

Lily Lane Primary School

Kenyon Lane , Moston, Manchester, M40 9JP

Inspection dates

2–3 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
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.

- Pupils' achievement is outstanding. They make excellent progress in every year group, often from very low starting points on entry to school and often exceed the expected rate of progress for primary school pupils. By the end of Year 6, attainment is above average and rising.
- Pupils experience outstanding teaching through an exciting and stimulating curriculum which motivates them to do well. They are enthusiastic about learning and their positive attitude has a direct impact on the excellent progress that they make as they move through the school.
- Pupils' confidence and self-esteem is enhanced through a wide range of activities offered by the school including arts, music and sporting experiences. These offer pupils the chance to experience additional success and support their outstanding achievement.
- Pupils with disabilities and special educational needs and from other potentially vulnerable groups are well provided for and supported extremely well in their learning and development. This enables them to settle in quickly and to make good and sometimes very rapid progress.
- Pupils' behaviour is excellent. They feel very safe and secure in school and demonstrate particular pride in the way everyone works hard to create a harmonious school community. Their attitudes to learning are outstanding and they actively embrace the challenges that each new lesson brings.
- The headteacher is an inspirational leader who has overseen the recent amalgamation and has not only ensured that standards remained high, but that they have improved further during this period. Senior leaders, including governors, are sharply focused on pupil achievement and are deeply committed to providing the best possible outcomes for all pupils.
- Subject leaders are highly knowledgeable and are very effective in monitoring the quality of teaching and pupils' progress. They do not always use the detailed achievement data available to make sure that the small numbers of pupils making good progress always make the very rapid progress that other pupils make.
- Governors have a very accurate picture of the school's performance and are actively involved in reviewing it and identifying priorities for improvement. They make decisions about school improvement which are based firmly on improving outcomes for all pupils and raising the school's high achievement even further.

Information about this inspection

- Inspectors observed 23 lessons or part lessons including English and mathematics small group and individual support sessions led by teachers and teaching assistants. Two assemblies were also observed. They listened to pupils from Year 1 and Year 6 read and inspected written work in pupils' books.
- Meetings were held with four members of the governing body, senior and subject leaders, a representative of the local authority and two groups of pupils. Inspectors also talked to parents at the beginning of the school day.
- Inspectors reviewed 18 responses to the on-line questionnaire (Parent View) and one letter received from a parent of a child at the school.
- Inspectors took into account the views that staff expressed in 39 completed questionnaires.
- Inspectors reviewed the school's work and looked at a wide range of documentation including: assessment data, the school's evaluation of its work, minutes from governing body meetings, local authority and School Improvement Partner reports, safeguarding documentation, information about performance management, monitoring records and the school's development plan.

Inspection team

Clare Daniel, Lead inspector	Additional Inspector
Huda Aslam	Additional Inspector
Jennifer Platt	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- The proportion of pupils supported by the pupil premium (funding to help raise the achievement of pupils known to be eligible for free school meals, children of service families and children looked after by the local authority) is well above average.
- An above average proportion of pupils are supported by school action.
- An above average proportion of pupils are supported by school action plus or have a statement of special educational needs.
- The proportion of pupils from minority ethnic groups is much higher than average.
- The proportion of pupils who speak English as an additional language is much higher than average.
- Pupil mobility is higher than average.
- Lily Lane Primary School is the result of the amalgamation of Lily Lane Infant School and Lily Lane Junior School which took place in April 2012.
- The school operates a breakfast club during term time.
- The school meets current floor standards, which are the minimum government expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Further refine the analysis of performance data that the school already has, in order to provide senior and middle leaders with an even clearer picture of pupils' achievement so they can support the very small number of pupils making good progress in improving their achievement and as a result, making outstanding progress.

