

Lyppard Grange Primary School

Inspection report

Unique reference number	131274
Local authority	Worcestershire
Inspection number	381326
Inspection dates	21–22 May 2012
Lead inspector	David Driscoll

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair	Richard Lacey
Headteacher	Phil Jackson
Date of previous school inspection	01 October 2008
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Age group	4–11
Inspection date(s)	21–22 May 2012
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Introduction

Inspection team

David Driscoll Additional Inspector

Andrew Morrish Additional Inspector

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This inspection was carried out with two days' notice. Inspectors observed teaching in 25 lessons. A total of 11 teachers were observed teaching. Inspectors held meetings with parents and carers, pupils, members of the governing body and staff. They observed the school's work, heard pupils read and looked at records of pupils' progress, safeguarding documentation, behaviour and attendance records and the results of the school's checks on the quality of teaching. Inspectors analysed the responses of 103 parents and carers to the inspection questionnaire.

Information about the school

Lyppard Grange is larger than most other primary schools. Around 90% of the pupils are White British. The rest of the pupils come from a wide range of different minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or that have a statement of special educational needs is broadly average. The school exceeded the government's current floor standards in 2011, which set the minimum expectations for pupils' attainment and progress. A new headteacher was appointed shortly after the last inspection in October 2008.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. It is not yet good because the improvements to teaching made by the school's leaders are not yet ensuring that pupils make consistently good progress. Furthermore, there are occasional disruptions to learning caused by inconsistencies in the way that the school's behaviour policies are implemented. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- All groups of pupils make satisfactory progress. Progress is good in Reception and satisfactory in other years. Attainment is average on leaving Year 6.
- Although some teaching is good, notably in Reception, most is satisfactory. There are elements of strong practice in most lessons, but these are usually offset by others that are less effective. These strengths and weaknesses vary from lesson to lesson, but are most commonly observed in the extent to which pupils are set suitably challenging work, the quality of marking and how frequently pupils' progress is assessed.
- Most pupils have good attitudes to learning. They concentrate well and enjoy tackling difficult problems. However, a few occasionally disrupt lessons. The school's procedures for dealing with such instances are too complex and result in inconsistencies in the way in which pupils are disciplined. In some cases the whole class is punished for the misdemeanours of a few. Behaviour is good outside of lessons and instances of bullying are very rare. Pupils feel exceptionally safe in school.
- The school is showing clear signs of improvement, especially in Reception. Checks on teaching are thorough, and accurate in their evaluation of strengths and weaknesses. However, the results of such checks are not used consistently to identify the training needs of individual teachers and further monitoring does not always check that improvements have been implemented.

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What does the school need to do to improve further?

- Increase the proportion of lessons taught to a good or better quality to 80% by July 2013 in order to raise pupils' achievement by targeting monitoring, and the subsequent training for individual teachers, on those aspects most in need of improvement, with a particular focus on ensuring:
 - pupils are given suitably demanding tasks that are always well matched to their ability and move them on at a quicker pace
 - pupils' progress is checked frequently in lessons in order that they are moved on to more demanding tasks as soon as possible
 - marking consistently identifies errors in pupils' work and informs them of the next steps they need to take to improve further.
- Simplify the behaviour management policy and procedures to ensure greater consistency of application by July 2012 and eliminate the use of whole class sanctions when punishing a small number of miscreants with immediate effect.

Main report

Achievement of pupils

Inspectors agree with parents and carers who say that their children make good progress in Reception and satisfactory progress in other years. Children join the Reception classes with knowledge, skills and understanding that are in line with those expected for their age. They make good progress because the curriculum is exciting and teaching takes every opportunity to help them learn to read, write and develop their basic number skills. In one lesson observed, the children were filled with wonder when told that aliens had left messages in tins in the garden. Soon all were rushing around finding the tins, while adults helped them read the messages by insisting they sounded out letters accurately. By the time pupils start Year 1, their attainment is above average.

Progress in other years is satisfactory. Attainment is now above average in Year 2, including in reading, as pupils are joining Year 1 with higher levels of attainment. Attainment is broadly average in reading, writing and mathematics on leaving Year 6. The school has improved the way it assesses pupils supported by school action plus or with a statement of special educational needs and support is now more closely matched to their individual needs. The result is that disabled pupils and those with special educational needs make satisfactory progress. Assessments of disabled children and those with special educational needs are carried out much earlier than previously in Reception, so external specialists are involved more quickly where needed. An increasing proportion of pupils in Years 1 to 6 are now making good progress and this is closing gaps in attainment with the national average, especially for pupils who are known to be eligible for free school meals.

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The learning observed in Years 1 to 6 was satisfactory. Classes were usually split into several groups. Those working with an adult often made good progress. They were made to think and work hard for the full duration of the lesson. Other groups though were given a task and left to get on with it. In these cases pupils did the task, but were not fully focussed. They would stop to talk to a friend, for example. When they finished a piece of work, they would often sit quietly without telling the teacher they needed to be moved on. Some were allowed to choose their own tasks and they often chose words to spell or sums to do that they could already do so did not learn anything new.

Quality of teaching

Teaching is good in Reception and satisfactory in Years 1 to 6. Parents and carers who responded to the inspection questionnaire agree. Pupils say they sometimes make good progress, but that it is often slower. A typical lesson in Years 1 to 6 involves pupils moving to groups after an introduction. The adults usually then work with one group each, while other pupils work independently. Those with an adult learn well because they are totally focused on their work and probing questions make them think hard. Progress is slower in groups that work independently. Over time, all pupils, including disabled pupils and those with special educational needs, benefit from the adults' input, so their progress varies from lesson to lesson and is satisfactory overall.

