

Broadwas CofE Aided Primary School

Address: Broadwas, Worcester, Worcestershire, WR6 5NE

Unique reference number (URN): 116870

Inspection report: 3 February 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 ●

Inclusion

Strong standard ●

The school places inclusion at the heart of everything it does. The ethos of inclusion is deeply established. Leaders and staff ensure that every child is supported to thrive, whatever their starting point or background. Staff work together to consistently identify pupils' needs swiftly and accurately, including those who face barriers to their learning and/or wellbeing. This helps pupils to feel valued, involved and confident in their learning. Pupils' growing confidence in speaking, learning and engaging with each other socially is a strength of the school.

The school's high expectations are central to its approach. Staff are determined that every child can and will succeed. This is reflected in high-quality teaching, especially in reading, writing and mathematics. Staff make purposeful adaptations to meet pupils' needs. This enables pupils to access the curriculum meaningfully. Training for staff is thoughtfully matched to the school's inclusion priorities. This ensures that staff have the same knowledge and skills needed to tailor learning to pupils' needs.

Additional funding for pupils who are disadvantaged is spent effectively, informed by educational research. This has a highly positive impact on pupils' outcomes from their starting points. It also strengthens their experiences as they develop as young people. Leaders understand the barriers that pupils who are disadvantaged face and work tirelessly to remove these, so that every pupil can succeed. This leads to a positive culture of belonging for all.

Expected standard ●

Achievement

Expected standard ●

Leaders have identified clear priorities and actions since the last inspection. These are having a positive impact, particularly on pupils' writing and presentation. Staff build pupils' key knowledge and skills effectively across the curriculum, so that pupils know and remember more as they move through the school.

Pupils, including those who are disadvantaged, achieve above or close to national averages at the expected standard in reading, writing and mathematics by the end of key stage 2. Leaders are continuing to develop pupils' skills around the multiplication tables check at the end of Year 4. Pupils' outcomes in phonics, most recently, are above national average and show significant improvement over time.

Pupils with special educational needs and/or disabilities typically achieve well from their starting points. Staff provide targeted support to help these pupils prepare successfully for their next stage of learning.

Attendance and behaviour

Expected standard 

Leaders and staff promote attendance well. This means most pupils attend school most days. Attendance data is analysed closely to identify patterns and trends. Leaders use information to identify the causes of absence. They work closely with families and external agencies to provide support and reduce persistent absence. Pupils' overall attendance is close to national figures over time and, often, above national figures.

Pupils behave well in lessons and around the school. They have positive attitudes to learning. Leaders have established clear expectations, and staff apply them consistently. This creates a calm and respectful environment where pupils feel safe. Leaders use rewards, such as house points, certificates, celebration assemblies and seeing the dog mentor, to motivate pupils and reinforce positive habits. Incidents of poor behaviour are managed effectively. The school helps pupils to successfully resolve their differences and understand the consequences of any unkind behaviour. As a result, pupils feel valued and listened to. Discrimination is not tolerated, and leaders respond swiftly when concerns arise.

Staff make thoughtful adaptations for pupils with special educational needs and/or disabilities so that they can engage positively with routines. During social times, pupils generally interact respectfully and show consideration for others. Leaders monitor pupils' behaviour closely and take prompt action when needed.

Curriculum and teaching

Expected standard 

Leaders have created a broad and balanced curriculum that reflects the school's context. There are many strengths in the curriculum, especially in reading, writing and mathematics. Leaders recognise that there are still some areas to improve in subjects beyond these. They know precisely what actions they need to take to ensure that teaching is consistently high quality in all areas of the curriculum. The curriculum, overall, is well sequenced and builds pupils' knowledge successfully over time.

Teachers have secure subject knowledge to develop the understanding that pupils need for later learning. They develop pupils' knowledge well in reading, writing and mathematics. Phonics is taught systematically, and pupils who fall behind typically catch up and keep up quickly. Teachers extend pupils' vocabulary through purposeful talk and planned activities.

