

Lidget Green Primary School & Children's Centre

Inspection report

Unique Reference Number	107212
Local Authority	Bradford
Inspection number	336830
Inspection dates	13–14 May 2010
Reporting inspector	Keith Bardon

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Rev Paul Flowers
Headteacher	Mr M Pope
Date of previous school inspection	12 July 2007
School address	Birks Fold Lidget Green Bradford BD7 2QN
Telephone number	01274 579576
Fax number	01274 579576
Email address	mike.pope@lidgetgreen.bradford.sch.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

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, observed 20 teachers, held meetings with staff, governors and pupils, talked informally with parents and carers, and visited the children's centre. The inspectors observed other aspects of the school's work and looked at a range of evidence including policies, improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 93 questionnaires returned by parents and carers.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- whether the recent improvements and pupils' attainment and progress are being maintained
- how well pupils from different backgrounds gain in self-confidence and the respect and appreciation they show for each other's cultures and traditions
- how any variations in the quality of teaching affect pupils' learning and progress
- the extent to which the governing body holds the school to account and the contribution governors make to the school's improvement
- the progress children make in the Early Years Foundation Stage and how the new leader is improving provision.

Information about the school

Lidget Green is a large inner city primary school with a 36-place children's centre which is managed by the governing body. Most pupils are from minority ethnic backgrounds, predominantly Pakistani, and a very large majority speak English as an additional language. A relatively large number of pupils speak little or no English when they first join the school and currently one in five pupils is at an early stage in learning English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils who have special educational needs and/or disabilities is a little above average but the number of pupils with a statement of special educational needs is below average. The number of pupils who enter or leave the school part-way through their primary education is much higher than normal. The school has received the Healthy Schools and International Schools awards. Breakfast and after-school clubs are available to pupils each school day.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with a warm and friendly atmosphere in which pupils from a wide range of different cultures and home backgrounds get on extremely well together. Pupils are extremely proud of their school and describe it as a place where 'everybody gets the same respect and we are all friends'.

As a result of focused and insightful leadership and management, and sustained effort on the part of all staff, the school has improved substantially since it was last inspected. Pupils' attainment has risen and by the end of Year 6 is similar to the national average. Progress is good in both Key Stage 1 and Key Stage 2 because pupils are taught well and show very positive attitudes to learning. Teachers plan carefully and deliver interesting lessons which pupils find engaging and 'fun'. On occasions, the type of questions teachers ask and the manner in which they present them limits opportunities for discussion and does not give pupils enough opportunity to develop their ideas in depth and at length.

The school's safeguarding procedures are extremely thorough and pupils feel completely safe and secure. They are cared for exceptionally well and the school responds vigorously and highly effectively to all pupils' needs. The close working relationship the school enjoys with a wide range of partner organisations benefits pupils considerably and adds much to their learning and their outstanding contribution to the school and wider community. Links with the local community, other schools and international organisations are extensive and the contribution the school makes to community cohesion on a very wide scale is outstanding.

While children make satisfactory progress in the Early Years Foundation Stage, they do not learn as quickly as in other parts of the school. Children's speech and language is often the weakest part of their early attainment and at times staff miss opportunities to promote these key aspects of learning. Under the guidance of the quite recently appointed Early Years Foundation Stage leader, provision is improving. Staff have started to collect more accurate and detailed assessment information but are not yet using it fully when planning the next steps in children's learning. Provision out of doors lacks some resources and the stimulus needed to ensure consistently high-quality learning. Activities for the very youngest children in the children's centre are colourful and stimulating. Those for older day-care children who work in the school's Nursery for much of the day are not as effective and links between centre and Nursery staff are under-developed.

The headteacher leads this large and complex school calmly and effectively, making full use of the skills of the staff while ensuring that they strike an equitable balance between

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work and home. Consequently, this is a happy school. Self-evaluation procedures are thorough and effective and provide leaders, managers and governors with an accurate and detailed picture of the school's performance. Plans for development are well informed and focus sharply on the school's most pressing needs. All those associated with the school are keen to see it go from strength to strength and the capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve children's learning and progress in the Early Years Foundation Stage by
 - ensuring that teachers take every opportunity to develop and extend children's speech and language
 - using assessment information more effectively to plan the next steps in children's learning and meet their individual needs
 - increasing resources and making better use of the outdoor areas to promote children's progress in all the areas of learning
 - strengthening links between the children's centre and the school's Nursery.
- Develop pupils' ability to discuss ideas in depth and at length by improving teacher's questioning skills.

