

Lickhill Primary School

Almond Way, Stourport-on-Severn, DY13 8UA

Inspection dates

7–8 February 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Achievement is outstanding. Pupils leave the school with above-average standards in all subjects and current achievement shows that pupils are on track to continue to improve upon these results.
- Pupils achieve exceptionally well because teaching is outstanding.
- All groups of pupils make outstanding progress because of the high-quality and well-timed support they receive from their teachers and other adults.
- Pupils enjoy coming to school, behave exceptionally well and feel safe. They show interest and concern for one another and the area where they live but do not know enough about how other people with different backgrounds live.
- Teachers and other adults have high expectations of what pupils can achieve.
- The school's leaders frequently check the quality of teaching and learning. They have an accurate view of strengths and areas to be developed further.
- The school provides outstanding training and support for its staff and this results in the rising level of achievement throughout the school.
- Parents and carers are fully involved in their child's education and speak very highly of the school.
- The headteacher is a highly effective leader with a clear plan for the school's future. Staff at the school support her fully and there is a very strong team approach.
- Governors are knowledgeable, provide support and ask searching questions.

Information about this inspection

- The inspectors observed 17 lessons. In addition, the inspectors listened to pupils reading, observed a number of groups receiving additional support from teachers and teaching assistants and visited the school’s breakfast club. They also analysed the work in pupils’ books.
- Meetings were held with pupils, members of the governing body and staff.
- The inspectors took account of the 15 responses to the online questionnaire (Parent View) and a letter written to inspectors. They met with parents at the school and spoke to other parents and carers informally.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress, records relating to behaviour, attendance and safeguarding documents.

Inspection team

Elaine Long, Lead inspector

Additional Inspector

David Driscoll

Additional Inspector

Full report

Information about this school

- Lickhill Primary School is smaller than the average-sized primary school.
- The school converted to become an academy in February 2012. When its predecessor school, also called Lickhill Primary School, was last inspected, it was judged to be good. Almost all pupils are of white British heritage and a very small percentage of pupils come from Romany or Gypsy backgrounds
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for which the school receives additional income (the pupil premium), is average.
- Four out of the twenty pupils who left Year 6 last year only joined the school part way through Year 5 or 6. All of these pupils were eligible for support through the pupil premium.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. A high proportion of pupils are supported through school action plus or have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The Headteacher is a local leader in education and works with a number of other schools. Her senior team are also involved in work with other schools.

What does the school need to do to improve further?

- Provide more opportunities for pupils to find out about the different ways of life of those from backgrounds and areas different to their own.

Inspection judgements

The achievement of pupils is outstanding

- Children join Reception with skills below those expected for their age. They make outstanding progress because of the high-quality provision and teaching. Teachers plan work well for each individual child. They observe children and, when they show they have learned and understood, they move them on quickly to the next stage. Communication with home is daily. Children's achievement is improving rapidly and they now start Year 1 with standards that are above average.
- All pupils in Years 1 and 2 receive high-quality teaching in learning how to sound out letters and then how to blend them so that they can read words for themselves. They are then taught to write the words. This focus, at the early stages of their schooling, has produced pupils who are very confident readers and who show high levels of understanding of what they have read. As in other years, standards are rising in Year 2 and pupils are on target to reach above-average standards in reading, writing and mathematics.
- Standards are now above average in reading, mathematics and writing by Year 6. However, standards continue to improve and are already high in Year 5, for example, where one in four pupils have already exceeded the expectation for pupils a year older. The progress in Year 6 books shows that pupils are on target to meet their predicted levels, which are well above national expectations.
- All groups of pupils make outstanding progress and this is because of the outstanding teaching and well-matched support they are given. The school is very skilled in making sure that every pupil receives the type of support which they need in order to make the greatest learning gains. Their progress is closely followed and this results in pupils making outstanding progress. All pupils currently in Year 6 have already made the progress normally expected for the whole of the key stage in each of their subjects, with high proportions exceeding this.
- There was a large gap between the standards reached by the pupils who were eligible for free school meals and other pupils in 2012. However, almost all of these pupils only joined the school part way through their final year and did so with very low levels of attainment. Despite the rapid progress they made, they were still unable to make up the ground lost in previous years. Currently, pupils known to be eligible for free school meals make similarly rapid progress as others and there is little difference in the standards they reach. The school has used the funding available through the pupil premium to provide additional time for teaching assistants to deliver a range of additional support in literacy and numeracy; parenting workshops; one-to-one tuition and additional resources.
- Disabled pupils and those who have special educational needs benefit from high-quality support from teaching assistants and teachers alike. They are questioned to make them think hard about what they are doing, and never given the answers. Instead, they have to work things out for themselves and only given a gentle hint when absolutely necessary.
- Speaking and listening are particular strengths throughout the school and are developed, with great success, from the start of the Reception Year. Writing for real audiences and for real reasons is producing work of increasing quality and detail. Pupils use their mathematical skills across subjects, particularly in science and to a very high level.

