



Lyppard Grange Primary School

Inspection Report

Unique Reference Number 131274
LEA Worcestershire
Inspection number 282187
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Andrew Watters HMI

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

Type of school	Primary	School address	Ankerage Green
School category	Community		Worcester
Age range of pupils	4 to 11		Worcestershire WR4 0DZ
Gender of pupils	Mixed	Telephone number	01905 729383
Number on roll	300	Fax number	01905 729384
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	15 January 2001	Headteacher	Miss Sian Williams

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and two Additional Inspectors.

Description of the school

The school is situated in a residential area of Worcester. It serves a large housing estate where most homes are privately owned, with a smaller proportion owned by local housing associations. Most pupils are of White British origin. The school is popular and admission limits have been set for each year group. The pupils' attainment on entry is currently average, although there is a wide spread of ability from below to well above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school judges its overall effectiveness as good with some very good features. Inspectors agree with this judgement because standards are generally high and many pupils make good progress. The provision and standards in the Foundation Stage are good and pupils do particularly well in personal, social and creative development. The school is an extremely welcoming community and has successfully developed a strong family ethos. It strives for improvement and is a happy and secure place to learn and work. Parents are overwhelmingly positive. The quality of teaching and learning is good overall and some is outstanding. Higher attaining pupils are not always challenged sufficiently well in writing. The pupils' behaviour, their attitudes and their personal development are consistently good. The curriculum is rich and varied and the school provides an effective level of care and guidance for all pupils.

The headteacher provides good and effective leadership. She has developed a strong team ethic, based on shared accountability. The deputy headteacher provides good support to the headteacher and their partnership is very effective. Subject leaders make a positive contribution to curriculum development and improvement. There are good systems for monitoring and evaluation, and assessment information is used well to set targets for improvement. Arrangements for tracking the pupils' progress towards achieving their targets are not effective enough and it is not always clear how areas for development should be prioritised and followed up. Improvement since the last inspection has been good. The school gives good value for money and its capacity to improve is good.

What the school should do to improve further

- Increase the rate of progress made by the higher attaining pupils in writing by consistently setting more challenging work in lessons.
- Ensure that the progress made by the pupils towards achieving their targets is tracked more systematically than at present.
- Sharpen monitoring procedures to show how areas for development will be prioritised and followed up.

Achievement and standards

Grade: 2

Standards overall are high and consistently in line with or above what is expected for the pupils' ages. Many pupils make good progress and achieve well from their different starting points and capabilities, with most meeting their challenging targets. Over a four year period, between 2000 and 2004, the results of the Key Stage 1 national tests have been significantly higher than average in reading, writing and mathematics. At Key Stage 2, test results were significantly higher than average in 2000 and 2004, and close to the average in the intervening years. The results of the 2005 national tests were good in Key Stage 1 and very good at Key Stage 2, particularly in reading and science. Standards in reading are exceptionally good throughout the school. Whilst

some of the pupils in Years 1 and 2 achieve very high standards in writing, the quality of writing overall and particularly in Key Stage 2 is not as good as it could be. There is no significant underachievement in any year group, although recent test results show that too few pupils reach above average levels in writing, and in English lessons, the very able pupils do not always make enough progress.

Grade: 2

Personal development and well-being

Grade: 2

The pupils make good progress in their spiritual, moral, social and cultural development. They show a positive awareness of democratic principles, for example, through the work of the school council. Their respect for other cultures and commitment to racial equality are developed well, particularly through the school's multicultural activity week. The pupils' behaviour is consistently good. They work well together, listen attentively in most lessons and respond positively to encouragement and praise. New pupils are readily accepted and quickly become welcome members of the school community. The pupils' confidence in their teachers and other adults enables them to express their feelings knowing that their opinions will be valued. They have a good understanding of the need for healthy lifestyles and keeping safe. Their attendance is good. The pupils enjoy coming to school and are involved in the wider community by taking part in local, national and international charity events. Basic skills are taught very well. Popular residential trips reinforce the social skills which equip the pupils well for adult responsibilities. Visits from people who work for the police, fire service and the post office make a positive contribution to the pupils' understanding of the world of work.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning ranges from satisfactory to outstanding and is good overall. This confirms the school's view. All teachers and teaching assistants enjoy excellent relationships with the pupils. Lessons provide stimulating and interesting contexts which are nearly always used extremely well to motivate the pupils and make sure they work hard. The best lessons are characterised by teachers' challenging questions, high expectations, good explanations and effective planning which makes sure that the pupils know exactly what they should learn. Teachers generally use assessment information well to set targets for improvement and nearly always ensure that the pupils' work is matched to their different starting points. Classrooms are rich and varied learning environments which are used well to help the pupils improve. In some English lessons, introductions are too long and the exciting stimulus for writing is not used well enough to set work that is sufficiently challenging for the higher

attaining pupils. Teaching assistants make a very positive contribution to helping the pupils succeed in their work. They are well trained and have established effective partnerships with the teachers. Information and communication technology (ICT) is taught well in all year groups.