Outcomes for individuals and groups of pupils**2**

From a well below average starting point on entry to Year 1, pupils' attainment rises systematically so that it is below average at the end of Year 2 and broadly average at the end of Year 6. This constitutes good achievement, particularly when factors such as language needs and the late point of entry that many pupils experience are taken into account. Pupils' enjoyment of learning permeates everything they do and all tasks are approached in the same enthusiastic manner. They work hard, listen carefully to their teachers and maintain their concentration well until the tasks set have been completed to a good standard. While most pupils participate readily in discussions at the start and end of lessons, their responses and answers to questions are often rather short and lacking in detail. In contrast, when working with their 'talking partners' pupils share what they know to good effect, listening carefully to what each is saying and sharing their ideas openly. By Year 6 most pupils have developed into confident and competent learners who are well equipped to do well in the next phase of their education.

Pupils' attainment at the end of Year 6 is significantly higher than at the time of the last inspection. By this age most pupils read and write competently and make accurate mathematical calculations. Pupils from all ethnic groups make good progress, with pupils of Pakistani heritage often achieving better than their peers nationally. Pupils with special educational needs and/or disabilities receive work that is tailored carefully to their needs and make good progress towards the targets set for their learning. While the attainment of boys and girls has been similar over time, there has been a tendency of late for boys to attain higher standards, particularly in mathematics. This has been

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recognised by the school and steps taken to redress the balance are having the desired effect. Both boys and girls are currently achieving equally well.

Pupils have a very strong sense of well-being and feel completely safe in school. Their understanding of how to look after themselves and the things they should be wary of in their everyday lives is excellent. Pupils are polite, helpful and generally very well behaved but a small minority need periodic reminders of what the school expects. Pupils show a good understanding of what constitutes a healthy lifestyle and many take regular physical exercise outside of lessons to help them keep fit. Pupils contribution to their own and other communities is outstanding. They develop a very strong sense of responsibility, with members of the school council working with the governing body to ensure that the school is completely safe for all those who attend or visit. Most pupils attend regularly and acquire a good range of skills, including aspects of money management that will help them in the future. Pupils are respectful of other cultures and traditions and thoroughly enjoy working with pupils from schools that are quite different from their own.

These are the grades for pupils' outcomes

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

How effective is the provision?

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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The quality of teaching is good, overall, with the occasional satisfactory lesson contrasting with others that are very effective and promote a fast pace of learning. The atmosphere in classrooms is lively and lessons are often fast paced. At times this inhibits discussion with teachers a little too ready to accept short answers to questions and moving on before pupils have had time to expand their ideas or to develop their understanding in depth. Teachers plan lessons carefully so that the work pupils do reflects their individual needs closely and builds progressively on previous learning. Regularly opportunities to practise what they have been taught, often in pairs or small groups, helps pupils to develop independence as learners. Although the quality of marking is a little variable, much of it provides pupils with clear guidance about how to improve their work. Most teaching assistants provide good support for pupils, often helping those who find learning difficult to involve themselves fully in lessons.

The curriculum supports the learning of all pupils well. It is rapidly developing into one of the school's strengths with activities that generate high levels of interest and enjoyment among pupils of all ages. A move towards a more creative curriculum has been initiated. This is developing well but not yet complete. Linking subjects together to form cohesive topics is proving very popular with pupils, particularly the inclusion of at least one visit, visitor or special event each half term. An important element in planning the new curriculum is the involvement of pupils but many teachers are still developing the strategies to enable this to take place effectively. The school provides pupils with an excellent range of extra-curricular activities which are well attended and much appreciated.

The care, support and guidance the school provides for its pupils is exemplary. Systems for supporting pupils whose circumstances may make them vulnerable or who are experiencing difficulties in their lives are extremely well managed and highly effective. Staff are highly skilled at breaking down barriers and build high levels of trust with pupils and their parents or carers. Excellent links with outside agencies enable support to be provided incisively when needed. Pupils have confidence in staff and readily approach them if they have a problem or concern. An excellent intervention programme quickly brings pupils who show signs of falling behind back on track. Similarly, pupils with special educational needs and/or disabilities receive high-quality support and make good progress in their learning. Breakfast and after-school clubs make a very positive contribution to the school life, providing pupils with a welcoming start and a safe and enjoyable end to the school day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The headteacher, supported by a team of conscientious and dedicated senior staff, ensures that in all things, the education and welfare of pupils is paramount. Staff feel valued and involved and there is a strong team spirit. The governing body shares the same ambition for the school. The part members of the governing body play in monitoring its effectiveness and promoting its development is satisfactory and steadily increasing. Procedures for safeguarding pupils' welfare are extremely rigorous and highly effective. Senior staff, governors and pupils make very regular checks to ensure that all procedures are fully up to date and working correctly. Links with parents and carers are well established and effective. The school's contribution to community cohesions is extensive both locally and further afield. The local community benefits considerably from the many facilities the school makes available through its own work and that of the children's centre. The availability of financial, legal and employment advice helps many families through difficult times. While there is no discrimination and the promotion of equal opportunities is good, overall, some weaknesses in provision adversely affect children's progress and development in the Early Years Foundation Stage. The school works extremely well in partnerships with many organisations, including support services, the police and the local authority and these have a very positive effect on pupils' well-being and achievement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