Reading is taught well in Reception where adults consistently exploit the opportunities that arise to help children learn the sounds that letters make and how these can be blended together to make words. In other years, books are well-matched to pupils' abilities but activities in lessons are not always successful in promoting reading. Some of the computer programs are too simple, for example. They ask pupils in Year 1 to read and spell words such as 'at' when they could do this in Reception.

Throughout the school, teachers make good use of paired or small group discussion to help pupils clarify their ideas. This supports pupils' social and moral development as they learn to respect the opinions of others and put forward their own arguments sensibly. This aside, there are no other aspects of teaching that are consistently good across all classes. In one lesson, for example, pupils in Years 1 and 2 were learning to use adjectives. Pupils worked in groups where they were given different tasks that were well matched to their abilities. The most able learnt to use similes and metaphors, while the least able added their own adjectives to sentences. In other lessons though, pupils all worked on the same task regardless of their ability, so some finished before others and had to wait for them to catch up.

Similar inconsistencies are observed in other key aspects of teaching. The progress of some pupils is checked frequently so that they can be moved on to more difficult work as soon as they have grasped a concept. Others, in the same lesson, are left for too long, so they repeat mistakes or are not given more demanding work when they need it. Marking is frequent, but some consists of just ticks and an encouraging

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comment, while other books are marked assiduously so that pupils know where they have gone wrong and what they need to do to improve.

Behaviour and safety of pupils

Attendance is above average. Pupils are polite and considerate towards adults and each other. They get on well in the playground and cooperate effectively in lessons. Parents, carers and pupils say that bullying is very rare, and this view is supported by the school's records of such incidents. Those incidents that arise are limited to name calling rather than physical assault. Pupils know what to do when they occur and are quick to report them to staff. They rightly have great confidence that swift actions will always be taken to ensure that isolated incidents are not repeated. Parents and carers are particularly pleased with the way in which the school ensures their children are safe.

While parents and carers have few concerns about behaviour in general, a small minority report occasional disruption to learning by a few older pupils. Pupils confirm that this is the case. Unlike the simple procedures for dealing with bullying, those for tackling instances of low level disruption are too complex and result in teachers dealing with such incidents in different ways. Some are dealt with effectively with a sharp word, while other, less serious, incidents result in a letter home to parents and carers. Some staff deal out effective punishment to individuals, while others keep the whole class in at break time. Pupils understandably see this as unfair. The school is already working on improving procedures and plans to consult pupils on their implementation.

Leadership and management

The headteacher sets high expectations for staff, but not all are yet responding in a way that promotes consistently good progress for pupils. Steady progress has been made since the previous inspection in improving teaching and achievement. Some areas have shown significant improvement. Provision in Reception was an area for improvement then, and is now a strength of the school. Attendance continues to improve. The governing body, in collaboration with the headteacher, now provide a good degree of challenge and ensures that the school meets safeguarding requirements. The improved systems for analysing data allow the school's leaders to track differences in the performance and participation of different groups more effectively so that the school ensures equality and tackles discrimination satisfactorily.

The systems for monitoring and evaluating provide an accurate picture of the school's performance. The results are analysed well to ensure that whole school priorities are appropriate, although there are too many so some are addressed more successfully than others. Checks on lessons clearly identify what needs to be improved, but training is then often targeted at the whole staff rather than supporting the individual teacher. Subsequent monitoring does not always check that weaknesses identified previously have been eliminated.

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The broad and balanced curriculum provides satisfactorily for pupils' spiritual, moral, social and cultural development. There are many opportunities for residential visits that support pupils' social and cultural development, such as visiting the partner school in Spain. However, opportunities to learn about faiths other than Christianity and how people from different backgrounds live in today's Britain are more limited.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 May 2012

Dear Pupils

Inspection of Lyppard Grange Primary School, Worcester, WR4 0DZ

Thank you for the help that you gave us during our visit. Your views helped us to get a clear idea of what it is like to be a pupil at your school.

You go to a satisfactory school. Younger children get off to a good start in Reception, and then you all make steady progress in your learning in the rest of the school. You leave Year 6 with knowledge, skills and understanding that are broadly average. You make good progress in those lessons where you work in a small group with a teacher, but your progress is slower when you are left to work on your own. We have asked your teachers to make sure they check how well you are learning more often, so that they can give you more work to do when you need it. Sometimes this work is a bit too easy for you, so we have also asked them to make sure the tasks always make you think hard and make good progress. Some of you told us how helpful you found it when teachers marked your books and gave you advice on what to do next. We agree, so we have asked them to do this more often.

Some of you rightly had concerns that not everybody behaved as well as they should in lessons, and that sometimes the whole class was punished for this. We looked at the advice that your teachers have to follow and it is rather confusing. So we have asked your headteacher to write some simple guidelines to stop such disruption and ensure that all of you are treated fairly. You can also help by always trying your hardest and not distracting those around you.

Your school is improving and more of you are making good progress. We have asked your headteacher to speed up the improvement by providing more training for teachers on how lessons can be better and then checking more closely that the teaching has improved.

Yours sincerely

David Driscoll
Lead inspector

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