

# Inspection of Badsey First School

School Lane, Badsey, Evesham, Worcestershire WR11 7ES

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Inspection dates:	15 to 16 July 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Emma Davis. This school is part of The GLA 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), Claire Savory, and overseen by a board of trustees, chaired by Helen Morris.

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

Badsey First School is a place where pupils arrive happily each morning. They are greeted warmly by staff who know them well and who want the very best for them. From the moment they arrive, pupils strive to follow the school values to 'be responsible, be kind and be respectful'. This is modelled for them, and they rise to the high expectations without exception. Pupils' behaviour is impeccable at all points of the day.

Warm and caring relationships form the bedrock of this school. Pupils describe having 'trusted adults' and this helps them to feel safe when they are in school. Older pupils nurture and care for their younger peers. They interact and play alongside each other seamlessly during social times. It is a calm, nurturing and respectful environment that helps pupils to thrive.

The school wants all pupils to achieve the ambitions it has for them. This is realised with most pupils achieving well. Staff ensure that pupils with special educational needs and/or disabilities (SEND) access, learn and understand the same curriculum as their peers. Pupils work seamlessly together in classrooms where they are keen to learn and confident to share their knowledge. They benefit from a wide range of activities, experiences and enrichment opportunities that link closely with the curriculum offer.

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

The school has strengthened its curriculum in recent years. It has thought intelligently about how it builds from the early years. Pupils deepen their understanding across topics, subjects and year groups. Pupils excel with early reading and are confident to read the sounds and corresponding letters. Ongoing checks and observations enable staff to quickly identify pupils who are not keeping up with their peers. Extra support is provided without delay. This helps pupils to catch up so that most pupils are confident and fluent readers by the time they reach Year 2. However, expectations in what pupils write do not always align as well with their phonics knowledge. This means that some pupils are given tasks to complete that are too difficult when they are at the earliest stage of learning to write. Not enough focus is given to securing the key skills that are necessary to pave the way for future success.

Pupils get off to an exceptional start in the early years. Staff are highly skilled. They plan exciting learning opportunities that ignite children's interest. They expertly take learning to the children to ensure key skills are embedded and practised through appropriate early years play and activities. The environment, both inside and out, invites curiosity and promotes independence. The way children cooperate and collaborate, solving problems and discussing their thinking, is a joy to behold.

Pupils with SEND are identified without delay. Pupils are supported well. This allows them to work seamlessly alongside their peers. Staff understand their needs well and make carefully considered adaptations so that the high ambitions the school has for them are realised.

Pupils' behaviour is exceptional. No pupil is distracted from learning because attitudes to learning in all lessons are second to none. This is the same during social times. Pupils are routinely well-mannered and polite. From the very start, pupils understand the school rules and follow them impeccably. The values are evident in everything that the pupils say and do. They engage well in lessons and are both interested and excited in the learning opportunities that are on offer. They take pride in their books and want to do their very best.

Pupils get to experience a range of clubs and activities. Trips, visits and visitors further enhance the educational offer. These also help pupils to understand the world in which they live. This evokes thoughtful discussions about the world around them, both near and far. This helps to prepare pupils well for life in modern Britain. There is a wide variety of clubs provided. The school recognises the value of these. If pupils are not able to stay at the end of the day, opportunities are made available during the school day so that the school can do all it can to develop pupils' talents and interest.

The school is well led. Leaders have wasted no time in identifying the key priority areas to focus on to bring about swift improvements. At the same time, they have galvanised the support of the whole school team. Staff work cohesively, putting pupils first. They contribute to the success the school has achieved. It is a harmonious and happy place to work in. The trust brings a high level of expertise and an appropriate level of support and challenge. It has been instrumental in supporting the small staff team and contributing to the rapid improvements which are evident to see. Staff feel highly valued because of this. All are proud to call themselves part of the 'Badsey family'.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some activities that pupils are expected to complete in writing are beyond their ability. This means some pupils are not securing the vital foundations necessary to become fluent and confident writers. This includes their handwriting and transcription skills. The school should ensure that pupils are given opportunities to develop their writing skills in a coherent and sequential way, paving the way for future success.

## **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

<b>Unique reference number</b>	145000
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10378281
<b>Type of school</b>	First
<b>School category</b>	Academy special 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>	142
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Helen Morris
<b>CEO of the trust</b>	Claire Savory
<b>Headteacher</b>	Emma Davis
<b>Website</b>	<a href="http://www.badseyfirstschool.org.uk">www.badseyfirstschool.org.uk</a>
<b>Dates of previous inspection</b>	2 and 3 February 2023, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The school provides before-and-after school care for the 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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and senior leaders.
- The lead inspector held meetings with the CEO of the trust and two trustees, including the chair.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

### **Inspection team**

Keri Baylis, lead inspector

His Majesty's Inspector

Sara Arkle

Ofsted Inspector

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