Grade: 2

Curriculum and other activities

Grade: 2

The curriculum is rich and varied. It provides an excellent range of stimulating and interesting activities, meets external requirements and makes good use of the locality, for example, the nearby forest area. It is generally well planned and nearly always matches the pupils' different starting points and capabilities. The 'eco schools' project is developing the pupils' awareness of environmental issues and there are some opportunities for the pupils to take on responsibilities in the community. The very positive links with a school in Spain make a really strong contribution to the pupils' understanding of life in other countries. French is taught to all pupils who clearly enjoy learning a foreign language. Many pupils take part in a good range of after school activities, such as a choir, various sports clubs, dance and arts groups. The curriculum is enhanced further by visits to places of interest, for example to Worcester racecourse, where the pupils learned about being a jockey.

Grade: 2

Care, guidance and support

Grade: 2

The staff know the pupils well. They work effectively as a team to provide a good level of care, guidance and support in a secure, safe and stimulating environment. The arrangements for safeguarding the pupils' welfare are effective and reviewed regularly. Risk assessments are carried out systematically and checked carefully by senior staff. The pupils feel well supported and most reach their challenging targets. There are good links with outside agencies to provide extra support for pupils who may be experiencing particular difficulties. Parents' involvement with their children's work is promoted effectively through the 'keeping up with the children' sessions in literacy and numeracy. These are well attended. There are good systems in place for the early identification of pupils who may be struggling with their work, although this is not yet a securely consistent feature for all pupils in all subjects, for example, the higher attaining pupils in writing.

Grade: 2

Leadership and management

Grade: 2

The quality of leadership and management and the school's capacity to improve are good. The headteacher provides good and effective leadership. She is a reflective and

very positive leader who has instilled a clear sense of purpose and achievement in all staff. Her emphasis on teamwork and collective responsibility, combined with her vibrant and energetic style, has created a strong and effective team who are committed to improvement. The headteacher deservedly enjoys the confidence of her staff, the pupils and the parents.

The deputy headteacher is a very good role model providing a good level of support and challenge to the headteacher. Their partnership is very effective. Subject leaders make an important and positive contribution to raising standards. Assessment information is used well to set targets for improvement and to ensure that all staff are accountable for the pupils' achievements. Targets for individual pupils are shared with their parents. The current arrangements for tracking the pupils' progress towards achieving their targets are, however, not effective enough. There is a systematic approach to monitoring and evaluation which results in the accurate identification of strengths and most of the areas for improvement. Nevertheless, it is not always clear how areas that have been identified for development will be prioritised and followed up and when improvements should be made.

Parent and pupil questionnaires are an important feature of the school's good self-evaluation procedures. The governing body undertakes its statutory responsibilities effectively and plays a full role in leading and managing the school.

Grade: 2

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Lyppard Grange Primary School Ankerage Green Warndon Villages Worcester WR4 0DZ

14 October 2005

Dear Children

Thank you for welcoming us to your school. We have really enjoyed talking to you and visiting your lessons. You are all very polite and helpful and for the two days we were with you, we felt a part of your school. Thank you for sharing your work with us. We could see that you try hard to do your best and help each other, in the classrooms and on the playground. We thought that you get on well together and listen really well to what your teachers and other helpers say. Well done!

We also really enjoyed talking with your teachers and are very impressed with how they and you work together in lessons. You told us that you really like your teachers and we could see why! Your teachers, the headteacher and all the other adults in school work very hard to make sure that you enjoy school and have lots of interesting and exciting lessons.

We have asked Miss Williams and your teachers to do a few things that should help you get on even better than you are doing now. First, some of you need to be given work that makes you think a bit more and helps you do even better with your writing. Second, we want your school to check a bit more carefully that you are doing well enough to reach your targets. Last, when Miss Williams and the teachers find out things that need to be made a bit better we want them to check that this really happens in your classrooms.

We think that your school is really good. Thank you again for being so helpful and friendly.

Yours sincerely

Andrew Watters Her Majesty's Inspector