

The Lyppard Grange Primary School

Address: Ankerage Green, Worcester, Worcestershire, WR4 0DZ

Unique reference number (URN): 144580

Inspection report: 16 June 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils attend regularly and arrive punctually. Attendance is carefully monitored, with leaders tracking patterns for different groups and identifying barriers promptly. They work closely with families and external agencies and provide targeted support. This joint working has helped pupils with previously low attendance improve markedly. Overall attendance is above national figures, and persistent absence is low. While a small number of disadvantaged pupils do not attend as regularly as others, their attendance is improving because of leaders' effective and sustained actions.

Pupils demonstrate positive attitudes to learning. In lessons, they focus well, follow routines and respond promptly to instructions. This creates a calm environment. In the playground, pupils play cooperatively, organise games and interact respectfully with each other and adults. Incidents of bullying and discriminatory behaviour are rare. Any issues are dealt with effectively through restorative approaches. Staff work closely with pupils and families to resolve issues before they escalate. Staff support pupils who need help to manage their emotions in a caring way. They encourage pupils to talk about their feelings and difficulties calmly. Pupils who find it harder to stay focused are supported through practical strategies and targeted adult support. This helps them stay engaged in their learning.

Early years

Strong standard ●

Leadership of early years is effective. There is a clear focus on ensuring that children get a successful start to their education. Leaders work closely with families and nurseries to understand children's needs. They use this information to shape provision. As a result, children settle quickly and feel safe in a nurturing environment.

The curriculum is carefully sequenced and designed to develop children's communication and language and early reading and mathematical skills. Engaging themes, such as 'pirates', capture children's interest and promote curiosity. Children search for 'treasure' using maps, role play sailing adventures and explore books. These help to develop imagination alongside key skills.

Teaching is consistently effective. Adults model language clearly, ask purposeful questions and support children to build vocabulary and extend their thinking. In phonics, writing and number, adults provide suitable guidance and address errors quickly. This helps children to learn well. Staff adapt activities and provide targeted support so children with additional needs engage fully and make similar progress to their classmates.

Children achieve well from their different starting points and are well prepared for Year 1. They demonstrate secure early learning skills and independence. They develop positive attitudes and follow routines consistently.

Leaders provide a carefully designed and highly effective programme for personal development that is responsive to pupils' needs and topical issues. Staff ensure that learning about values, relationships and wellbeing is woven throughout the curriculum and wider experiences. Pupils learn about different cultures and religions through assemblies, lessons and visits from members of the community, such as those sharing Diwali celebrations. They show respect for others and understand fundamental British values, for example through voting for leadership roles and discussing fairness and equality.

Pastoral care is a notable strength. Pupils use systems such as the class 'I wish you knew' boxes to raise concerns discreetly and say that staff respond quickly when they share worries. The school's nurture provision offers a calm and supportive space where pupils receive tailored emotional support, including help to manage feelings and cope with experiences such as bereavement. This helps pupils feel safe and ready to learn.

Pupils demonstrate a secure understanding of how to keep themselves safe, including online. They understand healthy relationships and know how to seek help when needed. Pupil 'E-safety' leaders play an active role in promoting safe online behaviour by leading assemblies on using technology responsibly. Pupils also learn how to keep mentally healthy through exercise, music and time outdoors.

Pupils develop new interests by taking part in clubs such as football, gardening and science. Older pupils particularly value their stay in London, where they visit landmarks and attend the theatre. Leaders ensure that these opportunities are inclusive and promote wide participation. Pupils take leadership roles, such as sports leaders, seriously and enjoy organising events, including sports day. Initiatives such as 'Aspire to be...' introduce pupils to a range of careers, including pilots and nurses. This helps to raise aspirations and help pupils to understand future pathways.

Expected standard

Achievement

Expected standard

By the time pupils leave school, they secure the knowledge and skills they need in reading, writing and mathematics. This prepares them well for secondary education. The standards attained in the Year 6 national assessments are close to the national average in reading and writing and above it in mathematics. Year 4 pupils achieve particularly well in the multiplication check, as do Year 1 pupils in the phonics check. Pupils with special educational needs and/or disabilities make appropriate progress because teaching helps them build understanding step by step.

Pupils typically achieve well across the curriculum and apply their learning across different subjects. However, in some subjects higher attaining pupils do not reach the depth of understanding they could.

A focus on improving pupils' handwriting, spelling, punctuation and grammar is having a positive impact on the standard of pupils' written work, particularly in the early years and key stage 1. Leaders know that further work is required to help some older pupils write more accurately.

Curriculum and teaching

Expected standard 

Leaders keep a close eye on curriculum and teaching and take appropriate steps to ensure that it meets the needs of pupils. The curriculum is well organised and sequenced, enabling pupils to build knowledge and skills over time. In science, for instance, pupils connect ideas and deepen their understanding through an investigative approach. In one example, they applied prior learning about circuits to test whether they could light a bulb using lemons, limes or potatoes. Leaders recognise that this depth is not consistently evident across the wider curriculum. Consequently, pupils, particularly those who are higher attaining, do not consistently have opportunities to deepen their knowledge.

Teaching successfully helps pupils to communicate their ideas confidently by modelling vocabulary and encouraging pupils to discuss and justify their ideas. Teachers carefully check pupils' understanding during lessons and increasingly adapt support so pupils, including those who need additional help, can complete tasks successfully. Early reading is taught well, and pupils learn to read fluently. In mathematics, pupils practise and apply key skills regularly. This helps them to explain their mathematical reasoning clearly. Structured approaches to writing, including regular practice in spelling and handwriting, are improving pupils' written work. However, improvements in spelling and handwriting are not yet consistent across the school.

