

Lyppard Grange Primary School

Ankerage Green, Worcester, WR4 0DZ

Inspection dates

26–27 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points which are often below those typically found. They develop their skills well in the Reception classes.
- Attainment is rapidly rising throughout the school. Attainment at the end of Year 2 is significantly above average in reading, writing and mathematics. In Years 3 to 6, attainment is rapidly rising because progress is above that expected.
- The school is successfully narrowing the gap in achievement between pupils entitled to additional government funding and that of their classmates.
- Pupils' attitudes to learning are good. They behave well in and out of lessons. The school ensures they are safe and well cared for.
- Teaching is good because teachers are very effective in creating a positive learning environment and have high expectations of pupils' attitudes.
- The headteacher and other senior leaders have provided strong leadership since the previous inspection, particularly in improving teaching and developing teachers' leadership skills.
- The school has sought and accepted advice to help it improve since the previous inspection. The training received has been successful in improving teaching.
- The governing body has developed good systems for holding the school to account.
- All leaders, governors and staff in the school share a clear commitment to raising standards and improving teaching and learning.

It is not yet an outstanding school because

- Although much improved, the progress pupils make in mathematics is not yet as good as that in reading and writing.
- Teachers do not always insist on good spelling, punctuation and grammar in pupils' writing.
- The comments teachers write on pupils' work do not always make it clear what they need to do to improve.
- At times, the activities provided for pupils do not extend their learning sufficiently, especially for the most able.

Information about this inspection

- The inspectors observed teaching in 20 lessons. A number of these were observed jointly with the headteacher or deputy headteacher.
- Meetings and discussions took place with the headteacher, staff, governors, pupils, parents and a representative of the local authority.
- Samples of pupils' work were examined. Some pupils read books with the inspectors.
- The inspectors took account of the 43 responses to the online survey, Parent View, as well as the results of the school's own recent survey of parents' views.
- The inspectors looked at a range of documents, including data on pupils' progress and attainment produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

Inspection team

Geof Timms, Lead inspector	Additional Inspector
Lesley Voaden	Additional Inspector
Jenny Edginton	Additional Inspector

Full report

Information about this school

- Lyppard Grange Primary School is a larger than the average-sized primary school. The school is expanding and extensive building work was taking place during the inspection. This will provide more classrooms and a larger hall.
- The school has a below-average proportion of pupils from minority ethnic backgrounds. Very few are at an early stage of learning to speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- An above-average proportion of the pupils are supported by the pupil premium grant. In this school, this provides additional funding for pupils who are known to be eligible for free school meals, are looked after by the local authority or are from service families.
- A very small number of pupils attend the Perryfields Short Stay Unit for part of the week.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make more of the teaching outstanding by:
 - ensuring the comments in teachers' marking help pupils understand how they can improve their work
 - putting more emphasis on the accuracy of pupils' spelling and punctuation and on the quality of their handwriting
 - planning activities that provide an appropriate level of challenge for all pupils, especially the most able.
- Improve pupils' progress in mathematics by ensuring teachers provide activities that build on what the pupils have previously learned.

