

# Lidget Green Primary School

Birks Fold, Lidget Green, Bradford, BD7 2QN

**Inspection dates** 3–4 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good overall. Pupils progress well, especially those new to speaking English as an additional language. All pupils are well prepared for the next stage in their education.
- Children achieve well as a result of good early years provision.
- Overall, pupils make good progress from their different starting points through Key Stages 1 and 2 and reach average standards in reading, writing and mathematics by the end of Year 6.
- Teaching is good overall and expectations of what pupils can achieve are usually high. Teaching assistants make a very valuable contribution to pupils' learning through individual support and group work.
- Parents are very pleased with the progress their children make and with the way in which they are looked after at school.
- Pupils' behaviour is outstanding. Pupils are very well mannered and very respectful. Pupils say they feel very safe in school and cared for very well.
- All staff are very welcoming and the environment inside and outdoors is very well cared for by pupils and staff alike and, as such, all share the same clear vision. Leadership and management are good and leaders are determined to raise teaching quality and pupils' achievement even higher.
- The governing body makes a good contribution to leadership. They hold the headteacher to account strongly. Governors check on the performance of teachers through the involvement they have with pupils and staff and the good information they receive from senior leaders.

### It is not yet an outstanding school because

- The role of the leaders of English is not fully developed to enable them to contribute fully to monitoring the quality of teaching, the progress made by pupils and the management of teachers' performance.
- Marking does not always provide pupils with clear information on how to improve.
- A very small amount of teaching requires improvement.
- The most able pupils whose first language is English make slightly less progress than their peers, particularly in writing.

## Information about this inspection

- The inspectors observed several lessons, half of which were joint observations with the headteacher or deputy headteacher.
- The inspectors listened to pupils read in lessons and looked at pupils' work in their books.
- Meetings were held with the headteacher, pupils, two members of the governing body, members of the teaching staff and two representatives from the local authority.
- The inspectors took into account the 29 questionnaires from staff and the 28 responses on the online questionnaire (Parent View).
- The inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Pauline Hilling-Smith, Lead inspector	Additional Inspector
Susan Cornwall	Additional Inspector
Christine Millett	Additional Inspector

## Full report

### Information about this school

- Lidget Green is a larger-than-average-sized primary school. The children's centre is no longer part of the school.
- The large majority of pupils is of Pakistani heritage.
- The proportion of disabled pupils and those with special educational needs is average.
- The proportion of disadvantaged pupils, those eligible for the pupil premium is well-above average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children looked after by the local authority.
- The proportion of pupils whose first language is not believed to be English is well-above average.
- A higher proportion of pupils than that found nationally enter or leave the school other than at the normal time.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- There has been a 40% change in staff since the previous inspection.
- The school became a Co-operative Trust school in September 2013. It is part of a group of schools supported by the Schools Co-operative Society.

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

- Improve teaching further in order to continue to raise achievement, especially in writing and for the most able pupils whose first language is English, by ensuring that:
  - the small amount of teaching that requires improvement is swiftly eradicated
  - pupils are always given clear information, through marking, about what they need to do to improve
  - pupils are always given sufficient opportunities to write at length.
- Improve the impact of leadership and management by:
  - refining procedures for the tracking of pupils whose first language is English and ensuring that expectations for these pupils are consistently high
  - developing the role of leaders of English so they can contribute more to the monitoring of pupils' progress, the quality of teaching and the performance of teachers in the subject.

