

Lily Lane Primary School

Address: 74 Kenyon Lane, Moston, Manchester, M40 9JP

Unique reference number (URN): 149671

Inspection report: 4 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

This school requires significant improvement

His Majesty's Chief Inspector is of the opinion that this school requires **significant improvement** because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Needs attention

Curriculum and teaching

Needs attention 

There is considerable variability in how well the curriculum is delivered across the school. Pupils do not benefit consistently from teaching that helps them to build secure knowledge. Adaptations to the delivery of the curriculum to support pupils with special educational needs and/or disabilities are not used reliably by teachers. This limits these pupils' access to the curriculum and contributes to gaps in their learning.

Leaders have made considerable progress with the development of the curriculum. It is well structured from the early years to Year 6 and builds in a logical order. However, this is not reflected in classroom practice. Some subjects, such as Spanish, show clear modelling, effective questioning and helpful adaptations that support pupils well. However, in other subjects, the purpose of activities is unclear, tasks do not match the intended learning and pupils' understanding is insecure. This is across most subjects.

Leaders' checks on teaching and pupils' work show that expectations for spelling, handwriting and grammar are not applied consistently. Gaps in pupils' knowledge, including in reading, writing and mathematics, are not addressed quickly enough. As a result, pupils are not prepared well for the next stage of their learning.

Early years

Needs attention 

The quality of the early years provision is improving. However, leaders' positive actions have not had the time to influence children's outcomes over time. As a result, children are not prepared well for the demands of Year 1.

Children settle quickly and feel safe because staff build warm, trusting relationships with them. Staff know children's starting points well and use this information to shape learning. They interact skilfully with children, modelling language clearly and helping them to develop new vocabulary. Children with special educational needs and/or disabilities, and those learning English as an additional language, benefit from thoughtful adaptations so they can take part successfully.

The curriculum places a strong focus on communication and language. Across the Nursery and Reception classes, children engage in high-quality conversations with adults. Well-chosen activities encourage children's curiosity and cooperation. Reading is prioritised. Phonics teaching in the Reception Year is systematic, and children apply their knowledge when reading and spelling. Catch-up sessions support those children who need extra help, although the quality of this help is inconsistent.

Staff work closely with parents and carers to support children's learning at home. While children make clear progress from low starting points, too many leave Reception without the secure foundations that they need for future learning.

Inclusion

Needs attention 

Too many pupils with special educational needs and/or disabilities (SEND) often do not get the support that they require. Identification of SEND is uneven across the school. Since the previous inspection, leaders have provided training for staff to recognise the different needs of pupils. As a result, some pupils' needs are understood well, particularly in the early years. However, leaders do not assess the needs of other pupils with enough accuracy. This leads to gaps in the support that vulnerable pupils receive, including for those pupils who are disadvantaged or who are known to children's social care.

Plans for pupils with SEND often lack clear, specific actions. Teachers do not pinpoint consistently what these pupils most need to learn or how they would learn best. Some tasks that teachers set are too demanding or inappropriate. A small group of pupils with complex needs do not benefit from the specialist teaching they require. This negatively impacts on their wellbeing and progress. Leaders are working to improve how well the curriculum is adapted to meet pupils' needs, but these approaches are not used reliably by all teachers.

Leaders check the progress and support for disadvantaged pupils and for children who are, or have been, in the care of the local authority. However, they do not evaluate the impact of interventions to support these groups of pupils closely enough, so weaker practice is not addressed quickly. Funding, including pupil premium, is allocated to provide wider opportunities, but this work does not lead to consistently stronger outcomes.

Leadership and governance

Needs attention 

Leaders and those responsible for governance have not secured the quality of education and positive behaviour that pupils deserve. Leaders have an accurate understanding of the school's strengths and are realistic about the journey that the school is on. They demonstrate the positive impact they have had on curriculum development and the early years provision. Leaders, local governors and trustees take decisions with pupils' needs in mind. However, instability in staffing and inconsistent expectations mean that improvements are not embedded.

The trust provides regular and sustained support. Senior trust leaders visit frequently, coach school leaders and contribute to the school's improvement priorities. Trustees with strong expertise understand the school's significant challenges. They scrutinise leaders' work closely and provide appropriate challenge. The local governing committee is developing well, with new governors bringing useful skills and an improving understanding of the school's priorities.