The quality of teaching is outstanding

- Teachers have very high expectations of all pupils and plan lessons which provide just the right amount of challenge.
- Lessons are exciting and move quickly. Teachers are always checking to see if the pupils have understood and, when they have, they move them on quickly to the next step. Each pupil is given a 'Steps to success' list in each lesson and is encouraged to chart their progress against this.
- Reading is very well taught at the school by all staff. As a result, pupils read well and widely. Teachers ensure that parents work well with the school and they record what their child has been doing at home.
- Marking is impressive. It is detailed and gives each pupil clear ideas about how to improve their work and why. Pupils always follow their teacher's advice. The teacher writes 'Fix it' and, when it has been done, a stamp clearly states 'Fixed it'. The pupils like this. They take pride in their work and this is shown by the superb presentation in all of their books.
- Teaching assistants support pupils well and are very skilful in asking searching questions, modelling responses and then allowing them to work on their own. This means that all groups of pupils are making rapid progress and developing confidence at the same time.
- Lessons give pupils opportunities to investigate and to solve problems. This excites them and, in project work around chosen subjects, they are able to use their skills of reading, writing and problem-solving very well

The behaviour and safety of pupils are outstanding

- Pupils have outstanding attitudes to their learning. They want to do well and they appreciate the help they are given. They do not give up when the work is more difficult; instead, they try harder. Pupils also support one another well in lessons.
- Pupils' behaviour around the school and in their lessons is exemplary. They are polite, friendly and courteous. They feel a part of the school and are proud to belong to it. They are given many opportunities to take on extra responsibility; for example, as school councillors and form monitors. They like the breakfast club because it gives them a calm and sociable start to their school day.
- Throughout their lessons and assemblies, pupils are given the skills they need to manage everyday risks for themselves; for example, safe use of the internet, road safety, fire safety, and dealing with bullying. They know that there is always an adult they can speak to if they have any worries or concerns.
- The school's effective approaches in responding to pupils' emotional needs and development has made a significant impact on behaviour. Instances of bad behaviour are extremely rare. There have been no exclusions since the school converted to an academy. Staff know their pupils well and manage behaviour successfully. Parents strongly support this view.
- The school has a wide range of strategies in place to support pupils and families who experience difficulties. Parents are very grateful for the level of support they receive and the difference this makes to their child.

- The school teaches ethics and philosophy, and this encourages pupils to think about the rights and wrongs of actions they might take and the way in which their actions can affect others.
- Attendance is above average and the school has very clear processes in place to ensure that this is maintained.

The leadership and management are outstanding

- The school has made outstanding progress and raised attainment in all areas in a short period of time. This is the result of strong leadership and teamwork. The headteacher has managed the pace of change well and is relentless in her drive to improve teaching and raise achievement further. The staff support her fully in this. There is a common sense of purpose and staff morale is high.
- An exciting programme of lessons provides pupils with many opportunities to explore and learn about the world. The school encourages them to investigate and to find answers for themselves. Pupils enjoy this challenge and respond well. They learn about what others believe and why, but they do not have enough opportunities to learn about, understand and appreciate how people in other parts of their community, their country and other countries live.
- Leaders' regular lesson observations, followed by detailed feedback to teachers and combined with a successful programme of professional development, have ensured that all teaching is at least good and there is an increasingly high proportion that is outstanding. The headteacher manages the performance of staff well, with clear links between the salary teachers receive and pupils' progress.
- Senior and subject leaders make rigorous checks to find out how well pupils are achieving. All staff use data well to track the progress pupils make, and to ensure that they are meeting their challenging targets.
- The impact of the Early Years Foundation Stage leader has been outstanding. She has been able to show rapid progress in children's attainment through precise planning based on individual need, regular assessment and outstanding daily engagement with parents.
- The school's communication with home, on a daily basis, makes a huge contribution to pupils' learning. In Reception, there is daily communication via children's school-home books and, throughout the school, there is evidence of parents making comments in pupil planners about homework and how their child is doing. Parents know they can come to the school at any time if they need to and this is valued. Parents speak very positively about the information they receive and the ways in which they are encouraged to participate so fully in their child's life at school. They like this partnership. They talk of the growing confidence of their child and of the ways in which they are determined to do well.
- **The governance of the school:**
 - Governors have a clear understanding of the school's strengths and have been involved in deciding on which areas of development the school now needs to focus on. They meet regularly with the headteacher to check what she is doing to improve the school and make sure that things are moving in the right direction. They have a good understanding of what the data on pupils' progress is telling them. The governors receive regular reports on how teaching is improving and they understand the link between teachers' performance and salary progression. They visit classrooms and focus on a specific aspect of pupils' work, for example

presentation, and then report their findings. The governors are actively involved in deciding how funding, including pupil premium funding, is spent, and checking that it has an impact on raising attainment. Governors have benefited from good training and they ensure that the school meets all statutory requirements, including those relating to pupils' safeguarding.

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	137825
Local authority	Worcestershire
Inspection number	400171

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary Academy Converter
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Aparna Bhardwaj
Headteacher	Helen Davies
Date of previous school inspection	Not previously inspected
Telephone number	01299 871803
Fax number	No Fax
Email address	office@lickhill.worcs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

