

# Lilycroft Nursery School

Lilycroft Road, Manningham, Bradford, West Yorkshire, BD9 5AD

## Inspection dates

6–7 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The children are extremely happy, busy and inquisitive. They make excellent progress and are very well prepared for the next stage in their education.
- The high proportion of children who speak English as an additional language make great strides in all areas of learning. This is often because adults skilfully balance the use of children's home language and English in their teaching.
- Disabled children and those with special educational needs make outstanding progress in response to the excellent support they receive.
- The quality of teaching is outstanding. Teachers inspire children to learn and think for themselves through exciting and well-planned activities. They make excellent use of role play and questions to develop children's skills and understanding. However, they do not always capitalise on opportunities to confirm the links between letters and sounds.
- The well-organised, shared classrooms and attractive resources stimulate children's curiosity and leave them eager to learn. They especially enjoy finding out about the world around them in the stimulating outdoor spaces.
- Relationships between children and adults are excellent. There is a close partnership with parents, who hold the school in high regard. Consequently, children's behaviour is outstanding and they feel safe and well cared for.
- Leaders, managers and governors work extremely successfully to make sure that children make as much progress as possible. They regularly watch to see how effectively staff work with children. They work successfully with other local schools to provide training and support for teachers in the Early Years Foundation Stage.
- As a result of the outstanding leadership and management, the school has successfully maintained children's outstanding achievement and the high quality of provision since the last inspection. The school is continually seeking ways to improve standards of teaching and learning further and is well placed to do so.

## Information about this inspection

- The inspector observed eight lessons during the inspection, including three joint observations with the headteacher and deputy headteacher.
- Discussions were held with children, the Chair of the Governing Body, a representative of the local authority, subject leaders and other members of staff.
- The inspector took account of four responses to the online questionnaire (Parent View) and the results of the school's consultations with parents. The inspector also talked to over 20 parents at a meeting requested by parents and at the start of and during the school day.
- The inspector observed the school's work and looked at a range of documents, including data on children's current and previous progress, the school development plan, performance management documentation and records relating to children's behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized nursery school.
- The children attend the school on a part-time basis.
- Almost all children are from minority ethnic families and speak English as an additional language.
- A small proportion of children are from White British families.
- The proportion of disabled children and those who have special educational needs supported by Early Years 'school action' is broadly average.
- The proportion of children supported at Early Years 'school action plus' or with a statement of special educational needs is average.
- The school provides childcare, managed by the governing body on the site of the neighbouring Children's Centre. This is subject to a separate inspection.
- The school is led by an executive headteacher who also leads the nearby St Edmund's Nursery School.
- The executive headteacher and the deputy headteacher are new to the school since the last inspection.

### What does the school need to do to improve further?

- Further develop children's reading skills by using all opportunities to link letters to their sounds.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start school with knowledge and skills which are generally well below those typically expected for their age. Children of all abilities make outstanding progress during their time in the Nursery school and leave to enter the Reception classes with levels that are often those typically expected for their age and occasionally higher.
- Children who are learning to speak English as an additional language also make excellent progress. The very strong focus on children's speaking skills, which has improved since the last inspection, leads to rapid gains in children's early communication skills, including reading and writing.
- Disabled children and those with special educational needs make excellent progress from their individual starting points. Teachers make very good use of precise assessments of children's progress to help them build the skills and attributes, such as speaking skills, for their future learning. Consequently, these children are also very well prepared for the Reception class.
- There has been a very good trend of improving the skills acquired by less-able children and those whose circumstances make them vulnerable. This is because teachers expect the best for all children and are successfully narrowing the gap between their achievement and that of others. Both boys and girls make outstanding progress in a wide range of areas of learning.
- Children make excellent progress in developing their personal and social skills. This lays a firm foundation for their future learning. For example, they listen very attentively to their teachers and to each other and follow instructions carefully. They make decisions about their work and play, and stick at activities until they are completed. They work together very well, share ideas and support each other kindly.
- Children's early reading and writing skills are very well developed. They learn to recognise writing in the many attractive labels and displays which are regularly referred to throughout the day. They generally make very good progress in beginning to recognise the relationship between letters and sounds to form words. They identify and write their own names when they register at the start of the sessions. Children frequently make marks to represent writing on many different surfaces from sand to paper in chalks, felt tips, crayons, pencils and many other media both indoors and out.
- Children make outstanding progress in their early mathematical skills. They count and order numbers well in a wide range of activities. They make very good progress in recognising written numbers and using them in the correct sequence, for example, in using a programmable floor toy.