Inspection judgements

The achievement of pupils is outstanding

- Pupils' achievement is outstanding in relation to their starting points and abilities. They make outstanding progress across the school and as a result, attainment is rising.
- Almost all children start in the Nursery class with skills well below those expected of their age, especially in communication and language development. The school has taken highly effective action in identifying children who need additional support in developing their language skills and supporting them with targeted programmes which improve these skills rapidly. This means that children make accelerated progress in all areas of learning and by the end of the Early Years Foundation Stage they are operating at levels close to those expected for their age.
- Children in the Nursery and Reception classes are enthusiastic and well-motivated, and demonstrate very positive attitudes to learning which are nurtured and encouraged by all the staff in the Early Years Foundation Stage.
- Pupils continue to make good progress in reading, writing and mathematics as they move through Key Stage 1, although the number of pupils joining the school during Year 1 and Year 2 sometimes affects the overall attainment within each class. By the time they leave Key Stage 1, pupils' achievement is broadly average in reading, writing and mathematics. A larger proportion of pupils achieved the higher levels in reading and mathematics than nationally in 2012. This year, the proportion of pupils achieving the expected standard in Year 2 has increased, particularly in writing and mathematics.
- In 2012, the proportion of pupils in Year 1 who met the required standards in the national check on phonic skills, which focused on their ability to identify letters and the sounds they make, was slightly below the national figure. However, highly effective support provided for pupils who did not meet the standard in 2012 means that most of them have now caught up and are working at the level expected of them. The proportion of pupils meeting the required standard this year is much higher as a result of more consistent teaching across the Early Years Foundation Stage and Year 1, interim screening of pupils to assess their progress, and effective support which has been put in place for those children whose progress may have been slower initially.
- Pupils' reading skills are developed very well across the school and children are given an excellent start in the Early Years Foundation Stage where the teaching of reading and language skills is given a high priority. Children are learning in an environment rich with print, stories and texts which rapidly develops their skills and enthusiasm. Highly effective support for pupils who are learning English as an additional language means that they make outstanding progress across the school. Pupils' achievement in reading is well above average by the time they leave Year 6.
- The progress that pupils make in Key Stage 2 is outstanding in reading, writing and mathematics, and achievement in all areas continues to improve. The proportion of pupils exceeding the expected amount of progress is very high compared to the national figures, and the current assessment information available for Year 6 indicates that this will also be the case in 2013.
- The attainment of pupils who are eligible for free school meals is slightly lower than other pupils in the school in English and mathematics; however, the gap between groups is narrowing rapidly as a result of highly effective support. The performance of pupils eligible for free school meals is well above pupils in this group nationally in both English and mathematics.

The quality of teaching is outstanding

- The quality of teaching is consistently good or better and much is outstanding, ensuring that pupils make very rapid progress across the school.
- Lessons are planned extremely well; learning moves along at a brisk pace and pupils' interest and enthusiasm are sustained throughout. In one Year 2 mathematics lesson where pupils were

competing in a quiz about the properties of shapes, pupils were so keen to contribute and be involved that they were literally rising out of their seats with enthusiasm and enjoyment, and were determined to be the one chosen to answer the challenge questions first.

- Learning is purposeful, and as a result of a carefully planned curriculum supported by a wide range of learning experiences that take place through trips and visits, pupils have many highly enjoyable opportunities to apply their literacy and numeracy skills across a wide range of subjects. Year 1 pupils were observed using photographs of their seaside visit which had taken place the day before the inspection to help them to sequence their report writing. The pupils' attention to detail and use of language was excellent because it was supported through discussions generated by their recent experience.
- Pupils have a very clear understanding of what they are expected to learn during each lesson and they understand very well how each lesson links to what they have learnt previously and what they will be doing next. A high level of challenge in activities for all children reflects teachers' high expectations of what pupils can achieve. Even when the level of challenge is exceptional, as observed in a mathematics lesson in Year 6, pupils are determined to try hard to succeed and are very well supported by adults.
- Marking by teachers gives pupils excellent guidance and helps them to improve their work. The progress in pupils' books clearly indicates how they are taking the appropriate action to address misconceptions or to challenge themselves even further. Feedback given to pupils is highly effective in supporting them in making outstanding progress, as the focus of questions and challenges presented to them is very well thought out by adults leading the lessons.
- Highly effective teamwork across year groups and phases in the school ensures that pupils of all abilities, including those who are disabled or who have special educational needs make outstanding progress overall. When the progress of individual pupils has slowed, the school has recognised this swiftly and has put in place effective support to make sure that it is accelerated again.
- Outstanding teaching and a lively curriculum in the Early Years Foundation Stage ensures that children are very well prepared for their next stage of learning as they move into Year 1. Transition arrangements are very well considered and personalised to meet the needs of each child. Children who may find moving from one class to the next difficult are exceptionally well supported by adults; one teacher said 'It takes as long as it needs to,' when describing how the school had provided extra sessions and an individual transition plan for a particularly anxious child.
- The school has developed a highly effective range of teaching strategies to ensure that most pupils make outstanding progress from their very low levels on entry. These include extra small group support for children's language development in the Early Years Foundation Stage, additional support with phonics in Year 1 and 'recovery' and 'booster' sessions in Year 2, where pupils receive targeted support and challenge in English and mathematics. As pupils move into Key Stage 2 they are taught in small groups for English and mathematics throughout Years 3 to 6, which enables teachers to match activities very precisely to pupils' abilities. Individual support is also provided for pupils who may need focused teaching in English and mathematics. These strategies are highly effective in accelerating pupils' progress and improving their achievement.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour and their attitudes to learning are outstanding. They feel very secure in school and are confident that adults are always available to help them if they have a problem.
- The school places a high level of importance on the attitude of everyone in the school community and environment being harmonious, and this was very well supported by pupils who said that they valued the diverse background of the families at the school and that there were hardly any times when people behaved badly towards each other.
- Most parents said that their child was happy and well cared for, and all of those who spoke to inspectors were highly positive about the welcoming environment and the quality of care and

