

# Lidget Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	107212
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	287744
<b>Inspection dates</b>	12–13 July 2007
<b>Reporting inspector</b>	Lesley Clark

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

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<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 on roll</b>	
School	409
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Paul Flowers
<b>Headteacher</b>	Mr M Pope
<b>Date of previous school inspection</b>	20 May 2002
<b>School address</b>	Birks Fold Lidget Green Bradford West Yorkshire BD7 2QN
<b>Telephone number</b>	01274 579576
<b>Fax number</b>	01274 579576

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large inner city multicultural school serves an area of considerable socio-economic disadvantage. Pupils come from a wide range of minority ethnic backgrounds, giving the school a richness and diversity of culture which is its main characteristic. In the last five years the number of children from asylum seeking and economic migrant families from different countries has increased. The proportion of pupils speaking English as an additional language is 80% and a high proportion are new to English when they start school. Pupils who enter or leave the school during the year at times other than the usual amount is 50%, so the school's population constantly changes. The proportion of pupils with learning difficulties and/or disabilities is above average, as is the number with statements of special educational need. Extensive building work to provide a children's centre and new classrooms is nearing completion. The school holds the International Schools award, Healthy Schools award and Sportsmark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Lidget Green gives pupils a satisfactory education. It has many good features. Its major success is that pupils love being here, their only regret being: 'We would like to have a Year 7 so we don't have to leave.' Attendance levels are comfortably above average, reflecting pupils' outstanding enjoyment of all the school has to offer them. Pupils arrive punctually and large numbers take part in the school's 25 extra-curricular clubs and activities. Those new to the school are quickly integrated into the school community and relationships between adults and pupils and among pupils themselves are friendly and harmonious with no racism. The school caters successfully for pupils with personal, social or behavioural problems and no pupils have been excluded. Parents agree that their children benefit greatly from attending this school and very many wrote to say so.

The inspection confirms most of the school's judgements about itself. Over the past two years the school has strengthened areas of provision with the support of the local authority in its drive to raise standards. Standards are well below average in English, mathematics and science. Pupils' achievement is satisfactory for they start from a low base. The school's evidence indicates that the achievement of those pupils who go right through from Nursery to Year 6 is strongest. Their standards throughout school are close to age-related expectations and those who are capable of doing so reach the higher levels in national tests. The school's evidence also confirms that some pupils are beginning to make good progress in response to recent strategies to boost achievement. For example, teaching all pupils in small ability groups in English and mathematics is raising standards in Years 1 and 2, as confirmed in the most recent national tests, and helping pupils in Year 4 to catch up. This has yet to have an impact on pupils' performance in national tests at the end of Year 6 where target setting is complicated by the large numbers of pupils who come and go, often at short notice. What the school is doing is having a positive impact but standards are still too low and are therefore an issue that needs to be tackled.

The signs are hopeful, with good achievement evident in Years 2, 3 and 5, especially in writing. Outstanding teaching in these year groups is having a profound impact on learning. As a result, many pupils speak extremely well for their age. Evidence is less conclusive about the progress of pupils with learning difficulties and/or disabilities or those entering school with little or no English. This is because despite having a very clear overview of achievement, the school does not check small steps of learning in sufficient detail and use this information to target precisely what pupils need to learn next. Teaching quality and pupils' learning, therefore, is satisfactory on balance.

Pupils' good personal development is a product of good pastoral care and support which develops their confidence and self-esteem, turning them into willing learners. Learning mentors successfully support vulnerable pupils and help those who join the school at later stages to feel fully included. Academic guidance, including marking, is less sharply focused and because pupils are not always clear about what they need to do to improve their work they tend to repeat mistakes. Care, support and guidance therefore are satisfactory overall. A good curriculum caters well for pupils' different interests and needs, offering an extremely wide range of cultural and multicultural experiences as well as ample additional artistic, practical and sporting opportunities which enhance enjoyment and enrich pupils' education. Provision in the Foundation Stage is satisfactory with strengths in developing children's social and communication skills but with similar weaknesses in assessment to the rest of the school. The Foundation Stage

curriculum is too formal too soon for most Reception children and so opportunities for them to become curious and independent learners are rather restricted.

