

Inspection of Sedgeberrow CofE First School

Main Street, Sedgeberrow, Evesham, Worcestershire WR11 7UF

Inspection dates:	22 and 23 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 10 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Sedgeberrow Primary is a school which encourages and nurtures pupils to be their true selves. The school's values permeate all aspects of its work. They are evident in how staff treat pupils and in how pupils treat each other. The value of 'acceptance' strongly underpins everything the school does. It is a truly inclusive place.

The school is resolute in its determination that all pupils reach their full potential. Pupils achieve well in reading and mathematics because adults support them skilfully and have high expectations. The school identifies pupils with special educational needs and/or disabilities (SEND) without delay. Teachers adapt lessons and resources to make learning accessible for all.

Pupils rarely miss a day at school. They enjoy the many learning opportunities and the additional varied experiences on offer. Pupils feel safe in school because they recognise how kind and caring their teachers are. Positive relationships contribute directly to pupils feeling so happy in school. High attendance figures reflect this.

Pupils behave beautifully. They are confident, articulate and routinely well-mannered and polite. They learn to work harmoniously with each other and recognise the importance of being supportive. The older pupils do this intuitively. The school is a calm, purposeful learning environment.

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

Pupils quickly learn to read with accuracy and fluency. Phonics is taught well, and almost all pupils keep up with the pace and expectations of the well-established programme. This starts in earnest in Reception. A small number of pupils need a little extra support. These pupils are supported well. This is through additional phonics sessions but also a determination to listen to these pupils read every day. This is effective and is built upon as pupils progress through the school.

Mathematics is also taught well. Lessons start with pupils revisiting what they have learned previously. This helps pupils consolidate their mathematical knowledge and become fluent mathematicians. Pupils with SEND are supported in lessons by additional staff members who enable them to access the curriculum. The school recognises the importance of reducing this intensive level of support to empower pupils to become independent learners.

However, in some foundation subjects, pupils' knowledge is less secure. They do not consolidate learning or build on prior knowledge as successfully. This is because the school has not made clear enough the most important knowledge it wants pupils to know and remember. In addition, the systems to check on what pupils know and can do are in their infancy. This makes it difficult for staff to identify how well pupils are progressing through the curriculum.

Pupils behave well at all points of the day. This starts in Reception where pupils show good levels of independence and already know the importance of following the school rules. When adults interact with children, they do so well. Older children understand the importance of behaving well and learn to be respectful citizens of the future who can contribute positively to society. They show very positive attitudes to learning. The school has very recently opened a new pre-school. The school recognises that well-established policies, including that for behaviour, are yet to be embedded in this new setting. Some pupils in the newly opened pre-school do not consistently follow the well-established systems and routines that are in place across the rest of the school.

The school's approach to developing the whole child through rich opportunities is exceptional. It is coherently planned with meaningful links to 'body, spirit and mind.' The school's focus on prioritising mental health is a praiseworthy aspect of its work. Rex, the adored school therapy dog, is on hand to provide an alternative level of support for those who need it. The school has a strong vision that every pupil gets the chance to shine. There are a range of opportunities to develop leadership skills. Pupils lead assemblies as well as taking part in public speaking, engaging in entrepreneurial work and raising money for charities. The school's mantra of 'win well, lose well' reflects the positive approach the school takes to building resilience.

The school is well led. Leaders are compassionate and carry out their work with integrity and sincerity. They put pupils at the heart of every decision made. Governors know the school well. They provide appropriate support and challenge to the school. There is a strong sense of togetherness at Sedgeberrow. Staff appreciate the support and care they receive from leaders who value them.

Parents and carers are equally as positive about the school. They recognise the efforts taken to ensure this high achieving school continues to be a child-centred, inclusive establishment where pupils thrive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some foundation subjects is not as refined as those in the core subjects. This means the key knowledge the school want pupils to learn has not been identified and pupils do not always learn the most important information in some of these subjects. The school should ensure that each subject area has a curriculum that clearly identifies the important knowledge they want pupils to learn so teaching within these subjects is more precise.

- Assessment systems are not yet in place for foundation subjects. This means the school does not assess how well pupils are learning the intended curriculum. The school should ensure there are effective assessment systems for each foundation subject so they can understand how well pupils are progressing in all subjects.
- The policies and practices that are embedded throughout school are not yet embedded in the newly opened pre-school. This means that children do not yet learn how to follow the instructions or routines well enough. The school should ensure the high expectations around education and behaviour in the rest of the school start in the new pre-school.

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	116848
Local authority	Worcestershire
Inspection number	10343825
Type of school	First
School category	Maintained
Age range of pupils	3 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair of governing body	Mike Xifaras
Headteacher	Philip Croke
Website	www.sedgeberrow.worcs.sch.uk
Date of previous inspection	29 and 30 January 2014

Information about this school

- The school has recently started to admit 3-year-olds into the newly opened pre-school.
- The school does not make use of any alternative provision.
- This school is a voluntary-controlled Church of England school, within the diocese of Worcester.
- The school's most recent section 48 inspection took place in June 2019 when it was judged to be excellent. The next inspection will be within 5 years of the previous section 48 inspection.
- The school provides a before-school breakfast club.

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 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.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders. They also met with groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and design and technology. 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.
- The lead inspector spoke with three governors, including the chair of governors.
- The lead inspector spoke on the telephone with representatives from the local authority and the diocese.
- 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, the lead inspector reviewed the single central record. Inspectors 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 considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online staff surveys.

Inspection team

Keri Baylis, lead inspector

His Majesty's Inspector

Darren King

Ofsted Inspector

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