## Inspection judgements

### The leadership and management are good

- The headteacher is considered to be a very well respected leader by both parents and staff. He has set out a clear vision in which no opportunity is missed to provide a stimulating, attractive learning environment and not a minute is lost to provide pupils with a rich range of clubs. This means pupils enjoy school, behave exceptionally well and attend regularly. There is strong senior leadership united in its determination to promote continued improvement in the school's performance.
- The leadership of teaching and performance has continued to be strong. The monitoring of teaching is effective in improving the quality of classroom practice. School leaders use the information gained from observing teaching and learning in lessons to continuously improve performance.
- Although procedures for senior leaders to check the quality of teaching are securely in place, the targets set for improvement of performance occasionally do not focus sharply enough on the progress of pupils. There is an appropriate link between teachers' performance and their progress along the pay scales.
- The impact of middle leadership, especially that of English, is not sufficiently strong enough to enable them to have a razor-sharp focus on pupils' progress when checking the quality of learning and teaching in the subject. However, overall middle leadership is good because it has contributed effectively to improvement in the school's performance.
- The school's leaders have an accurate picture of its strengths and areas for development. Leaders aptly use data to analyse the progress made by individuals and groups of pupils to identify where extra support or further challenge might be needed. They also use the pupil premium funding effectively to support the improving achievement of disadvantaged pupils. This is a good example of the school's good promotion of equality of opportunity.
- The good curriculum is extensively enriched by clubs for homework, music and sport. Visits and residential activities contribute to a clear understanding of life in, and the values of, modern Britain. The extensive range of different faith and spiritual opportunities in which pupils take part effectively promotes their spiritual, moral, social and cultural development. These opportunities foster good relations and tackle discrimination very well. What and the way in which pupils are taught has a positive effect on pupils' achievement, including effectively promoting their literacy and numeracy skills.
- Partnership with parents is good and the vast majority of parents who responded to the online questionnaire would recommend the school to another parent.
- The local authority knows the school well and provides support as appropriate.
- The school ensures that the range of sporting opportunities is wide and varied, and the primary school sport funding is being deployed to increase competition between schools, provide sports coaching in school and to offer increased opportunities for training for teachers in teaching sport and physical education.
- **The governance of the school:**
  - The governing body receives good information about the work of the school and the achievement of pupils. Governors have a clear understanding of the quality of teaching. Minutes of governing body meetings show that they use this knowledge well to challenge and support the headteacher about all aspects of the school's work.
  - Governors have used the conversion to a Cooperative Trust school very effectively to increase the involvement of parents in the development of the school.
  - Governors review spending decisions carefully. They ensure that any disadvantaged pupils who wish to attend clubs are able to do so and this has a good impact on the achievement of those pupils eligible for support through the pupil premium.
  - Governors are rigorous in reviewing the performance of the headteacher, and receive detailed information about the performance targets set for teachers and the link to salary progression. They ensure that teachers only receive financial reward if their pupils meet their progress and attainment targets.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding. Their very positive attitude to learning enhances their achievement.
- Pupils are friendly and polite and respectful of school resources such as artefacts and plants. They follow

school rules at all times during the school day both outside and inside. The positive impact of the rules is helped by the school's highly effective pupil ambassadors. They keep a watchful eye on what is happening and are available to sort out any issues that may arise.

- Pupils are well aware of how important safety is and know how to keep themselves and others safe. A 'danger club' for older pupils develops their understanding at a deep level through their involvement in drama and role play.
- Pupils are very aware of different types of bullying, including cyber-bullying. The highly detailed computer-based recording system developed by the school, and now used in other schools, shows that incidents of inappropriate behaviour are very unusual. Any incidents are dealt with effectively and quickly by staff.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Policies and procedures are regularly reviewed and followed meticulously.
- Governors are vigilant in ensuring that full checks of safety are regularly undertaken and acted upon. For example, they are aware that the design of the building, including its 'bottlenecks', requires everyone to take care when walking around the site.
- Staff are very well trained in behaviour management. Strong relationships with pupils mean pupils say that there is always someone to talk to if necessary.
- There have been no exclusions for many years.
- The vast majority of parents who responded to Parent View say that their children feel happy and safe.