Because of the stimulating environment in which they work and play, pupils take a lively interest in their school and are proud of their achievements. The artwork is exceptionally good, indicating a sensitive visual awareness which transcends the language barriers. Pupils' thoughtfulness towards others means that they act safely and show respect for the world around them. Their enthusiasm for sport and knowledge of how food affects their bodies helps them to live healthily. They work well together in lessons but well below average literacy and numeracy skills will be a barrier for some in their future lives.

The school is satisfactorily led and managed and achieves its aim to provide a warmly supportive place 'where diversity and respect for the individual are the norm'. Recent changes to the leadership team have given a real impetus to sharpening achievement but priorities need to be much clearer and action taken to evaluate the impact of new strategies in order to raise standards. The school has made satisfactory improvement since the last inspection and has satisfactory capacity to improve further.

### **What the school should do to improve further**

- Increase the critical evaluation of the work of the school in order to sharpen priorities and take effective action to raise standards in English, mathematics and science.
- Improve teachers' assessments of pupils' learning and ensure that pupils know what to do to improve their work.
- Improve the way the achievements of pupils with learning difficulties and/or disabilities and new learners of English are tracked so as to accelerate their progress.
- Increase the opportunities for children in Reception to learn through exploring and finding out for themselves.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. From low starting points, children make satisfactory progress in the Foundation Stage. Very few reach the goals expected of them at the start of Year 1 but satisfactory provision sets them off on the right track. Measures to raise standards are beginning to bear fruit in Years 1 and 2 and standards in reading, writing and mathematics, though well below average, show improvement compared to previous years. Measures to raise standards at the end of Year 6 are slower to have an impact, with pupil mobility a considerable drawback. The most recent (unvalidated) test results indicate low standards in English and mathematics at the end of Year 6 for the second year running. However, standards are creeping up in science, and those pupils identified by the school as able to achieve the higher levels in English and mathematics did so. Standards in the current Year 5 are improving with notable strengths in writing, an area the school has concentrated on. While the school did not reach its targets in 2007 it has strong evidence to show that it is on course to exceed those set for the current Year 5.

## Personal development and well-being

### Grade: 2

Pupils behave well, show respect and cooperate with each other in a harmonious atmosphere which reflects the multicultural diversity of the community. They shrug off the fact that 'people come and go all the time', saying: 'Some stay for as long as two years.' They are especially enthusiastic about art, sport and extra-curricular activities and love the many different educational visits and visitors to school 'because you learn a lot and have fun at the same time'. Their spiritual, moral, social and cultural development is good. Special times such as Black heritage week or an international day gives them a strong sense of self-worth as they feel their different heritages are valued. Playground buddies ensure that there are 'different games to play every day' and the school council strongly represents pupils' views. As a result, pupils are involved in a range of fundraising activities as well as improving different aspects of school that affect them. Well below average literacy and numeracy skills are a barrier for some in their future lives. Their eloquent speech is an advantage.

## Quality of provision

### Teaching and learning

#### Grade: 3

There are considerable strengths in the way that teachers and teaching assistants manage behaviour and accommodate new arrivals in their classes, ensuring that they settle to work and become enthusiastic learners. Teaching quality, however, varies from year-to-year and this results in uneven learning. Where teaching is most effective, teachers' confident explanations make clear to pupils each small step and so they quickly understand, for example, how to distinguish persuasive writing from factual. New technology is used effectively to promote learning and to generate discussion, as in a Year 6 lesson when boys fell over themselves to ask questions about strikes in the 1970s. In these highly effective lessons, teachers involve pupils in assessing their own learning, measuring their progress against targets. In less successful lessons, work is not precisely matched to pupils' needs and so learning slows. Marking in these classes rarely shows pupils how to improve their work.