Inspection judgements

The achievement of pupils is good

- Children start school with a range of abilities. Their knowledge and understanding are often below those typically found at their age, and their reading, writing and communication skills are low. However, the good provision in Reception classes, through effective teaching and well-planned activities, ensures they make rapid progress. By the end of the Early Years Foundation Stage, almost all have reached the level of development expected of them.
- Standards in the 2013 national tests at the end of Year 2 were significantly above average in reading, writing and mathematics. This has been the case for three of the past five years. Attainment at the end of Year 6 has been more inconsistent mainly due to past weaknesses in the teaching of Years 3 and 4 which have now been addressed. This was especially the case in mathematics where standards were significantly below average for two years. Although pupils made better than expected progress in Years 5 and 6, teachers were unable to overturn the legacy of poor progress.
- The school's data show that pupils in Year 6 are on track to attain levels much higher than in 2013, especially in mathematics. This is because the school has rapidly addressed weaknesses in staffing and, together with the local authority, provided extra support and training in the teaching of mathematics. This has had a very positive impact on teaching and pupils' progress. Even so, the progress pupils make in mathematics has not yet fully caught up with that in reading and writing. Their learning does not build sufficiently on concepts, knowledge and skills that they have already picked up.
- The results of the Year 1 check on pupils' skills in linking letters and sounds (phonics) show standards in 2013 were well above the national average, especially for boys. This has been the case for the last two years and is the result of good quality, well-planned teaching of phonic skills. Pupils' current early reading skills show a good level of knowledge and understanding, and a growing enjoyment of books and reading. Older pupils read widely and often talk knowledgeably about the books they enjoy.
- Standards in writing are above average although pupils' spelling and grammar skills remain inconsistent. The quality of boys' writing has especially improved due to changes made to the topics taught and the way boys are inspired to write. This is true for all ages. In Reception, for example, boys have a writing activity as part of their construction play, while Year 5 and 6 pupils wrote imaginatively about the Battle of Bosworth.
- Currently, the progress made by pupils at an early stage of learning English is good. This reflects some effective support for newly arrived pupils. There are no significant differences in the achievement of boys and girls. Disabled pupils and those who have special educational needs, including those who attend the Perryfields Short Stay Unit, make progress at least in line with that of other pupils.
- More-able pupils in Key Stage 1 make good progress and the current Year 2 are on track to maintain this in reading, writing and mathematics. More-able pupils in Key Stage 2 are making much improved progress. More of the current Year 6 pupils are on track to reach the higher levels in English and mathematics than has been the case for a number of years.
- The school has worked hard since the previous inspection to close the gap between the achievement of pupils known to be eligible for the pupil premium funding and the others. In 2013, these pupils were around two years behind their classmates in reading, writing and

mathematics. However, pupils for whom the school receives the pupil premium have overtaken their classmates in Years 4 and 5 and are about half a term ahead in reading and writing and almost a year ahead in mathematics. The gap has significantly narrowed in the current Year 6 as they make more rapid progress in all three subjects than their classmates.

The quality of teaching is good

- The good teaching has a positive impact on pupils' learning and progress. A small amount of the teaching is outstanding and the school is ambitious to extend this and to improve any which still requires improvement. Good teaching is evident in the data showing pupils' progress, their finished work, the school's monitoring of teaching and in much of the teaching observed by the inspectors. In addition, the school is successfully supporting and developing the skills of a number of newly qualified teachers.
- Teachers work together effectively in teams based on the ages they teach. This enables them to share good practice and ensure consistency across the age groups. Teachers willingly seek ways to improve their practice. For example, recent work involving joint planning and observing each other deliver lessons has helped teachers to assess their own and each other's practice in some depth. They are able to learn from the outstanding practice already evident in the school.
- Teachers create a positive and purposeful climate for learning in classrooms. A large part of this is based on the recently introduced system for supporting behaviour that pupils talk positively about. This has been a big improvement since the previous inspection. Pupils talk positively about how they enjoy lessons and how the teachers 'support us' and are 'happy and smiley'. They especially enjoy events such as the visit to the high school production and the science fair that took place during the inspection.
- The current Reception children are taught in two single-age classes. The teachers and teaching assistants have built on the good provision for the children found at the previous inspection. Activities in the school's outdoor area have been temporarily affected by the building work but staff work hard to ensure plenty of outside opportunities remain, such as, for example, through the Forest School activities where children learn in a natural setting on the school site.
- Teaching is not yet outstanding because marking does not always help pupils understand what they need to do to improve. This is because although the teachers mark the work regularly, their written comments are sometimes unclear. Teachers do not always insist that pupils' work is neatly written and presented, or that spelling and grammar are accurate enough to secure improvement. At times, the tasks provided do not fully meet the needs of pupils, especially the most able. However, teachers use time and support staff well to ensure all pupils stay attentive and on task.

The behaviour and safety of pupils are good

- The behaviour of the pupils is good. In all lessons observed, the vast majority of pupils were well behaved and showed very positive attitudes to learning. This has a major impact on their learning and progress, and they thoroughly enjoy their work. Children in the Reception classes start the day happily and productively, quickly settling into routines.
- Pupils talk openly about the lessons and other aspects of school life they enjoy. They like school because of the interesting topics that teachers use to inspire their learning. Pupils talked about some work on deduction they had done as part of a 'spies' theme, and also how they enjoyed writing biographies in literacy lessons.

