

Lickhill Primary School

Inspection report

Unique Reference Number	135044
Local Authority	Worcestershire
Inspection number	354725
Inspection dates	9–10 November 2010
Reporting inspector	Michelle Parker HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Hugh Richards
Headteacher	Helen Davies
Date of previous school inspection	3 December 2008
School address	Almond Way Stourport-on-Severn DY13 8UA
Telephone number	01299 871803
Fax number	01299 829720
Email address	office@lickhill.worcs.sch.uk

Age group	4–11
Inspection dates	9–10 November 2010
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**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group 4–11
Inspection dates 9–10 November 2010
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed 11 lessons and taught by seven teachers. They held meetings with parents, groups of pupils, staff, the Chair of the Interim Executive Board and a representative from the local authority. Inspectors observed the school's work, and looked at whole-school planning, teachers' planning, the staff handbook and school policies.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The extent to which the school has raised attainment and improved progress in reading, writing and mathematics for all pupils in Key Stage 2 and higher-attaining pupils throughout the school.
- The extent to which teaching is challenging and work is carefully matched to the different starting points of pupils.
- The quality of leadership and management in using monitoring information to eliminate the causes of underachievement.

Information about the school

The school is located on the eastern edge of Stourport-on-Severn. It opened in September 2007, following a reorganisation of schools in the Wyre Forest area of Worcestershire. Following its last inspection in 2008, the school was placed in special measures. A new headteacher was appointed in 2009 and an interim executive board was established. Just over a quarter of the pupils have special educational needs and/or disabilities: this is a little above average. There are very few pupils who are known to be eligible for free school meals. The proportion of pupils for whom English is a second language is well below the national average.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This is a good and rapidly improving school. It is a stimulating and exciting place in which pupils learn well. Both staff and pupils enjoy being there. This is because of the vision and drive of the outstanding headteacher and her senior leadership team. They have been ably supported and held to account by the excellent interim executive board. This has enabled the school to improve dramatically in a relatively short period of time. The outstanding promotion of equalities, both through the school's policies and its practices, are at the heart of all the school's work. The school monitors and evaluates all its activities rigorously to ensure it gives the best chance to every pupil to achieve their potential. Thus, the school now has a good capacity to sustain improvement.

Attainment is broadly average for all pupils at the end of Key Stage 2 and has improved significantly from when the school went into special measures. The majority of pupils make expected progress in both English and mathematics. Pupils who are potentially vulnerable and those who are eligible for free school meals are speedily identified and supported to minimise the effect this may have on their learning and to ensure they make at least expected progress. Those pupils who have special educational needs and/or disabilities also make at least expected and some make better progress because of the good quality tailored interventions they receive from teaching assistants.

Pupils achieve well and make good progress in lessons. Teaching and learning are good. Work is carefully matched to pupils' different starting points. Learning moves at a good pace in lessons but not all teachers are confident in judging the critical moments in a lesson where learning can be accelerated to maximise pupils' potential. Behaviour is now good, enabling pupils to learn without distractions. Safeguarding is good and pupils now feel safe at school. The curriculum meets pupils needs well. Attendance is good, because the school expects every pupil to attend and holds parents to account for any unauthorised absences. Both attendance and the improvements in the curriculum contribute to the school's good provision for pupils' future economic well-being.

What does the school need to do to improve further?

- Raise the quality of teaching and learning in both key stages from good to outstanding by ensuring that:
 - staff make timely interventions in pupils' learning in all lessons to enable them to maximise pupils' learning potential.

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Outcomes for individuals and groups of pupils

2

Attainment on entry to school varies from class to class but children's skills and knowledge are below those typically found when children enter Reception. The school has worked very effectively to tackle weaknesses in pupils' reading, writing and mathematics. In the latest national tests, by the end of Key Stage 2, 90% of all pupils achieved L4 or above in English and mathematics. The majority of pupils exceeded the school's challenging targets and this compares favourably with the national average. Those pupils who have special educational needs and/or disabilities achieve in line with similar groups nationally. The school's thorough assessment procedures and support help those pupils for whom English is a second language to achieve in line with other groups of pupils.

Pupils' learning in lessons is good and some is outstanding. This is because lessons are interesting and grab pupils' attention and fire their imagination. Work is now challenging and takes account of National Curriculum levels. These are well understood by all staff and work is accurately matched against these. Teachers are confident in the rigour of their assessment and use the school's data well to track pupils' progress.

Pupils enjoy learning and buzz with activity and talk about their work. They are keen to start their work and they concentrate well. Teachers are confident in moving pupils around into paired and group work and relationships are good, so little time is wasted in lessons. Pupils respect each other and are happy to work with a wide group of classmates. This is supported by the well thought-through rewards and sanctions which promote good learning and good behaviour. These are used consistently and fairly. Pupils said that poor behaviour in classrooms is rare and when this occurs; it is quickly managed by staff. Those pupils who have special educational needs and/or disabilities, together with those who have English as a second language, are well integrated in all lesson activities and groups. Teaching assistant support is good and encourages them to participate fully in lessons, enabling them to make good progress.

Pupils' spiritual, moral, social and cultural understanding is good and developing strongly. The school has a strong focus on this throughout the school and, as a result, pupils are caring and supportive of each other. Every pupil has the opportunity of representing the school in a wide range of activities. Pupils enjoy learning about other cultures and faiths and had lots to say about how much they had learnt during their 'India day'. They listen carefully to each other and respect and value other people and their different ways of life. There are one or two areas where there has not been sufficient time to see the impact of the school's work. Improving the extent to which pupils adopt healthy lifestyles is satisfactory and well covered by the curriculum, but pupils do not always make the healthiest choices at lunchtime. The school is aware of this. Pupils have begun to contribute to the life of the school and the local community: this is satisfactory and the school has plans to develop this further. Under the new headteacher, the school has begun to be active in the local community and there are detailed plans to build upon this satisfactory start.