### Curriculum and other activities

#### Grade: 2

The stimulating and varied curriculum strikes a good balance between the key skills of literacy and numeracy and creative and practical skills. Speaking and listening are promoted very well. Specialist provision for creative arts, modern foreign languages and a wide range of sports successfully cater for a wide range of aptitudes and capabilities. Pupils benefit from an outstanding range of educational visits and visitors. An impressive number of out-of-school activities cater for a wide range of interests and skills and contribute enormously to pupils' enjoyment of school. The school's innovative introduction of Spanish in Years 3 to 6 strengthens pupils' phonic awareness. The Foundation Stage curriculum changes rather abruptly from Nursery to Reception, becoming a little too formal too soon for many children.

## Care, guidance and support

### Grade: 3

The school successfully promotes the well-being of all pupils in its care, boosting their self-esteem, confident speech and self-awareness. This is at the heart of its work. However, high quality pastoral support is not yet matched by rigorous academic tracking and monitoring of all pupils' progress, particularly that of distinct groups such as those with learning difficulties and/or disabilities or new learners of English. The school has not yet evaluated the impact of the intervention programmes to support these pupils and so the information is not used to determine what pupils are taught. The contribution of the learning mentors to the care and support of all learners, particularly the most vulnerable, is a notable strength. Arrangements for the safeguarding of pupils fully meet current government guidelines. Good relationships with parents encourage them to become partners in their children's education and as a result, parents are overwhelmingly supportive of the school. They particularly like the way in which the pupils are taught to value their own heritage.

## Leadership and management

### Grade: 3

Good teamwork and an open collaborative management style characterise the way this school is led and managed. New members of the senior management team have strengthened the school's critical appraisal of its work. Increasingly stringent monitoring of teaching, learning and standards by capable senior managers has resulted in sensible measures to raise achievement which are beginning to bear fruit. The next step is to check that these are effective. The management of provision for pupils with learning difficulties and/or disabilities and for those who are at an early stage of learning English is a weakness for it does not have sufficient data to measure the small steps of learning and so accurately assess progress. Governors are supportive and developing their skills but their role as critical friend in holding the school to account is underdeveloped. Effective and efficient systems are in place for the day-to-day management of this large school. The budget is managed prudently and the school is able to self-finance a sizeable amount of the forthcoming building project which will considerably enhance the accommodation and range of facilities.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Inspection of Lidget Green Primary School, Birks Fold, Lidget Green, Bradford, West Yorkshire, BD7 2QN.

Thank you very much for your warm and friendly welcome. We very much enjoyed meeting you all. The discussions we had with Year 5 pupils and the school council were really good and we were impressed at how well you express your opinions and how much you enjoy being at school. You certainly have lots of interesting things to do and we were impressed by the high quality of your art and the many different clubs and extra activities your school provides for you. Some of your writing too is very good and we were delighted that you are given so many opportunities to talk, because not only does that help those of you who are new speakers of English but it also develops everyone's confidence.

Your school gives you a satisfactory education. It is satisfactorily led and managed. It does some important things really well. Your attendance is above average and your many different cultural heritages are all celebrated so everyone feels valued. You receive satisfactory teaching to help you learn and your school gives you satisfactory support and guidance. It is part of our job to point out what schools should do to improve their work and there are several things your school needs to do.

- Standards in English, mathematics and science need to be higher and to achieve this your headteacher and teachers need to look even more closely at the work of the school so they can take effective action to achieve this.
- The way teachers assess your work could be improved so that you know what to do to make your work better.
- We have asked the school to improve the way the achievements of pupils with learning difficulties and/or disabilities and new learners of English are tracked so as to accelerate their progress.
- We have also asked the school to increase the opportunities for Reception children to learn through exploring and finding out for themselves.