- Pupils say bullying very rarely happens. They are aware of the different types of bullying, such as through the use of computers or mobile phones. There have been fewer pupil exclusions recently and, where these occur, appropriate records are kept. Past exclusions have been successful in improving those pupils' behaviour. The small number of pupils who attend Perryfields Short Stay Unit for part of the week benefit from specialist support. Their progress is well tracked and communication between the school and the unit is good.
- The school's work to keep pupils safe and secure is good. This has been especially important during the current extensive building work. Pupils say they feel safe in school and their views are supported by most parents. The pupils who face some very challenging circumstances are well-supported by teaching assistants who treat them firmly but with understanding. Pupils are confident that there are adults in school who they trust and would confide in if worried or concerned about anything.
- Attendance is currently above average. Any patterns of regular absence are well tracked by the school and education welfare officers involved if appropriate. Persistent absenteeism is rare and the vast majority of the parents appreciate the importance of full attendance.

The leadership and management are good

- The headteacher, deputy headteacher and governing body have led the school well since the previous inspection. Standards have continued to rise and weaknesses in staffing have been dealt with appropriately. The issues raised at the previous inspection have been effectively addressed and this has resulted in better teaching and pupils' attitudes towards learning being far more positive.
- The school has worked to develop the leadership skills of a number of staff, especially those with responsibilities for subjects or other aspects of the school's provision such as the Early Years Foundation Stage or provision for disabled pupils and those who have special educational needs. The skills of these leaders have grown, partly through support and training by the local authority. A good example is evident in the much improved leadership of mathematics which is having a very positive impact on pupils' achievement.
- The local authority has supported the school well since the previous inspection and this has helped to produce the good progress currently evident.
- The school's self-evaluation is accurate and honest and shows a good awareness of what remains to be done to improve the school further. The use of training for staff has had a positive impact on, for example, the teaching of reading and writing in Years 1 and 2. Support and training to develop staff skills are well organised and managed, and focused on ensuring a positive impact when new ideas are put into practice.
- The school has improved the way it tracks pupils' progress so there is more detail. Leaders are able to see easily how well different groups of pupils or individuals are achieving. Regular meetings with teachers and leaders focus on any underachievement by pupils and also on the promotion of the achievement of those pupils entitled to funding from the pupil premium. This ensures the school promotes equality of opportunity and that any discrimination is tackled effectively.
- Funding available through the pupil premium is used effectively to help eligible pupils to take a full part in school life. It also provides, where appropriate, specific resources such as time with a

teaching assistant in small groups and additional help from adults with reading and mathematics. The good progress made by these pupils is monitored closely, including by the governing body.

- The use of the primary school sport funding has been affected by the building work. However, the plans show a good range of external coaches have been appointed to posts next term and they will be used to train the staff to spread good practice and share ideas for teaching a wider range of sports well.
- The school provides pupils with a wide range of interesting activities which are clearly directed at ensuring their learning and progress across all subject areas. During the inspection, pupils used their historical and literary knowledge when solving a mystery linked to Shakespeare's Globe. Topics bring learning to life and are popular with the pupils. The enrichment provided through a range of visits and visitors supports pupils' spiritual, moral, social and cultural development well. There is a good range of clubs and out-of-lesson activities, and opportunities for pupils to take responsibility and demonstrate independence, such as through the school council.
- **The governance of the school:**
 - The governing body provides a good level of support and challenge. Governors' effectiveness has improved since the previous inspection and they are able to talk knowledgeably about the impact of the school's work on pupils' performance. For example, governors have improved the ways they link with staff and have a clear schedule of visits to monitor the work of the school. They have undertaken training in the analysis and use of data to check pupils' progress
 - Members of the governing body have a sound understanding of the system used to determine teachers' effectiveness in enabling pupils to make progress. Governors check how effectively these systems are applied to improve the quality of teaching and are appropriately informed about actions taken regarding teacher competency. Decisions about teachers' pay are closely and appropriately linked to performance and responsibilities
 - Governors track finances well and assist the school in deciding how to spend additional money to support pupils eligible for the pupil premium and to extend sports and physical education opportunities. They have supported the school well to manage the extensive building work that is on-going
 - The governing body makes sure that arrangements for pupils' safeguarding meet the current national 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	131274
Local authority	Worcestershire
Inspection number	431173

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	The governing body
Chair	Richard Lacey
Headteacher	Phil Jackson
Date of previous school inspection	21 May 2012
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