education that their children received.

- Pupils showed an impressive understanding of bullying, especially cyber-bullying and prejudice-based bullying and were adamant that bullying in school was rare and that it was dealt with swiftly by staff. Pupils were particularly well aware of how to keep themselves safe on-line.
- Their conduct and attitudes in lessons are a key factor in their successful learning. Pupils concentrate extremely well, are enthusiastic and keen to rise to any challenges that are set during lessons. They concentrate very well and cooperate with each other in paired or group activities, share their ideas and follow instructions carefully.
- Pupils who are potentially vulnerable, those with additional learning or behavioural needs and those who are new to the school are all supported extremely well. The school has employed a team of pastoral staff who work with families to remove barriers to learning and to improve punctuality and attendance which is above average for pupils of statutory school age.

The leadership and management are outstanding

- The headteacher and senior leaders drive improvement with energy and commitment, and have managed the relatively recent amalgamation of infant and junior schools exceptionally well, ensuring that the achievement of pupils continues to improve even during a time of significant change.
- Middle leaders and subject leaders make an extremely effective contribution, including assisting the senior leaders with monitoring the quality of teaching and using their own outstanding teaching to support teachers in the school to improve even further.
- Senior leaders monitor pupils' progress through a termly analysis of achievement and have a good awareness the performance of different groups of pupils across the school, however, their detailed analysis is not always refined enough to swiftly identify the very small number of individual pupils who are making good progress and put effective plans in place to improve their achievement so that they make the same very rapid progress as others.
- Staff, including the headteacher, are held to account through thorough and robust systems for checking their performance. Targets for improvement are always linked to raising pupils' achievement. Professional development and training given to staff are used highly effectively to improve the quality of teaching.
- The school's evaluation of its own performance is very accurate and well informed. Leaders at all levels contribute to development planning, including governors. Priorities are accurately identified because the school evaluates its performance very well and can therefore set itself ambitious and purposeful targets in order to bring about continued improvement.
- The school's exceptionally well planned curriculum helps to develop pupils' spiritual, moral, social and cultural awareness extremely well. Links between subjects are well made and pupils have very many opportunities to develop their English and mathematics skills in themes and topics which engage and motivate them. Through additional sporting, musical and artistic provision, children experience a wealth of additional and new experiences which support their outstanding achievement.
- The importance of developing reading skills is evident in a very well planned curriculum which ensures that pupils have as many opportunities as possible to explore books, read for information and develop a love of language through other subjects.
- **The governance of the school:**
 - Governors have an accurate and detailed overview of pupils' achievement. They take regular opportunities throughout the year to meet and review the performance of the school and are actively involved in the evaluation of the school's work and in development planning. They have an accurate picture of the quality of teaching in the school and the impact of performance management on raising achievement and improving teaching even further. Governors are fully involved in decisions about salary progression and understand the link between staff pay and pupils' progress. The governing body ensures that the pupil premium is spent wisely and monitors the impact of spending on pupils' achievement termly. They were

actively involved in deciding how the grant should be spent and their in-depth knowledge of the school's performance ensured that their decision making was fully informed. Governors carry out their statutory duties very well and ensure that equal opportunities are promoted vigorously and that any form of discrimination is not tolerated in the school. Governors ensure that the school meets all statutory safeguarding requirements.

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

Unique reference number	105424
Local authority	Manchester
Inspection number	408925

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	460
Appropriate authority	The governing body
Chair	Ian Frost
Headteacher	Sheila Keegan
Date of previous school inspection	19 March 2007
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