

Inspection of Suckley Primary School

Church Lane, Suckley, Worcester, Worcestershire WR6 5DE

Inspection dates: 20 and 21 May 2025

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Helen Field. The school is a single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Janet Ashton.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Suckley Primary School is an inspirational school where pupils flourish. They receive an excellent start to their education. There is a collective vision to ensure pupils are 'happy, aspirational and ready for life'. Pupils enjoy school and attend well.

The school is ambitious and holds high expectations for all pupils. Pupils live up to these expectations. They achieve exceptionally well across the curriculum. Pupils leave the school well equipped for the challenges of secondary education.

Pupils' behaviour is exemplary. There is a calm and purposeful environment in classrooms and around the school. Pupils show very positive attitudes to their learning. This begins in early years, where children quickly learn and follow daily routines. Pupils are polite and respectful. They trust adults to listen to them and support them if they are worried about anything. As a result, pupils feel safe and cared for in school.

Support for pupils' personal development is exceptional. The school goes beyond the expected so that pupils have access to a wide, rich set of experiences. One example is the school's work experience programme for pupils in Year 6. They take on roles in two local businesses. This develops pupils' independence and responsibility.

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

The school has designed a broad and ambitious curriculum. Learning is carefully ordered, so pupils build on their knowledge as they move through the school. There are regular opportunities for pupils to recap on previous learning. This helps them to retain their knowledge and build on it over time. As a result, pupils develop a deep knowledge of the curriculum. They can describe what they have learned in detail. For example, older pupils describe their understanding of democracy through learning about the ancient Greek civilisation. Pupils develop a sense of time and learn a chronology of important events through the history curriculum.

There is a focus on developing pupils' literacy and mathematical skills. The school recognises the importance of securing pupils' foundational knowledge. For example, daily skills sessions take place every morning. Pupils practise their basic skills, such as handwriting and times tables. In mathematics, pupils have regular opportunities to practise and improve their fluency. Pupils then apply this knowledge in reasoning and problem-solving activities.

The curriculum is designed to meet the interests of all pupils. Teachers choose engaging themes. This helps to develop pupils' curiosity. For example, children in early years enjoy learning about pirates. They develop their cutting and collage skills while creating pictures of themselves as pirates. The curriculum is enhanced by a variety of enrichment opportunities for pupils. For example, the school links with an inner-city school in Birmingham. Pupils visit each other's school to experience a contrasting location. As one pupil stated, 'this helps brings learning to life'. There is a focus on using the outdoor environment, taking advantage of the school's rural location.

The curriculum is implemented exceptionally well. The school ensures that teachers' subject knowledge is strong. As a result, new learning is explained very clearly to pupils. Staff regularly check that pupils understand what they have been taught. Pupils who need extra help, including pupils with special educational needs and/or disabilities (SEND), are identified early. Staff provide effective support to help pupils with SEND learn the curriculum alongside their peers. Pupils with SEND are fully included in all aspects of school life.

Reading is prioritised from the moment children start school in the early years. There is a strong focus on developing children's communication and language. Pupils get regular opportunities to practise and consolidate their phonics understanding. Staff check pupils' phonics knowledge regularly. If pupils fall behind, they receive the support that they need to help them catch up quickly. Staff often read a variety of books with pupils. This develops pupils' vocabulary and understanding of diversity. Pupils develop their reading skills and fluency as they move through the school.

The school's core purpose is to support pupils' mental health and well-being. This ethos is at the heart of everything that the school does. This is a truly inclusive school. Pupils' individual needs are supported to enable them to thrive at the school. Pupils learn how to explore and express their feelings well. They know what makes a healthy relationship and demonstrate high levels of respect for others. Pupils learn how to stay safe online and in the wider community.

Staff are very proud to work at Suckley. They appreciate the steps that the school takes to support their well-being and workload. Governors provide strong support and challenge. Parents and carers are very positive about the school. They value the education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	136983
Local authority	Worcestershire
Inspection number	10343953
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	Board of trustees
Chair of trust	Janet Ashton
Headteacher	Helen Field
Website	www.suckleyschool.co.uk
Dates of previous inspection	30 and 31 January 2014, under section 5 of the Education Act 2005

Information about this school

- This school is the only school in a single-academy trust.
- The school does not use any alternative provision.
- The school runs a before- and after-school 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 education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors met with a range of leaders, including those responsible for the curriculum, teaching and learning, behaviour, attendance, personal development and safeguarding.
- The lead inspector met with representatives from the board of trustees and held a conversation with an external school improvement advisor employed by the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and art. 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.
- The inspectors also discussed the curriculum in a range of other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted Parent View, and by talking to some parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty's Inspector

John Bates

Ofsted Inspector

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