

# Inspection of Batchley First and Nursery School

Cherry Tree Walk, Batchley, Redditch, Worcestershire B97 6PD

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Inspection dates: 6 and 7 June 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

**Requires improvement**

Previous inspection grade

Good

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

Leaders want the very best for pupils. They have made many improvements and know what they need to focus on to improve the quality of education on offer. However, much of this work is still at an early stage. Pupils are interested in what they are learning. However, leaders have not ensured that teachers' delivery of the curriculum is as effective as it could be.

Staff have created a caring and supportive environment built on the school's values. Leaders have worked hard to ensure that the school is a happy place where pupils feel safe. The behaviour of most pupils has greatly improved. Pupils relish the chance to eat at 'the golden table' as a reward for behaving well and being a good role model.

Pupils are very tolerant of each other. They recognise that pupils have many differences, but they respect and celebrate these. Pupils enjoy responsibilities that promote their independence and prepare them for the future. For example, there are school councillors and anti-bullying ambassadors. Pupils understand democracy as a result of voting for the role models whose names will be used for the new house system. Visitors to school help pupils to understand that what they are learning now can help them in potential careers in the future. These include dental nurses, nurses, graphic designers, the police and positive dog handlers.

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

Both the headteacher and the deputy headteacher are relatively new to post. They have a clear vision that is shared by staff. Most curriculum areas have been thoughtfully designed, but many subject leaders are relatively new to leading their subject. Consequently, they have not yet established how well their curriculum is being delivered and what further support teachers need. Activities pupils are given do not enable teachers to identify any gaps or misunderstandings they might have in their learning. This makes it harder for pupils to build successfully on their learning.

The teaching of phonics is not precise enough. Teaching does not consistently identify gaps pupils have in their phonic knowledge to enable them to build on what they know. Some pupils do not read regularly enough in school. This is especially the case for pupils at the earlier stages of learning to read. This makes it harder for some pupils to become confident and fluent readers. Leaders have not identified and supported some pupils who have fallen behind in their reading. These pupils are not catching up with their peers quickly enough.

The new curriculum has been well designed. However, some teachers are not delivering the curriculum well enough. Some teachers' expectations of what pupils can do are too low. This is especially so in writing. Some teachers do not provide pupils with enough opportunities to develop their writing skills across the curriculum. In addition to this, they do not insist that pupils present work to a high standard. As a result, some pupils are not achieving as well as they should.

Leaders provide a high level of care and nurture for pupils with special educational needs and/or disabilities (SEND). Access to the nurture room supports some pupils to feel calm and safe. The school's rabbit and guinea pigs complement this well. However, some pupils with SEND do not make as much progress as they could. Leaders have not identified the clear and precise steps that enable staff to adapt the curriculum to meet their specific needs.

Pupils' personal development is a high priority at the school. Leaders make sure that pupils have opportunities to engage in enrichment activities. Pupils get to experience a wide variety of after-school clubs, such as yoga, cooking, art, music and sports. There is something for everyone. Leaders also plan many trips to help bring learning to life. Pupils can take on extra responsibilities, such as being house captains, anti-bullying ambassadors and reading buddies.

Staff are very positive about their work and feel well supported. They recognise the many improvements leaders have put in place to make the school calmer and to improve behaviour. They know they can ask for support from leaders. They gave many examples of the ways in which leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They know the pupils and their families extremely well and support them in many aspects. Staff understand the importance of identifying concerns. Any concerns they have are recorded electronically and acted upon in a timely way. Leaders ensure staff are suitably trained in all aspects of safeguarding. This also applies to governors.

Leaders ensure that appropriate checks on staff are undertaken before they are appointed.

Leaders understand local risks and do all they can to teach children about dangers they might encounter in their local area. They also teach them about the importance of keeping safe online.

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

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

- Leaders have not checked carefully enough if the curriculum is being effectively delivered. As a result, they have not identified the improvements needed to ensure that all teachers are delivering the curriculum to a high standard. Leaders should ensure that they check how well the curriculum is being implemented to identify what is working well and what needs to improve.
- Leaders have not ensured that the teaching of phonics and reading is fully effective. As a result, some pupils do not develop into confident and fluent

readers. Leaders need to provide all staff with training and support to enable them to teach phonics and reading to a high standard.

- Leaders have not ensured that teachers adapt the curriculum well enough to meet the needs of pupils with SEND. As a result, these pupils are not making the progress they should. Leaders should ensure that teachers have a secure understanding of the needs of pupils with SEND and know how to adapt the curriculum to meet these needs.
- Leaders have not ensured that all teachers' expectations of what pupils can achieve, or the presentation of pupils' work, are ambitious enough. As a result, pupils' books do not fully reflect what they can do and are not well presented. Leaders should ensure that all staff have the same high expectations of what pupils can achieve and how they present their work.

## 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

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| <b>Unique reference number</b>             | 116721   |
| <b>Local authority</b>                     | Worcestershire   |
| <b>Inspection number</b>                   | 10240185   |
| <b>Type of school</b>                      | First  |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 3 to 9   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 348  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Jane Sutherland and Steph Heighway<br>(Co-Chairs)                                |
| <b>Headteacher</b>                         | Sarah Downes   |
| <b>Website</b>                             | <a href="http://www.batchleyfirstschool.co.uk">www.batchleyfirstschool.co.uk</a> |
| <b>Dates of previous inspection</b>        | 23 and 24 November 2021, under<br>section 8 of the Education Act 2005            |

## Information about this school

- The school has two specialist provision bases funded by the local authority on site. A Nursery Plus unit caters for pre-school children with SEND from across the Redditch area. A speech and language unit caters for children with speech and language difficulties.
- The school does not make use of any alternative provision.

## Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. 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, subject leaders and members of staff. The lead inspector held meetings with a representative of the local authority and three

members of the governing body, including the co-chair of governors and the vice-chair.

- Inspectors carried out deep dives in early reading, mathematics, geography, science and physical education. Inspection activities in these subjects included lesson visits, discussion with staff and pupils, meeting with subject leaders and work scrutiny. The inspectors also observed pupils reading.
- The inspectors considered a range of documents, including the school's self-evaluation and plans for improvement. Records of behaviour, attendance and safeguarding were also checked.
- When inspecting safeguarding, the inspectors considered the school's procedures for recruiting staff, the quality of staff training and the school's procedures for keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons, at playtime and around school. They talked to groups of pupils about behaviour, bullying and well-being.
- Inspectors talked to parents at the end of the school day. They considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the free-text responses. They also reviewed the responses to the school's own staff questionnaire and gathered the views of staff and pupils on site through discussion with these groups.

### **Inspection team**

|                             |                         |
|-----------------------------|-------------------------|
| Keri Baylis, lead inspector | His Majesty's Inspector |
| Lindsay Nash                | Ofsted Inspector        |
| Rachel Davis                | Ofsted Inspector        |

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