

# Inspection of The Littletons Church of England Academy

Farm Lane, South Littleton, Evesham, Worcestershire WR11 8TL

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Inspection dates: 18 and 19 March 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The headteacher of this school is Paul Jones. This school is part of the Diocese of Worcester Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Vicki Shelley, and overseen by a board of trustees, chaired by Alan Soper.

## **What is it like to attend this school?**

The Littletons is a place where pupils are encouraged to work hard and do their best. Pupils live up to the school's expectations of them. They are proud of their school where they live out the school's mission to 'belong, believe and achieve.' The school has strong links with the local community. All pupils are included and valued. Pupils with special educational needs and/or disabilities (SEND) blossom here. From the moment children start in the Nursery, they feel safe. They become caring young people. Pupils behave well, and they are happy, kind and considerate.

The school is passionate about helping pupils to become well-rounded, empathetic citizens by following the school's values of 'caring, honesty, perseverance, respect and responsibility'. The school provides pupils with many opportunities to develop beyond the academic. For example, pupils enjoy clubs such as sensory circuits, table tennis and yoga that extend their interests and strengthen their talents.

Staff know pupils well. The nurture and care for pupils in school are impressive. Parents and carers value the school and praise the staff and school leaders. One parent, typical of many, commented, 'My child comes into school every day with a smile on his face. What more could I ask for?'

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

The school has an ambitious and progressive curriculum for its pupils. The curriculum is sequenced from the early years to Year 5 with clear endpoints for pupils. It takes account of the mixed-age class structure. This means that key content is taught and revisited. The development of the English, mathematics and science curriculum has been a school priority. The school has put in place effective training to strengthen how these subjects are delivered. As a result, pupils' learning in phonics, reading, mathematics and science is particularly strong. Pupils achieve well in these areas. However, in some subjects, the curriculum lacks ambition and expectation, which means some pupils do not have the opportunity to deepen and extend their learning.

Reading is a high priority, and pupils learn to read well. In Reception, children are taught phonics from the outset. The school ensures that books match the sounds that pupils learn. This helps pupils to build fluency and confidence. Pupils who fall behind in their reading receive effective support to catch up quickly. Older pupils read widely from a range of high-quality texts. The school promotes a love of reading, including encouraging pupils to achieve their Blue Peter reading badge.

Pupils with SEND receive personalised and precise support. This is because their needs are accurately identified from the moment that they start school. Teachers modify tasks to ensure pupils succeed. The school works closely with other agencies to access specialist support for individual pupils. The school provides the best opportunities for pupils with SEND to enable them to succeed in later life. Provision for pupils with SEND is a strength of the school.

Children's development in early years is very well supported by the curriculum. Learning opportunities are maximised for children, such as acting out the story of Palm Sunday through role play. Children settle quickly and make great strides in their learning. Learning activities precisely match their needs. As a result, children make strong progress. However, the outdoor learning environment is not sufficiently developed. It is not resourced well enough to develop all areas of learning.

Pupils understand the school's expectations of being caring and community-minded. They support the work of local charities. Pupils take a genuine interest in their learning. They enjoy visiting places of educational interest such as a Roman villa to enhance their learning and increase their knowledge of the world around them. Pupils learn about the importance of healthy relationships. They treat others equally and with respect. Pupils are courteous, mature and well mannered.

The school has high expectations for attendance and works with families to ensure pupils come to school. As a result, attendance is above the national average.

Trustees and governors have clear systems in place to ensure that they are well informed about the school. They challenge leaders effectively. Staff say that leaders are approachable and considerate of their workload and well-being. They feel respected and part of a united team. As a result of support from leaders and the trust, staff feel valued in their job and appreciate the support from the trust.

## **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 subjects, the curriculum lacks ambition and expectation for some pupils. This means these pupils do not achieve as well as they could. The school should ensure that staff have the knowledge and skills to adapt learning activities, giving these pupils the opportunity to extend and deepen their learning.
- The outdoor environment for children in the early years is not sufficiently developed. This limits the children's ability to further embed areas of learning beyond the classroom. The school should ensure that children in the early years have access to outdoor provision that enhances their physical development, exploration and learning.

## 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 special educational needs and/or disabilities (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

<b>Unique reference number</b>	143816
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10344124
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	155
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alan Soper
<b>CEO of the trust</b>	Vicki Shelley
<b>Chair of governing body</b>	Cath Gittins and Matt Sale (co-chairs)
<b>Headteacher</b>	Paul Jones
<b>Website</b>	<a href="http://www.thelittletons.worcs.sch.uk">www.thelittletons.worcs.sch.uk</a>
<b>Date of previous inspection</b>	8 January 2020, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England school in the Diocese of Worcester. Its most recent section 48 inspection, for schools of a religious character, was in November 2023. The next inspection is due in 2029.
- The headteacher of the school was appointed in September 2022.
- The school does not make use of any alternative provision.
- The school provides a breakfast club for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's educational 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 that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteacher, curriculum leaders, the special educational needs coordinator, the school staff, parents and pupils. The lead inspector held meetings with the CEO, a trustee and two members of the local academy board, including the co-chair of governors. The lead inspector had a telephone call with the director of education for the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with curriculum leaders and looked more widely at pupils' work in some other subjects.
- The lead inspector listened to pupils read to a familiar adult.
- The inspectors met with teaching staff, including an early career teacher, to talk about the curriculum, training, staff workload, and the behaviour and personal development of pupils. They also met with groups of pupils to talk about their learning, well-being and personal development.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the school's single central record; took account of the views of leaders, staff and pupils; held a meeting with the designated safeguarding lead; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around school, including at lunchtimes and breaktimes. In addition, they met with pupils formally and informally to hear their views.
- The inspection team took account of a range of other information, including the school's development plans, school policies, and trustees' and governors' minutes.
- Inspectors considered responses to the online survey, Ofsted Parent View. They also looked at responses to the surveys for pupils and staff.
- An inspector talked to parents before and after school.

**Inspection team**

Diana Pearce, lead inspector

Ofsted Inspector

Liz Vautier-Thomas

Ofsted Inspector

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