Staff receive extensive professional development, including support from across the trust and local authority. Many staff value this and feel their workload is managed well. However, a notable proportion of staff do not feel supported. They report that pupils' poor behaviour prevents them from teaching effectively and that they do not feel confident raising concerns with leaders. Parents and carers also express worries about behaviour, progress and

communication with the school, particularly for pupils with special educational needs and/or disabilities.

Personal development and wellbeing

Needs attention 

The impact of the personal development programme is hindered by the poor behaviour and lack of respect shown by a significant number of pupils in lessons and around the school. This affects pupils' ability to benefit fully from the opportunities provided.

Leaders have prioritised the personal development and wellbeing offer for pupils. This is an area that demonstrates leaders' capacity and the positive impact their actions have had on pupils. The school's programme for spiritual, moral, social and cultural development is ambitious and coherently planned. Pupils learn to reflect on their own beliefs and experiences, and to explore ethical issues. They talk positively about learning about different cultures and faiths, and they show an understanding of fundamental British values, including democracy and individual liberty.

Pupils take part in leadership roles on the school council and as eco-ambassadors, helping them to understand responsibility and the democratic process. As part of trust-wide work, pupils understand the principle that 'together we make the difference' by working on collaborative projects and community events. They understand how they can contribute positively to the school and more widely.

The curriculum for personal development revisits key themes and includes teaching about healthy relationships, online safety and managing emotions. It takes account of the local context of the school to ensure that pupils know how to stay safe in and outside of school. Pupils, including those in receipt of additional funding, benefit from subsidised clubs, trips and enrichment activities.

Pupils have access to a wide range of cultural, sporting and creative experiences, including performances, university visits and workshops with professionals. These opportunities help broaden pupils' horizons and raise aspirations. However, for those pupils who do not attend school often enough, this offer has limited impact.

Urgent improvement

Achievement

Urgent improvement 

Pupils' achievement across the school is weak. Most pupils do not secure the knowledge they need as they move through each year group. Too few reach the expected standards in national tests in reading, writing and mathematics. Published outcomes remain consistently low, with little improvement over time. Results in the phonics screening check have improved slightly, but they also remain stubbornly low. This is reflected in pupils' books, which show repeated basic errors in spelling, handwriting and grammar. Teachers do not identify and address gaps in pupils' foundational knowledge or in the wider curriculum.

Some pupils can recall learning in subjects such as Spanish or religious education. However, this is not consistent across classes or subjects. Most pupils do not have the knowledge they need to be able to access the next stage of their learning. As a result, pupils are not prepared for key stage 3 and beyond.

Attendance and behaviour

Urgent improvement 

Leaders' actions to improve attendance have not secured the rapid improvement that is needed. Although overall attendance has improved slightly in recent months, many pupils continue to miss large amounts of school. This is most evident for pupils who are persistently absent.

Behaviour across the school is highly inconsistent. Low-level disruption occurs in most classes, and this prevents pupils from concentrating and learning. As a result, pupils' attitudes to learning vary widely. Examples of frequent disruption include pupils talking over adults, moving around classrooms when requested not to, entering other rooms and, in some cases, running in corridors. Behaviour often deteriorates when staff do not use the behaviour policy or agreed management strategies. This is also the case when classes are covered by staff other than their class teacher. A lack of respect between some pupils, and towards some staff, is evident.

Behaviour during less-structured times is more positive. Leaders' actions have successfully reduced the most serious behaviour incidents. Records show that the number of these incidents is declining over time. However, many pupils, parents and carers still recall historic events that influence their attitudes towards the school.

Pupils understand about bullying and state they feel safe. They trust staff to act on any concerns that they report.

What it's like to be a pupil at this school

Pupils' achievement is weak, with most pupils being ill-prepared for the next stage of their learning. Most pupils have significant gaps in reading, writing and mathematics, and they struggle to recall knowledge taught in other subjects. These gaps go unchecked and are not addressed quickly enough. Pupils with special educational needs and/or disabilities (SEND) do not have their needs identified accurately, and they receive inconsistent support. As a result, many pupils make limited progress from their starting points. Staffing turbulence continues to hinder leaders' ability to secure the improvements that pupils urgently need. This is in stark contrast with the school's ambition and motto, 'Let's learn and succeed together.'