Staff accurately identify pupils' next steps in learning. For example, personalised targets are used effectively to support pupils' progress. Generally, staff adapt lessons appropriately for pupils, including those who are disadvantaged, those with special educational needs and/or disabilities and pupils known to children's social care. This ensures that pupils access the same learning as their peers. Leaders also recognise that some staff do not always adapt their learning activities as consistently as other staff. Pupils benefit from additional support and teaching sessions that are implemented effectively. These sessions are a strength of the curriculum.

Early years

Expected standard 

Since the last inspection, the on-site pre-school has amalgamated with the whole school to develop a broader early years provision. Leaders have designed a well-sequenced early years curriculum that builds children's knowledge securely from the start of Nursery to the end of the Reception Year. They know there are areas that need to be developed and embedded, such as the development of personal characteristics. Staff focus on children's personal, social and emotional development from the moment they start school. This focus helps children to develop confidence, self-regulate and build positive relationships. Children are happy and willing to talk to adults about their feelings and their achievements in school and at home.

Experienced staff know children well. They use their knowledge to shape learning and provide timely support. Staff work with external agencies effectively when children need any additional support. Staff help children grow their vocabulary by showing them how to use new words and giving them the support they need to practise them. The outdoor environment provides suitably resourced spaces that promote physical development, language and exploration.

Reading is prioritised well, and children benefit from regular high-quality phonics sessions. The school works closely with parents and carers so they can support early reading at home. Leaders focus on early writing, including through activities that help to develop children's presentation and letter formation. Overall, children engage well and are prepared effectively for Year 1.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and areas for development. They take appropriate action to improve the school's provision and outcomes, particularly for pupils who are disadvantaged, those with special educational needs and/or disabilities and pupils known to children's social care. The impact of leaders' actions can be seen across the school, including pupils' writing and positive attendance. Leaders and governors make decisions that put pupils' learning, safety and wellbeing first. Leaders make carefully considered decisions that reflect the school's context and priorities.

Governors fulfil their roles well, understand the school's context and hold leaders to account appropriately. However, there are some shortfalls in how governors review policies.

Leaders ensure that the curriculum is ambitious and inclusive. They monitor the quality of teaching regularly and make sure that staff access a coherent professional learning programme that builds their expertise over time.

Leaders foster a culture of openness and trust. They are mindful of staff workload and wellbeing. They take effective steps to manage workload, including through their work with external agencies to promote staff wellbeing across the school. Leaders and governors develop and maintain highly constructive relationships with parents, carers and the wider community.

Leaders have developed a coherent and well-sequenced programme of personal development that extends beyond the taught curriculum. This programme makes a positive difference to pupils and enables them to make sense of the world around them. For example, through collective worship, pupils reflect on their beliefs, respect others' values and engage thoughtfully with ethical issues.

Pupils develop a deep understanding of how others live in parts of the world. A recent staff visit to Ukraine provided an opportunity for pupils and staff to learn the language and share a love of reading. This helped the school community to have an understanding of Ukrainian culture and the conflict and to be able to support their fellow pupils. Pupils develop their social skills through learning together and taking an active part in school life. They take on a range of leadership roles, including house captains, 'building learning power' ambassadors, librarians, school councillors and eco councillors. Pupils actively engage with the local community through planting trees and termly litter picks.

A well-taught personal, social, health and economic education curriculum builds pupils' knowledge. Pupils develop their understanding of, and respect for, difference, protected characteristics, fundamental British values and cultural diversity in modern Britain. The personal development programme includes age-appropriate relationships, sex and health education. This equips pupils with the knowledge to manage risks to their wellbeing, both online and offline. Pupils also understand how to stay physically and mentally healthy. Pupils become more confident, resilient and independent. They are well prepared for life beyond school.

Funding for pupils who are disadvantaged is used to promote their engagement in wider opportunities, including school productions, sports, residentials and music tuition. Personal development is an entitlement for every pupil. Leaders track the programme's impact and adapt it to meet pupils' needs. They take successful action to ensure that pupils who are disadvantaged participate fully in the offer.