### The quality of teaching

### is outstanding

- The outstanding quality of teaching has been maintained since the last inspection. School leaders regularly check teachers' on-going effectiveness and, through rigorous training and guidance, raise their expectations even higher.
- Teachers make excellent use of accurate assessments of children's progress to set work which enables them to do their best. They make frequent and detailed observations of children's learning in different circumstances and gather information from parents to reinforce these assessments. All staff are involved in the thorough lesson planning so that their expectations are consistently high, and activities challenge all children to do their best.
- Teachers promote children's independence extremely well. They make highly effective use of a wide range of different ways of teaching to do this. For example, they make very good use of role play, information and communication technology and natural objects in the spacious grounds to engage and inspire children.
- All resources are stored in easily accessible containers both indoors and out, with clear labels and photographs of the contents. Children are successfully encouraged to make decisions about

what they want to use and to tidy up after themselves.

- Teachers and other adults ask searching questions to explore children's understanding and to develop their thinking skills. They enable children to make a full contribution to activities through, for example, partner talk and group discussions. They involve the children very well in thinking about their own learning and how they can improve it. For example, they make very good use of photographs the children have taken to reflect on things they have seen and learned about.
- Staff make extremely good use of their bilingual skills to support children who speak English as an additional language. They question children carefully in their home language and then model responses in English to guide and support them well.
- Early reading and writing skills are well taught. Group activities involving listening to and identifying different sounds help children to recognise letter sounds. Children regularly share books with the teacher, following repeated phrases and identifying some initial letters. Very occasionally, chances are missed to reinforce this by linking words and phrases to alphabet cards or words on displays.
- Disabled children and those who have special educational needs are given work which enables them to make outstanding step-by-step progress. Teaching assistants and other adults provide sensitive and skilled support when needed while encouraging children to work as independently as possible. Staff work closely with specialist support staff to plan future work.

### **The behaviour and safety of pupils** are outstanding

- Children's behaviour is exemplary in the classroom and around school. They respond extremely well to the high standards of care and support they receive.
- Children come to school regularly and very keenly start activities as soon as they arrive. They are clear about everyday routines, such as finding their name-card and registering at the start of the session, and understand about sharing equipment. Children have many opportunities to make friends. For example, they make excellent progress in learning to play together and to help each other put on coats and dressing up clothes.
- Children have a very good understanding of how their behaviour affects others and that they should be kind and considerate. Teachers make excellent use of a wide range of children's literature, songs and rhymes to help children understand their emotions and reinforce children's positive attitudes in different circumstances.
- Children learn to take small risks and work out how to keep themselves and others safe. For example, they work together to build simple structures outside using wooden balancing equipment and then help each other walk along it. They use knives carefully to cut fruit and vegetables and spread butter on their crackers. Visits from the police and fire services help children learn how to keep safe in the world around them.
- Teachers work closely with parents to help children settle in to school life quickly and effectively. They help children with social and emotional difficulties to manage and improve their own behaviour by providing a good sense of security and offering specialist support when it is needed.

### **The leadership and management** are outstanding

- The leadership of the executive headteacher, the deputy headteacher and others at all levels is extremely effective. The school has exceptionally good systems for deciding what works well and what is less useful in its drive for improvement and to set challenging targets for teachers and children to aim for.
- The use of training to improve teaching and the quality of education provided is a considerable strength, for instance, staff share and discuss best practice frequently and all planning is a team responsibility. Many staff have successfully gained extra qualifications as a result of their own

motivation and support from senior leaders.

- Staff have a great enthusiasm and commitment to the education and welfare of the children in the school. They work very productively with other professionals and so children often benefit from specialists' knowledge, such as the speech therapist or education psychology services.
- The school works extremely well in partnership with parents and it supports them to be very successfully involved in their children's development. The staff use excellent records of children's achievement as a tool to discuss with parents how well each child is doing.
- The school tackles diversity extremely well and promotes equality of opportunity. Children from many different nationalities and backgrounds have plenty of opportunities to play productively together. Many projects allow them to learn very successfully about different people's cultures in this country and abroad.
- Overall, the local authority has had limited involvement with the school because of its high level of effectiveness. Over the last year it has provided staff and governors good support and training in establishing the role of the executive headteacher and senior leadership structure.
- **The governance of the school:**
  - The governing body fulfils its duties very well. It makes sure that the school is a safe place and that staff are suitably checked and trained in child protection matters. Governors complete training courses which enable them to hold the school to account well. They play an important role in decision making based on first-hand information on the quality of teaching and the children's achievement. They check the quality of teaching by asking questions about data which shows how much progress is made by different groups of children. Governors have a full understanding of the school's effectiveness. They make sure that decisions about how to use the funds available are rational and in the best interest of the children. They decide whether teachers and other staff should be rewarded with salary increases and review targets set for the headteacher.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107187
<b>Local authority</b>	Bradford
<b>Inspection number</b>	400889

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

<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Tate
<b>Headteacher</b>	Anne-Marie Merifield
<b>Date of previous school inspection</b>	15 September 2009
<b>Telephone number</b>	01274 545647
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