Most pupils feel included in school life. They enjoy taking part in wider opportunities such as sports clubs, art and choir sessions, science and reading clubs. Many pupils spoke with enthusiasm about a singing performance and a debating competition with other local schools. Pupils value taking on leadership roles and contributing to the school community. They enjoy local visits and trips that use the Manchester tram network. Leaders ensure that disadvantaged pupils and pupils with SEND access all enrichment activities.

Pupils are safe in school and know who to talk to if they are worried. They understand what bullying is and feel adults help when concerns are raised. Pupils learn how to keep themselves safe, including online. They enjoy wider experiences, such as sporting competitions, gardening activities and recycling workshops, which help broaden their understanding of the world. However, pupils report that poor behaviour often interrupts lessons, which affects their confidence and enjoyment of school.

Attendance is improving but remains too low for many pupils. Pupils learn about fundamental British values and what it means to contribute positively to their school and the wider Moston community. However, inconsistent behaviour and attitudes prevent them from thriving as they should.

Next steps

- Leaders must implement effective strategies to reduce rates of persistent absenteeism, so that all pupils attend school frequently.
 - Leaders must ensure that all staff have the necessary training and expertise to apply the behaviour policy consistently well, so that persistent low-level disruption is eliminated and all pupils can focus on their learning.
 - Leaders should ensure that their strategic intentions to bring about improvements are implemented effectively and in a timely manner, so that pupils benefit from a high quality of education and care across the school.
 - Leaders must ensure that staff routinely identify and resolve gaps in pupils' foundational knowledge of spelling, handwriting and grammar so that pupils, including those in the early years, are prepared fully for the next stage of their education.
 - Leaders should ensure that the curriculum is delivered effectively so that pupils develop a firm body of knowledge across all subjects and achieve well.
 - Leaders should ensure that staff have the expertise to identify accurately the needs of pupils with special educational needs and/or disabilities and adapt the curriculum effectively to enable these pupils to achieve well.
 - Leaders should work in partnership with staff, parents and carers so that all stakeholders understand the changes needed to improve the school and build confidence that the actions leaders are taking make a positive difference.
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About this inspection

The school is part of the Changing Lives in Collaboration Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Ashcroft, and overseen by a board of trustees, chaired by Anthony Benedict.

Inspectors carried out this inspection under section 8 of the Education Act 2005. We decided to deem the inspection a full inspection under section 5 of the same Act.

The inspection began on 4 February as a focused monitoring inspection. The inspection was deemed a full inspection. The focused monitoring inspection was carried out following a number of complaints made to Ofsted and negative press coverage that raised serious concerns. His Majesty's Chief Inspector (HMCI) decided that an inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish whether pupils received appropriate support for their behaviour, wellbeing and safety.

Following our updated inspection framework, all inspections are now carried out by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, representatives from the local governing body, the trust and the local authority during the inspection.

In accordance with section 44 of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than it might in all the circumstances be reasonably expected to perform.

The inspectors confirmed the following information about the school:

The school currently uses one registered alternative provision.

Headteacher : Helena Lewis

Lead inspector:

Sue Dymond, His Majesty's Inspector

Team inspectors:

Cleo Cunningham, Ofsted Inspector

Sue Mills, Ofsted Inspector

David Spruce, His Majesty's Inspector

Claire Cropper, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 4 February 2026

School and pupil context

Total pupils

623

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

690

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

66.43%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.30%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.01%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	44%	62%	Below
2023/24 (final)	53%	61%	Close to average

Year	This school	National average	Compared with national average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	60%	75%	Below
2023/24 (final)	68%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	62%	72%	Below
2023/24 (final)	63%	72%	Below
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	51%	74%	Below
2023/24 (final)	69%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	32%	47%	Below
2023/24 (final)	51%	46%	Close to average
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	50%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	65%	62%	Close to average
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	60%	58%	Close to average
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	40%	61%	Below
2023/24 (final)	68%	59%	Close to average
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	32%	69%	-37 pp
2023/24 (final)	51%	67%	-16 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	65%	80%	-15 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	60%	78%	-17 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	40%	81%	-40 pp
2023/24 (final)	68%	79%	-12 pp
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.2%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above
2022/23 (3 term)	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.2%	13.3%	Above
2023/24 (3 term)	22.3%	14.6%	Above
2022/23 (3 term)	18.2%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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