

Inspection of Lickhill Primary School

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

Inspection dates: 13 and 14 December 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

The principal of this school is Jane Lloyd. This school is part of Central Region Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Guy Shears, and overseen by a board of trustees, chaired by Eric Griffiths. There is also an executive principal, Sarah Bates, who is responsible for this school and five others.

What is it like to attend this school?

Staff and pupils are justifiably proud of their school. The development of each pupil is at the heart of the curriculum. Pupils know that good behaviour is expected, but they also understand that they will be helped to put it right if something goes wrong. The saying 'It's not how we mess up that's important; it's how we make up' is often heard.

The school's high expectations are understood by all pupils. They meet those expectations by behaving well and working hard. This helps all pupils to make good progress from pre-school upwards. Pupils say that their teachers make their learning fun. Their enjoyment of their learning is enhanced by carefully planned visits, for example to different places of worship. These occasions give pupils the chance to ask questions and find out more.

Pupils have many opportunities to contribute to their school and make it even better. They can become ambassadors for a wide range of activities. The members of the pupil leadership team have a valuable role as the representatives for the whole school. Their consultations with other pupils have led to more varied after-school clubs and a new 'trim trail', of which pupils are very proud.

What does the school do well and what does it need to do better?

The school is determined that every child will learn to read. This begins in early years, where children learn songs and rhymes to begin to learn their letters and sounds. All staff have been trained well to teach pupils how to read, so effective support is provided for those that find it difficult. This helps pupils to catch up quickly. This focus on reading has led to significant improvements. The school library has recently been reorganised to encourage pupils to access a wider variety of different book types that match their reading stage. Pupils love this new approach.

Leaders have worked hard to improve the curriculum significantly. It is well sequenced and ambitious for all pupils. Teachers check learning in lessons and provide extra support to those who need it. However, for some subjects, the most important information that all pupils should know and remember is not clearly enough identified. This means that teachers are not able to accurately assess pupils' achievement over time.

Children in the early years enjoy activities that are well planned and prepare them for the move to year one. The organisation of the classrooms encourages them to explore and be independent, but the outdoor area is not as well planned.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly and supported effectively. Work is adapted so that they are able to learn the same curriculum as their peers. As a result, pupils with SEND achieve well. Parents speak highly of the support that their children receive.

Pupils' attitudes towards their learning are highly positive. Staff have consulted with pupils to help them to consider any barriers to learning and have adapted their approach to managing and supporting behaviour as a result. Pupils speak with enthusiasm about the 'wheel' and the colour-coded system, which they find really useful. They now have the language to talk about and manage their feelings and emotions. Behaviour in school is calm and respectful. Pupils help each other. They say that bullying rarely happens, but if they have any concerns, they are sure that an adult will sort things out for them quickly.

By working closely with parents, the school has improved pupils' attendance. Staff have found out what prevents regular attendance for some pupils and have helped parents to remove these barriers. The school is in the early stages of analysing whole-school attendance so that they are able to identify wider trends, which will help them to improve attendance further.

The personal development of pupils runs through all aspects of school life. The school values are reinforced in every subject. Time is planned into the curriculum for time to reflect, to debate social and moral issues and to find out about other cultures. Pupils understand the fundamental British values and their importance in daily life. This helps them to be prepared for their next steps in education and for life in modern Britain. Pupils understand that everyone is equal and this is evident in the way that they treat others in school.

The importance of treating everyone well is also reflected in the way that leaders work with staff. School and trust leaders ensure that all staff are supported. Staff say that leaders listen to them. They have received high-quality training and been supported to make the necessary improvements. Members of the local governing board have clear responsibilities and know how they can continue to help the school to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers' assessment of what pupils know and remember over time is not precise enough. This means that teachers are not able to accurately assess pupils' achievement at key end points. The school should ensure that it is clear what pupils should know and remember over time so that they can accurately assess whether they are well prepared for their next stage of education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137825
Local authority	Worcestershire
Inspection number	10290588
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	Board of trustees
Chair of trust	Eric Griffiths
Principal	Jane LLoyd
Website	www.lickhillprimaryschool.co.uk
Dates of previous inspection	26 and 27 February 2020, under section 8 of the Education Act 2005

Information about this school

- A new assistant principal has joined the senior leadership team since the last inspection.
- The school has joined the Central Region Schools Trust since the last inspection.
- The school has provision for two-year-olds.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- The inspectors met with the principal, assistant principals and the executive principal.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also observed pupils reading.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors considered a range of documents, including the school's self-evaluation and improvement plans. Records of governors' meetings and other reports about the school were also scrutinised.
- Inspectors looked at records of attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them informally in a range of activities about behaviour, bullying and welfare.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- To evaluate the effectiveness of safeguarding an inspector reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors talked to parents at the start and end of the day and considered the responses to Ofsted's online survey, Ofsted Parent View. They also reviewed the responses to staff surveys and gathered the views of staff and pupils through discussion.

Inspection team

Anne Potter, lead inspector

Ofsted Inspector

Cathy Young

His Majesty's Inspector

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