to the questionnaire were overwhelmingly supportive of the school. Parents particularly appreciate the 'helpful friendly teachers' and 'courses and trips for parents' especially the English classes. One parent wrote, 'They offer a lot of things, not only for my children but for me'. Another wrote, 'I, as a parent, am very pleased and happy with the relationship I have with the school. We feel as though we are part of the team.' Few parents raised a concern about any aspect of the schools' work and there was no pattern of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lilycroft Primary 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 192 completed questionnaires by the end of the on-site inspection. In total, there are 425 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	212	55	168	44	4	1	0	0
The school keeps my child safe	182	47	196	51	2	1	4	1
The school informs me about my child's progress	154	40	212	55	18	5	0	0
My child is making enough progress at this school	140	36	226	59	12	3	6	2
The teaching is good at this school	172	45	196	51	10	3	4	1
The school helps me to support my child's learning	164	43	202	53	18	5	0	0
The school helps my child to have a healthy lifestyle	138	36	226	59	16	4	4	1
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)	158	42	190	50	22	6	0	0
The school meets my child's particular needs	130	34	244	64	6	2	2	1
The school deals effectively with unacceptable behaviour	136	36	224	58	14	4	8	2
The school takes account of my suggestions and concerns	148	39	220	58	6	2	4	1
The school is led and managed effectively	140	37	230	60	6	2	2	1
Overall, I am happy with my child's experience at this school	184	48	186	49	6	2	4	1

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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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 pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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 pupils 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 pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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 Primary School, Bradford, BD9 5AD

Thank you all for making us welcome when we inspected your school. We enjoyed our visit and would like to give special thanks to those who talked to us about school life during their lunchtime. Yours is a satisfactory school and we found your school a happy place where people get on well and treat each other with respect. You make satisfactory progress in your work. New children in Reception are helped to settle in quickly and are soon on the way to learning to read, write and count. Those who find learning difficult are given extra help so that they make satisfactory progress. Those of you who start school with limited English also make sound progress.

Your behaviour is mostly satisfactory except for a few boys who act immaturely in some classes. You mostly feel safe in school and know that adults look after you properly. Some of you, especially older pupils, take on additional responsibilities for helping the school run smoothly and join in with activities in the surrounding area. Both you and some of your parents reported that you regard your school highly and appreciate the work the staff do. We saw that you enjoy school life and most of you attend regularly. Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. We have recommended that they should:

- help more of you do better in your English and mathematics
- help you have a clearer understanding of where and how to improve particular aspects of your work
- ensure that teaching assistants are better used to help your learning.

You can play your part by trying to think about and remember exactly which things you need to concentrate on to improve your writing and mathematics.

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