Inclusion

Expected standard 

Leaders foster a caring and inclusive environment where pupils feel supported. Staff identify needs promptly and work with external professionals to secure the help pupils need. Leaders also work closely with parents and carers to ensure that pupils' needs are fully understood. As a result, pupils receive timely support that enables them to engage in learning and build confidence.

Pupils with special educational needs and/or disabilities and others who need help are particularly well supported in English and mathematics lessons. Staff provide additional guidance and use practical strategies such as coloured overlays and visual aids to help pupils focus, understand tasks and record their ideas more independently. This helps pupils to make steady progress from their starting points and participate meaningfully in learning. However, support in wider curriculum subjects is less consistently applied.

Leaders make effective use of additional funding to support disadvantaged pupils academically and emotionally. This helps pupils to progress well across the curriculum and participate in all aspects of school life. Alternative provision is used appropriately to support individual pupils' needs. Leaders maintain regular contact with providers, which ensures that support remains tailored and effective. As a result, pupils re-engage with education and show improved attendance, confidence and participation.

Leaders and staff work continually to improve the school for the benefit of all pupils. School leaders, the trust and those in governance understand the school's context and have an accurate understanding of what the school does well and where further improvements are required.

Leaders have identified suitable priorities, such as improving writing and strengthening consistency across the curriculum. Their actions are having an increasingly positive impact. Approaches such as staff observing one another's practice help them to reflect and improve.

The trust helps subject leaders develop their skills by providing training and opportunities to work with colleagues across the trust. Leaders learn how to use information about pupils' progress to plan improvements and work together to share ideas. This is helping leaders become more influential in their roles.

Governance is well organised and effective. Trustees and governors have clearly defined roles and provide a suitable level of support and challenge. They receive regular information about pupils' achievement, attendance and safeguarding. They visit the school, meet staff and ask insightful questions about the impact of actions.

Leaders consider staff workload and wellbeing carefully before introducing any changes. Staff appreciate access to a range of professional development opportunities, which help build expertise. Leaders engage positively with parents and the community. Many parents value the care shown by leaders and staff and the range of enrichment opportunities available.

What it's like to be a pupil at this school

Pupils enjoy being part of the Lyppard Grange school community. They arrive happily each morning, often greeted by staff and Oswin, the school dog. This warm welcome ensures that they are ready to start the day. Pupils build positive relationships with staff and each other. This helps them feel included and valued in daily school life.

Pupils engage positively in their learning and gain the knowledge and skills they need for the next stage of education. In mathematics, pupils enjoy using the school's 'twist it' approach to deepen their understanding by exploring different ways to solve problems. Pupils also enjoy developing a love of reading through the '100 books' challenge. They proudly collect rewards as they read more. Regular 'writing magic' sessions help pupils improve their spelling, handwriting and editing, so they write with increasing confidence and accuracy.

Pupils are clear about behaviour expectations and say that staff help them to understand and make the right choices and resolve difficulties. They behave well in lessons and around the school. They follow routines, concentrate on their work and work well with others. At playtimes, pupils enjoy a range of activities and interact respectfully. Pupils understand what bullying is and say that staff deal with any issues quickly and fairly. They attend regularly and understand the importance of being in school. Pupils agree that adults listen to them and provide help when needed, which helps them feel safe and well supported.

Pupils value the wide range of opportunities beyond the classroom. Many learn an instrument, such as the piano, saxophone or violin. They enjoy visiting farms, historical locations and museums that help to enrich their learning. Pupils enjoy contributing to the community by growing vegetables for a local charity. These experiences help pupils develop responsibility and a sense of belonging.

Next steps

- Leaders should ensure that adaptations for pupils with special educational needs and/or disabilities are implemented consistently beyond core subjects so that pupils can be even more successful in their learning.
 - Leaders should continue to embed the teaching of handwriting, spelling, punctuation and grammar so that all pupils, particularly older pupils, write with greater accuracy and automaticity.
 - Leaders should ensure that opportunities to deepen understanding are consistently embedded across the wider curriculum so that all pupils, and particularly those who are higher attaining, can extend their knowledge further.
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About this inspection

This school is part of The Villages' 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), Sian Williams, and overseen by a board of trustees, chaired by Marcus Rea.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, special educational needs coordinator, the early years leaders and other members of staff during the inspection. Inspectors also met with the CEO and representatives from the board of trustees and the local governing body.

The inspectors confirmed the following information about the school:

Since the previous inspection, the school has experienced changes in leadership at both school and trust level. In September 2022, the deputy headteacher was appointed as headteacher, and the assistant headteacher was promoted to deputy headteacher. In September 2024, a new CEO was appointed to lead the trust.

The school makes use of one alternative provision, which is unregistered.

Lead inspector:

Usha Devi, His Majesty's Inspector

Team inspectors:

Russell Hinton, Ofsted Inspector

Debbie Newman, Ofsted Inspector

Kate Mather, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 16 June 2026

School and pupil context

Total pupils

414

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

9.42%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.90%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.15%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	65%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	72%	Close to average
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	68%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (final)	86%	74%	Above
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	82%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	46%	Close to average
2024/25 (final)	38%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	62%	Close to average
2024/25 (final)	75%	63%	Above
2023/24 (final)	50%	62%	Below
2022/23 (final)	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	59%	Close to average
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	60%	Close to average
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	75%	59%	Above
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	68%	-24 pp
2024/25 (final)	38%	69%	-32 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	44%	66%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	63%	78%	-16 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	78%	-25 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	56%	77%	-21 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	75%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	4.7%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.7%	13.0%	Below
2023/24 (3 term)	9.3%	14.6%	Below
2022/23 (3 term)	10.0%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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