### The quality of teaching is good

- The good quality of teaching has been maintained since the previous inspection. It is good because staff have good subject knowledge, particularly in mathematics, which enables pupils to develop a good understanding of the links between different ideas in the subject. Pupils are confident in their learning as a result of strong relationships with staff.
- Staff reflect on the success of their teaching alongside other staff and have recently begun to film themselves in lessons so that they can identify what went well in a particular session. As a result, teaching is improving continuously and pupils learn and achieve well during their time at school.
- Teaching enables pupils to make a successful transition to secondary school. This is because their skills in reading, literacy and numeracy are carefully built up as they progress through the school.
- Appropriate emphasis is given to skills in grammar, punctuation and spelling. However, occasionally pupils are not given sufficient opportunities to write at length.
- Teachers and teaching assistants ensure that pupils have access to a wide range of carefully selected, high-quality reading materials in the attractive library. This contributes well to pupils' good progress.
- Some guided reading sessions include the use of short films, which develop pupils' skills of inference. There is a focus on reading for pleasure as well as research. The teaching and reinforcement of phonics (learning letters and the sounds they make) are good. Pupils can decode and read words well and they have opportunities to develop inference and comprehension skills in their reading.
- Teaching assistants contribute well to pupils' achievement through individual support and through good teaching of small groups, especially in reading and literacy.
- Assessment of pupils' work and their progress is regular and robust and used effectively to guide future planning. Marking, however, does not always provide pupils with sufficient comment on how they can improve their work.
- Occasionally, questioning does not always challenge pupils whose first language is English. As a result, achievement is slowed, especially for the most able pupils.
- All parents who responded to the online questionnaire (Parent View) agreed that their children were taught well.

### The achievement of pupils is good

- The skills and knowledge of children when they enter early years are below those expected for their age. Pupils make good progress from their starting points and reach broadly average standards overall by the end of Year 6. This confirms pupils' achievement is good. Overall, school data show a rising trend in attainment in each subject since 2013, except in writing. Pupils' progress and attainment in mathematics

are consistent strengths.

- Progress across the school has been significantly above the national average in all subjects combined for the last three years and significantly above in mathematics in 2013 and 2014. This is because mathematics has been well led and managed over a long period of time.
- Progress is particularly strong for pupils who speak English as an additional language. This is because pupils' language skills are developed exceptionally well.
- Disadvantaged pupils make good progress and it is better than that made overall by non-disadvantaged pupils in the school and nationally. Their overall attainment is ahead of non-disadvantaged pupils in the school, in mathematics and writing by half a term and in reading by a term. Compared with non-disadvantaged pupils nationally their attainment is one term behind in mathematics, one and half terms behind in writing but less than a term behind in reading. As a result of the effective use of the pupil premium funding, these gaps in attainment have closed steadily over recent years.
- Pupils with disabilities and special educational needs often make better progress than other pupils in the school because their needs are met well by a small team of well-trained experienced staff. Numbers are small so data should be treated with caution.
- In 2014, the proportion of the most able pupils who attained the higher levels increased. The proportion reaching these higher levels was above average in mathematics and in English grammar, punctuation and spelling. Recently introduced changes to the way in which the most able pupils' learning is organised and supported has contributed well to their improved performance.
- All parents who responded to Parent View agreed that their children received appropriate homework and made good progress.

### The early years provision

is good

- Children achieve well in the setting. They catch up quickly and make good progress in the Nursery from their low starting points. They are joined in the Reception class by a significant number of children who have not had the benefit of this good start to their education. As such, overall, a lower proportion than that found nationally reaches a good level of development by the end of the early years. This means that despite having made good progress through the early years from their low starting points, fewer children than is normally found are well equipped for learning in Year 1.
- The outdoor area with its beach, boat and working water pump now provides a stimulating learning environment and can be accessed by all children at any time of the day.
- The school has good induction procedures on entry to either the Nursery or Reception classes. These include parents' visits to the school so that a detailed picture of each child's needs and interests can inform what happens with the child in school.
- Communication with parents is good and 'learning journey' books are of a high quality and available for parents to see at any time. Links with external services are strong and this makes a significant contribution to children's achievement.
- Children concentrate for long periods of time. For example, children of nursery age persevere with bead threading until they have completed the task. Children behave exceptionally well as a result of the high expectations of staff and the well-established, clear and consistent routines in place. Children feel and are safe.
- In the Reception class, children spend more time on learning literacy and numeracy skills, yet also have access to a range of stimulating, enjoyable activities.
- The early years is well led and managed by a knowledgeable and creative member of staff and teamwork is a considerable strength.

## 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>	107212
<b>Local authority</b>	Bradford
<b>Inspection number</b>	449729

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	605
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Marshall
<b>Headteacher</b>	Mr Mike Pope
<b>Date of previous school inspection</b>	13 May 2010
<b>Telephone number</b>	01274 579576
<b>Fax number</b>	01274 503562
<b>Email address</b>	mike.pope@lidgetgreen.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

