

# Lyppard Grange Primary School

## Inspection report

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<b>Unique Reference Number</b>	131274
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	328573
<b>Inspection date</b>	1 October 2008
<b>Reporting inspector</b>	Ken Buxton HMI

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

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	260
Government funded early education provision for children aged 3 to the end of the EYFS	45
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marc Bayliss
<b>Headteacher</b>	Mark Ridlington
<b>Date of previous school inspection</b>	12 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Ankerage Green Worcester WR4 0DZ
<b>Telephone number</b>	01905 729383
<b>Fax number</b>	01905 729384

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the factors contributing to the downward trend in pupils' standards; the impact of teaching across the school on pupils' learning; and the effectiveness of the school's improvement strategies on the standards pupils attain.

Evidence was gathered from observations of lessons, scrutiny of pupils' work and school information, including the self-evaluation form, analysis of pupils' performance data, interviews with pupils, scrutiny of parental questionnaires and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included, where appropriate, in the report.

## Description of the school

This is a larger than average school serving the local communities of Warndon Villages, on the eastern side of Worcester. During the autumn term, the school is being led by an acting headteacher and an acting deputy headteacher, with a substantive headteacher beginning in January 2009. The proportion of pupils entitled to free school meals is lower than in most schools. Almost all pupils are from White British backgrounds and only a small minority have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is similar to the national average. The school has been awarded Healthy Schools Status, Activemark, Artsmark Silver Award and the Quality Mark for Basic Skills.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a school that parents want their children to attend. They hold the school in high regard because of the hardworking staff and the welcoming atmosphere which helps pupils to gain a sense of belonging, make friends and enjoy learning. Parental questionnaires are overwhelmingly positive, a typical comment being: 'I am very happy with this school and I'm glad that my children have had the chance to come here.'

The school's overall effectiveness is satisfactory. Over recent years, the standards achieved across the school have gradually declined from above average to broadly average. Younger pupils are currently making satisfactory progress each year so that, by the end of Year 2, most achieve the standards expected. The proportion of more able pupils reaching the higher levels is lower than is the case nationally. The situation at Key Stage 2 is similar, as the majority of Year 6 pupils reach standards close to the national average and only a few attain the higher levels. However, the school's data shows that the most recent Year 6 results, achieved in 2008, have improved and are likely to be considerably better than those achieved nationally. These results, along with the work currently taking place in Key Stage 2, provide good evidence that the recent downward trend in standards has been arrested.

Although the quality of teaching across the school is satisfactory overall, it is often better in Key Stage 2. Typically, lessons are organised well, with good relationships and excellent behaviour, but teachers do not always take pupils' attention spans fully into account and they do not plan well enough to challenge and stimulate the more able pupils, which leads to some losing interest. Teaching assistants contribute well, often supporting lower ability groups, and this has helped pupils with learning difficulties and/or disabilities make satisfactory progress. Marking of pupils' work is good and many teachers provide good guidance about how pupils can improve the quality of their work further.

The curriculum is only satisfactory overall because the integration of the Early Years Foundation Stage (EYFS) and the Year 1 provision does not fully meet the needs of the Reception children. In the rest of the school, pupils enjoy the curriculum and benefit from some well-organised activities, including a foreign exchange with pupils at a Spanish school. The outdoor Forest School provides pupils with good opportunities to develop their self-esteem and to learn how to be safe and take good care of themselves in an exciting environment. Pupils also gain great benefit from a wide range of extra-curricular activities and educational outings that add to and enrich the pupils' experiences.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They have positive attitudes towards school and enjoy learning. Several parents commented on how disappointed their children were if they had to be away because of illness. As a result, pupils' attendance is good. They have a good understanding of how to lead healthy lives and many are keen to do so, participating regularly in the after-school sports activities. Pupils enjoy opportunities to take on responsibilities and participate eagerly in fundraising events for the local community and the school. As they transfer to secondary school, they have achieved satisfactory standards in literacy, numeracy and information and communication technology, and this provides a satisfactory foundation for the next phase of their education.

Staff take good care of pupils at the school and provide good levels of support. The arrangements for safeguarding pupils are robust, and health and safety provision is reviewed regularly, with action being taken where necessary. For example, the school leaders are well

aware of concerns about access to the site through the Forest School, and are deciding how best to improve matters.

The temporary day-to-day leadership and management arrangements work well, ensuring the smooth running of the school pending the arrival of a new headteacher. The school's acting leadership team have a satisfactory understanding of the school's strengths and the areas where it needs to improve. For example, they are continuing in their efforts to raise pupils' attainment in writing, which was identified as an area for improvement during the last inspection. However, because these efforts are only just beginning to show signs of impact, the school's capacity to improve is satisfactory at present. Governance is not better than satisfactory because not enough attention is paid to monitoring and evaluating the impact of decisions made by the school's leadership on the pupils' attainment. For example, the decision to merge the Foundation Stage with Key Stage 1 has not been evaluated carefully enough in terms of its impact on pupils' progress.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Provision in the EYFS is satisfactory. Children join the school with skills and knowledge typical of a four-year-old, although some children's language and communication skills are less well developed. Effective induction procedures ensure that children settle quickly into school routines. This is because the school provides a warm and caring atmosphere where children's physical, social and emotional needs are met well. Children's behaviour is very good despite the fact that the activities on offer are not always matched well enough to their needs and interests. Teachers plan the curriculum with Year 1 pupils in mind and then match the areas of learning for Reception children to this. As a result, although children's achievement is satisfactory, they do not always have the opportunity to initiate activities themselves or make purposeful choices. Because there is often too much emphasis on adult-led activities, where children have to sit quietly and listen for extended periods, there are too few opportunities for children to use their imagination or to be creative. Leadership and management of the EYFS are satisfactory. Even though staff are hardworking and share a passion for improvement, this is slowed by the fact that at present, no-one has a specific responsibility to take charge in the EYFS.

### **What the school should do to improve further**

- Increase the pace of lessons throughout the school and provide more challenge, especially for the more able pupils.
- Raise the quality of the curriculum for children in the EYFS, ensuring particularly that children have ample opportunity for self-chosen activities.
- Sharpen the leadership's focus on monitoring and evaluating the impact of decisions designed to bring about improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

2 October 2008

Dear Pupils

Inspection of Lyppard Grange Primary School, Worcester WR4 0DZ

Thank you very much for making us so welcome when we visited Lyppard Grange Primary School. We really enjoyed speaking with you in lessons, at lunchtime and around the school. Many of you told us how much you like your school and we can see why. We found that the school is satisfactory, which means that it does some things well, but also that some things need improving.

These are the things that we found are best:

- The staff know you well and take good care of you.
- You enjoy your lessons.
- Your behaviour is excellent and you have very good manners.
- You like the range of clubs that the school offers.
- You know how to stay safe and lead a healthy life.

These are the things that we have asked the teachers to do:

- Increase the pace of lessons and ensure that the activities you do challenge and extend your learning.
- Make sure that the children in Reception can choose from a wider range of things to do.

We have also asked the school leaders to check how well their plans to improve the school are working in practice.

Thank you once again, and don't forget to do your best at all times.

Ken Buxton Her Majesty's Inspector