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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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers and teaching assistants feel valued and are enthusiastic about the learning environment that now exists. They work as part of very effective teams which promote pupils' learning. Some teachers are not as confident as others in making critical interventions to maximise learning. Lessons capture pupils' imaginations and many provide 'real' contexts for learning. For example, in Years 5 and 6, pupils are competing in a bid to develop a water area for recreation, this has involved them not only planning how to develop the site, but what they want to learn. Reading, writing, mathematics and science all flow naturally from this and, therefore, pupils appreciate the value of the skills they need to acquire to complete this work.

Information on pupils' progress is detailed and underpins teachers' lesson planning well. Feedback to pupils about how they are working and what they need for the next steps in their learning is effectively shared and used very well by pupils to improve their work. All pupils understood the targets they were working towards and could explain how to move to the next level. Pupils now show a high level of independence in their work.

The new curriculum is good and exciting. It meets the academic and pastoral needs of the pupils well. Creativity is at its heart. The school now has a rich and extensive, beautiful body of artwork designed and made by the pupils, of which they are justly proud, and this enhances the school. The curriculum carefully builds upon the skills, knowledge and attitudes and new technologies that pupils need. This has helped to create a positive

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culture for learning. Thus, pupils talk about the learning attitudes they need to help them to be successful. They are also encouraged to be reflective learners and apply this well to identifying how they can learn better.

Care, guidance and support are good. A broad range of effective work takes place which supports and promotes learning. For example, achievements are celebrated in Friday's assemblies. Exceptional achievements feature at the Stourport pyramid 'Oscar event' each summer. A wide range of activities supports pupils' personal development. The new school diaries, which pupils from Year 2 upwards have, enable them to be more organised and independent. Pupils who would benefit from one-to-one tuition to improve their learning receive this and make accelerated progress.

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	2

How effective are leadership and management?

The rapid improvements of the last year are because of the outstanding leadership of the headteacher and her constant striving for improvement. The senior leadership team's vision for the school is understood and shared by all the staff. As a result, all staff have high expectations of pupils both academically and pastorally. Everyone is committed to making the school even better. The senior leadership team rigorously monitors all aspects of school life. Robust tracking and analysis underpin all targets to ensure they are sufficiently challenging. Good performance management systems ensure all staff are supported and enabled to develop and build on their subject expertise and teaching skills. Lesson observations focus on the progress of all pupils and those who are potentially vulnerable as well as those who have special educational needs and/or disabilities. All staff now take responsibility for areas of the curriculum and have led staff development. Every staff meeting is concerned with teaching and learning. This has given the school its greatly strengthened capacity for improvement.

The interim executive board is equally unstinting in its resolve to improve the quality of outcomes for all pupils, improve equality and tackle discrimination. It uses its exceptional breadth of knowledge to challenge the school and hold it to account.

The relationships with parents and carers have improved dramatically and are good. There is now a parent teacher association and a parents' forum, both of which are actively involved in supporting the school.

Safeguarding is good. The senior leadership team's detailed knowledge of the pupils has ensured that improvements have been made to all safeguarding systems to keep pupils

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safe at all times. The school is proactive in working with other agencies to reduce the risk of harm to pupils.

The school has a detailed knowledge of its religious, ethnic and socio-economic context and has put in place plans to develop community cohesion. These are in their initial stages. Pupils have begun to be involved in lots of community work; in particular in a community arts project which involves the town. However, the school has not had time to evaluate and develop these further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well in the Early Years Foundation stage. All children make at least satisfactory progress across all six areas of learning. Those children who have special educational needs and/or disabilities make good progress. This is because of the careful analysis of children's needs and the appropriate steps taken to address them. There is a strong focus on speaking and listening. Children are enthusiastic about their learning and are involved in planning activities. Children's different cultural backgrounds are valued and children quickly become confident learners.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

The parents and carers spoken to were overwhelmingly positive about the rate of improvements made by the school and the changes that have been made. A few parents were concerned about behaviour but said their children talked positively about how the school managed it. They believed that systems to manage behaviour were clear, consistent and fair. Communication between home and school had hugely improved. Parents and carers were confident that the school kept them well informed about their children's progress and they understood how they could help their children at home, for example with reading and spelling.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



11 November 2010

Dear Pupils

Inspection of Lickhill Primary School, Stourport-on-Severn, DY13 8UA

Thank you so much for the warm and friendly welcome you gave us. I am very pleased to tell you that your school no longer requires special measures. I found out, just as you believe, that you now go to a good school which is improving rapidly. This is because of the hard work of your exceptional headteacher together with the support of her senior team and all the staff in making this a place where you are successful. Teaching and learning are good. Some teachers are very good at helping you to make the very best of your learning and we have asked the school to help all teachers to do this, so that you can be even more successful. You know your targets and how to achieve them. The work you are given is interesting, some of it you choose yourselves. You work independently and you behave well around the school. I was pleased to hear about your plans for the outdoor play area and about the work the school council has done to encourage healthy eating. However, you need to think more carefully about the snacks you choose to eat so that you can continue to be healthy. Your attendance is now good, but you need to make sure you attend every day if you are to take full advantage of all the school has to offer you.

I wish you continued success in all you do.

Yours sincerely

Michelle Parker

Her Majesty's Inspector

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