The school's pastoral support is responsive to any situation that happens during the school day. Pupils know how to access it and do so with confidence. Leaders and staff build effective partnerships with parents and carers through effective communication and regular parental events.

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

Pupils feel valued, included and supported. They learn in a safe, nurturing environment where staff know them well and help them to grow in confidence. Pupils value the school as a family where learning and personal development are shared as one community. Pupils speak passionately about their time spent with the dog mentor. Pupils attend regularly because leaders promote attendance with consistency and care. Staff work closely with families to remove any barriers to learning and/or wellbeing and provide tailored support.

Pupils typically achieve well and enjoy learning across the curriculum. They build their knowledge as they move through school. Pupils who are disadvantaged make secure progress because leaders prioritise reducing barriers to learning and/or wellbeing. Pupils, including children in the early years, are well prepared for the next stage of education. Pupils across the school behave well. They feel safe and trust adults to deal with any issues. Where pupils lose concentration, staff address this quickly and effectively. The school's values of respect, love and creativity are modelled consistently and visibly by pupils and staff.

A comprehensive programme of enrichment brings learning to life and creates memorable experiences. Pupils enjoy a purposeful curriculum and take part in exciting activities, including visits from the 'history man', the 'big sing' community choir and workshops to develop science, technology, engineering and mathematics knowledge. These experiences spark pupils' curiosity, build skills and develop new interests and talents. Pupils with special educational needs and/or disabilities, those who are disadvantaged and those known to social care actively participate in all aspects of school life. They feel a deep sense of belonging and pride in their school community.

Next steps

- Leaders should ensure that staff further adapt teaching and assessment to enable pupils to receive effective support and challenge to deepen their knowledge and key skills.
 - Leaders should ensure that all staff continue to develop and embed the delivery of the wider curriculum, to align it with the high-quality delivery within the core curriculums of reading, writing and mathematics.
 - Leaders should ensure that those responsible for governance review the effectiveness of their oversight to ensure they maintain up-to-date and accurate policies in line with their statutory duty.
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About this inspection

The chair of the board of governors is Emily Dimmick.

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 and other senior leaders. They also spoke to members of the governing body, including the chair of governors, a representative of the local authority and a representative of the diocese, the school office manager, special educational needs coordinator, staff, parents, carers and pupils.

The inspectors confirmed the following information about the school:

The school is a Church of England primary school within the Diocese of Worcester. The most recent section 48 inspection of the school's religious character took place in March 2018.

The school does not use alternative provision.

At the time of this inspection, the total number of pupils on roll was 78.

Headteacher: James Dennis

Lead inspector:

Stuart Clarkson, His Majesty's Inspector

Team inspector:

Darryl Asbury, 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 3 February 2026

School and pupil context

Total pupils

68

Well below 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

105

Well below 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)

13.24%

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

8.82%

Well above 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

13.24%

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	76%	61%	Above
2024/25 (revised)	88%	62%	Above
2023/24 (final)	75%	61%	Above
2022/23 (final)	71%	60%	Above

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	87%	74%	Above
2024/25 (revised)	100%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	79%	73%	Close to average

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	84%	72%	Above
2024/25 (revised)	88%	72%	Above
2023/24 (final)	81%	72%	Above
2022/23 (final)	86%	71%	Above

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	79%	73%	Close to average
2024/25 (revised)	88%	74%	Above
2023/24 (final)	81%	73%	Above
2022/23 (final)	71%	73%	Close to average

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	55%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	43%	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	64%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	57%	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	73%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	71%	58%	Above

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	55%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	43%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	55%	68%	-13 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	43%	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	64%	80%	-16 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	57%	78%	-21 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	73%	78%	-5 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	71%	77%	-6 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	55%	80%	-25 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	43%	79%	-36 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	8.0%	5.9%	Above

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 (2 term)	12.3%	13.3%	Close to average
2023/24 (3 term)	18.1%	14.6%	Close to average
2022/23 (3 term)	19.7%	16.2%	Close to average

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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