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

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Most children enter the Nursery class with knowledge and skills that are at levels well below those typical of the age group. Their speech and language skills are often weak and a substantial number speak little or no English. While they make steady progress in response to the satisfactory teaching they receive, at the end of Reception many children have not yet achieved the targets for their age and their attainment is often well below age-related expectations. Staff pay due attention to children's welfare and care for them well. They provide a range of appropriate activities both indoors and out which children enjoy. However, opportunities to develop children's speech and language are not always planned for or recognised by staff. Improvements have been made to the outside area for Nursery and Reception children but it still lacks some resources. The outside area in the children's centre is much better resourced and more effectively used. Since her appointment at the start of the school year, the Early Years Foundation Stage leader has worked purposefully to improve provision. This work is starting to bear fruit and the school's understanding of how well children are achieving is increasing. However, the effects of these developments have still to become fully apparent in children's learning and progress. Links with parents and carers are very positive. Those who spoke to inspectors were confident that their children were happy and well cared and felt they were kept well informed by staff.

Provision for children up to two years old and for two- to three-year-olds in the children's centre is well organised and stimulating. These children are happy and settled because they are cared for well by staff who understand and respond to their needs. Older day-care children spend much of their time in the school's Nursery and the provision for these children is satisfactory. Leadership of the children's centre is satisfactory. Issues from the last inspection have been addressed and all requirements are carefully checked and met. Links between the centre and the school's Nursery have not been fully developed and opportunities to share expertise and to provide continuity of learning for children are not exploited well enough.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

With very few exceptions, the parents and carers who returned the pre-inspection questionnaires or spoke to inspectors expressed very positive views of the school and are happy with the experiences their children receive. They are confident their children are safe in school and several commented on the positive support they had received

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from staff. A very small minority of parents and carers feel that their children are not making enough progress and would welcome more information about their children's learning. Inspectors found that pupils are making good progress in both Key Stage 1 and Key Stage 2 and that the school makes a concerted effort to keep parents and carers well informed about all matters concerning their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lidget Green Primary School & Children's Centre 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	73	25	27	0	0	0	0
The school keeps my child safe	68	73	25	27	0	0	0	0
The school informs me about my child's progress	49	53	40	43	4	4	0	0
My child is making enough progress at this school	49	53	40	43	4	4	0	0
The teaching is good at this school	53	57	39	42	1	1	0	0
The school helps me to support my child's learning	39	42	50	54	4	4	0	0
The school helps my child to have a healthy lifestyle	47	51	45	48	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)	37	40	52	56	1	1	1	1
The school meets my child's particular needs	44	47	47	51	2	2	0	0
The school deals effectively with unacceptable behaviour	46	49	45	48	2	2	0	0
The school takes account of my suggestions and concerns	37	40	50	54	2	2	1	1
The school is led and managed effectively	47	51	46	49	0	0	0	0
Overall, I am happy with my child's experience at this school	61	66	30	32	2	2	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



17 May 2010

Dear Pupils

Inspection of Lidget Green Primary School & Children's Centre, Bradford, BD7 2QN

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and talked to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Yours is a good school and we understand fully why you enjoy it so much. There is a lovely atmosphere and we were very encouraged by how well you all get along. We were very impressed by how hard you work in lessons. This shows an excellent attitude to learning and does you a great deal of credit. Your behaviour is good and you can be very proud of the way you grow into sensible and caring young people.

The progress you make is good because you are taught well and listen carefully to your teachers. We know you appreciate the wide variety of interesting things teachers provide for you to do and wish that we could go on so many exciting visits (although we are not sure about the giant cockroaches!). When we were in lessons we noticed that, on occasions, teachers were not always giving you enough time to give full and detailed answers to questions. This is something we have asked the school to look into. You can help by always answering a question as fully as you can and if there is something you want to add, putting it forward politely.

Staff take extremely good care of you and we know you appreciate all the help, support and guidance they provide. The activities provided for children in Nursery and Reception are not as well organised as those in the rest of the school and we have described what needs to improve in our report. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Mr Keith Bardon

Lead inspector

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