

# Inspection of Badsey First School

School Lane, Badsey, Evesham, Worcestershire WR11 7ES

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Inspection dates: 2 and 3 February 2023

## **Overall effectiveness**

## **Requires Improvement**

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The quality of education

**Requires Improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires Improvement**

Early years provision

**Good**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

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

Leaders want the best for pupils who attend Badsey First School. They have made many improvements to the school's provision and are focused on the right things to improve the quality of education. However, much of this work is at an early stage. Leaders know there is more to do to ensure that pupils benefit from a good quality of education in all subjects.

The school is a happy place where pupils feel safe. Staff create a caring and supportive environment built on clear values. The 'Badsey Bs' – 'Be kind, Be Responsible, Be Respectful and Be Determined' underpin these values. Pupils learn to be kind, considerate and tolerant. There is a strong sense of community. Pupils, parents and staff are proud to be part of the school.

Pupils work hard and show positive attitudes to learning. Their behaviour in lessons and at other times is good. Pupils report that bullying very rarely happens. They are confident that staff will quickly deal with any issues that do arise.

Pupils enjoy a range of activities outside of lessons. Staff arrange a variety of clubs, such as karate, football, hockey, netball, construction and board games. Many pupils engage fully to take advantage of these wider opportunities.

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

School leaders have a clear vision for the school. Staff understand this vision and are enthusiastic to be part of the school's future journey. The new headteacher has made many positive changes. She also has ideas to improve the school further. However, leaders' vision for the school is not yet fully realised. There is more work to do to improve the quality of education provided.

There is variation in how well the curriculum is planned and sequenced. Curriculum leaders have the necessary expertise to lead their subjects well. In subjects such as mathematics and reading, they have identified the precise information that they expect pupils to know and remember in these subjects. Leaders ensure that teachers teach this information in logical order. However, the curriculum is not as well developed in other subjects. Some subject leaders do not yet have the expertise to lead their subjects effectively. They have not identified the precise knowledge they expect pupils to learn and remember or considered how this knowledge builds logically. Pupils do not know and remember the curriculum as leaders expect in less well-developed subjects.

Teachers provide clear explanations to help pupils understand new concepts and ideas. They make regular recaps in lessons and ask questions to find out what pupils know and remember. This helps them identify pupils who need extra help. Staff adapt tasks and use various resources to support learning when necessary. This helps all pupils, including those with special educational needs and/or disabilities to learn the school's curriculum.

Children in the early years make a good start at school. Adults ensure that children take part in purposeful activities that link clearly to the curriculum. Staff place particular emphasis on promoting children's communication and language. For instance, they teach specific vocabulary and language by helping children to remember and imitate the words they hear in stories.

Leaders have successfully introduced a new approach to teaching early reading. The approach is well organised. Staff understand exactly what they need to teach and when. They ensure that pupils have plenty of opportunities to practice reading books that are well matched to their abilities. This helps them to build fluency and confidence. In addition, staff promote a love of reading through regular classroom story times. Pupils look forward to these sessions. They remember many stories and authors they have read and studied at school.

Staff apply the school's behaviour policy consistently and fairly. They actively recognise pupils' positive behaviour and celebrate it. This means a lot to pupils. For example, pupils proudly display their names on the headteacher's door when they are spotted 'going above and beyond'. Such well-established routines, coupled with adults' high expectations, make the school a calm place. This helps pupils to focus on their learning in lessons.

Pupils develop independence and self-esteem through the school's 'leadership at all levels' programme. Pupil leaders, such as health and safety officers and peer mediators, take an active and meaningful part in school life.

Trust leaders have maintained oversight of school provision and statutory duties during a period of considerable leadership change. This support has been important in ensuring the continuity of school provision and the well-being of staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school's safeguarding procedures are well considered and clear. Adults are alert to signs that a pupil might be at risk of potential harm. They report such concerns straight away when they spot them. Leaders then take the necessary action to help pupils and support families.

Pupils learn how to protect themselves from potential harm. For example, they learn about the school's 'Super CAT' approach to using the internet safely. This includes pupils taking steps to 'check – ask – tell' when they are using the internet.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have not yet identified the key knowledge they expect pupils to learn in several subjects. This means that pupils do not build up their knowledge and skills as well as they might. Leaders should ensure that the curriculum is well planned and sequenced in all subjects so that pupils build their knowledge logically over time.
- Some subject leaders are new in their roles. They do not yet have the expertise to develop their subjects effectively. Senior leaders should ensure that subject leaders are supported to develop their knowledge of the subjects they lead.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145000
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10256807
<b>Type of school</b>	First
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	5 to 10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stuart Allan
<b>Headteacher</b>	Emma Davis
<b>Website</b>	<a href="http://www.badseyfirstschool.org.uk">www.badseyfirstschool.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Gloucestershire Learning Alliance.
- The previous headteacher left the school in summer 2022. A new headteacher started in September 2022. An interim assistant headteacher works at the school at the time of this inspection. A permanent assistant headteacher has been recruited to start in post in April 2022.
- Two new teachers started at the school in September 2022.
- The school does not use alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and senior leaders. The lead inspector also met with executive leaders of the trust and representatives of the trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, 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 spoke to leaders about, and reviewed samples of, work in some other subjects.
- Inspectors reviewed a range of safeguarding information, including the school's safeguarding policy and single central record. The lead inspector spoke to the designated safeguarding lead and looked at records of safeguarding incidents.
- Inspectors considered responses on Ofsted's Parent View, including parents' free-text responses. Inspectors also took account of responses to staff and pupil surveys.

### **Inspection team**

Jonathan Leonard, lead inspector	His Majesty's Inspector
Peter Bassett	Ofsted Inspector

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