

Inspection of Inkberrow Primary School

Main Road, Inkberrow, Worcester, Worcestershire WR7 4HH

Inspection dates:	1 and 2 April 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Glenn Duggan-Seville. This school is part of Avonreach 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), Phil Hanson, and overseen by a board of trustees, chaired by Andrew Longdon.

Ofsted has not previously inspected Inkberrow Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Inkberrow First School to be outstanding for overall effectiveness, before it opened as Inkberrow Primary School as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Inkberrow is a small school with big ambitions. Pupils thrive in this caring and nurturing environment. Leaders, staff, parents and carers have incredibly high expectations for pupils. Pupils consistently rise to meet these expectations and take pride in their exceptional achievements.

This is a happy community where relationships matter. Pupils are polite and excited about sharing their learning. Inspectors were welcomed into the school with a cheery 'good morning' and 'how are you?' from several pupils. Pupils are happy to attend school because they believe staff care for them.

Pupils are excited about learning and value the friendships and time spent in school. There is a sense of calm purposefulness across the school. Pupils receive additional support to meet their emotional and mental health needs when needed. Consequently, behaviour is exceptional in classrooms and at all other times.

Pupil leadership roles, such as head boy or girl, prefect roles, or school or eco council membership develop a sense of responsibility. Charity work supporting children in India or pen pals with children in France develop a sense of the world around them. Outdoor learning, residential trips and visits to places such as the theatre or museum enrich the pupils' experiences.

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

Dedicated and driven leaders, supported by a caring governing body and academy trust, set high expectations for what pupils will learn and experience during their time at Inkberrow. Since the last inspection, they have worked incredibly hard to continue developing the curriculum and the broad range of experiences that prepare pupils for the world around them.

From the early years, leaders have set clear expectations for what knowledge they want pupils to learn. The curriculum is well structured, enabling pupils to build their understanding from Reception to Year 6. For example, carefully selected themes such as 'Great People, Culture and Society' and 'Climate and the World' build pupils' knowledge and help them to make links between different subjects. Consequently, pupils become learners who can link and apply learning to future challenges and the world around them.

Sequences of lessons in different subjects build pupils' knowledge extremely well. Teachers and support staff are skilled in delivering engaging and exciting activities for all pupils, including those with special educational needs and/or disabilities (SEND). Specialist teachers in sports, music and languages enrich pupils' curriculum knowledge. Timely use of assessment checks ensures that pupils understand key learning from sequences of lessons. Focused questioning by teachers tests pupils' knowledge, including those who may not be as confident as others in raising their hands and answering.

The school supports pupils with SEND well so that they can succeed alongside their peers. When needed, staff work closely with services such as complex needs teams or educational psychology to further understand the pupils' additional needs. Some parents are concerned about the quality of provision for pupils with SEND. However, inspectors sampled some pupils' experiences with SEND and found that they were well-supported by staff who are familiar with their needs.

Reading is a strength of the school. From the early years, there is a strong plan and expectation for how pupils will learn phonics and be able to build these into words. Staff are skilled in adapting these approaches for pupils with SEND. Opportunities to build fluency, expression and intonation are well-planned. Pupils enjoy special reading challenges which require them to read a specific number of books. This enriches their love of books and reading.

Pupils' behaviour and attendance are exemplary. There is an unrelenting expectation that pupils will be in school as much as possible. These expectations are fulfilled by parents and pupils who want to get the most from every moment at this unique school. When needed, staff work closely with families to put appropriate support in place when attendance drops. Consequently, attendance continues to rise year after year.

Not a moment is wasted in ensuring that pupils are well prepared for the world around them. Lessons in personal, social, health and economic education, as well as religious education, help pupils to learn about the world around them. There is a strong emphasis on staying safe in both the real and online worlds.

The school's 'aspiration curriculum' is exceptional. From the early years to Year 6, pupils learn about 42 different careers, from chefs and builders to app developers and engineers. Role models come to school to discuss their careers. Carefully designed projects provide appropriate experience of that role. This means that pupils, from the early years, very quickly build a sense of vocational ambition and excitement for the future.

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	144859
Local authority	Worcestershire
Inspection number	10344138
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	Board of trustees
Chair of trust	Andrew Longdon
CEO of the trust	Phil Hanson
Headteacher	Glenn Duggan-Seville
Website	www.inkberrowprimary.worcs.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school joined the Avonreach Academy trust in August 2017.
- In 2019, the school extended its age range from a first school to a full primary school.
- The current headteacher took up post in September 2019.
- The school does not use any form of alternative provision.

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

- 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 that into account in their evaluation of 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.
- During the inspection, inspectors completed deep dives in the following subjects: reading, mathematics and history. In these subjects, they visited lessons, looked at pupils’ work, and talked with pupils and staff about how these subjects were taught. Inspectors also looked at other subjects in less detail to check how they were planned and taught.
- Inspectors observed informal times to evaluate safeguarding and pupils’ behaviour.
- During the inspection, the inspectors held formal meetings with the headteacher, senior leaders, subject teachers, a trustee, teachers and pupils. They also talked informally with parents, carers, pupils and staff to gather general information about school life.
- Inspectors also considered responses to the Ofsted staff survey and responses to the Ofsted Parent View survey and the free-text responses.
- An inspector spoke with a representative of the local authority. A conversation was also held with members of the governing body.
- An inspector also spoke with a representative of the trust.

Inspection team

Chris Pollitt, lead inspector

His Majesty’s Inspector

Liz Vautier-Thomas

Ofsted Inspector

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