Inspection of Bredon Hill Academy

Elmley Road, Ashton-Under-Hill, Evesham, Worcestershire WR11 7SW

Inspection dates:	4 and 5 March 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Deborah West. This school is part of Worcestershire Hills 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), Dr Anthony Evans, and overseen by a board of trustees, chaired by Stephen Butcher.

Ofsted has not previously inspected Bredon Hill Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Bredon Hill Middle School to be outstanding for overall effectiveness, before it opened as Bredon Hill Academy as a result of conversion to academy status.

What is it like to attend this school?

Pupils are proud and happy to be a part of this nurturing school. They embrace the school values and high expectations. They behave impeccably and are rewarded through many initiatives. Pupils value recognition for their efforts. The school has high ambition for its pupils and most pupils achieve well. However, some pupils do not attain as well as they could in Key Stage 2 external assessments, in particular pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

The school prides itself on the excellent relationships between pupils and staff. Staff know their pupils well and pupils know who to talk to if they have any concerns. 'The hub' is an accessible space for any pupil who requires nurture. They are able to use this for short bursts throughout the day where they are given the encouragement they require. This helps pupils develop independence and resilience. One pupil summed up the views of many about this provision beautifully when they said, 'The staff are always there for us.'

Clubs and visits play a large part of school life. The school responds actively to pupils wishes, for example introducing new clubs, such as 'fossil club', which is a favourite among many. The school enhances pupils' classroom experiences with trips to the castle, theatre and residential stays. School prefects support the well-being of their peers and have helped to improve facilities across the school. All of this helps pupils to foster an active role in the school community.

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

The school has been through a period of change of late. For example, it has recently joined the trust, which has helped to uphold their high expectations. Leaders from the trust and school work together effectively. They have identified precisely the strengths and weaknesses of the school and have clear plans to improve provision further. For example, they recognise the curriculum has many strengths, but that some pupils, including those with SEND and who are disadvantaged could achieve more. Trust and school leaders have established positive relationships with staff, who feel highly regarded and appreciate the priority given to their well-being. Similarly, the school has engaged effectively with parents and carers, most of whom speak positively about the school.

Pupils study a broad range of subjects. The curriculum is ambitious and well sequenced. It takes into account pupils' prior learning and what pupils need to learn in the future. Teachers use a range of strategies to engage pupils, and most are effective. Teachers identify and revisit learning frequently. This repetition helps most pupils remember key knowledge well and they subsequently build on knowledge over time. However, there are times where staff do not use the school's approaches to teaching consistently well. When this happens, some pupils take longer to learn new concepts, because activities do not help them build on what they have learned before, particularly in mathematics.

The school works with families, staff and external agencies to ensure that pupils with SEND have their needs identified swiftly. The 'pupil passports' identify techniques to help engage pupils precisely. As a result, pupils with SEND access the learning well.

The school ensures that reading is prioritised, including by giving pupils ample opportunities to read throughout the day. Those who are still learning to sound out words, or at risk of falling behind, have their needs identified swiftly. They then are provided with useful, targeted support to catch up.

The atmosphere throughout the school is exceptionally calm and purposeful. Pupils engage extremely well in lessons and respect each other's views deeply. During social times, pupils of all ages play together beautifully, and older pupils look out for their younger peers diligently. Pupils are happy at school, and this is reflected in their very regular attendance.

Personal, social and health education is embedded deeply throughout the curriculum. Pupils learn in great detail about topics such as how to stay safe online and offline, healthy relationships and the importance of eating well. Pupils explore future aspirations through the extensive careers programme and by visiting apprenticeship providers. Pupils understand the importance of being kind and they host many fundraisers for charities close to their hearts. All of this helps pupils to be exceptionally well prepared for their next steps.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes the activities that teachers ask pupils to do are not built precisely on what pupils already know and can do. This means pupils do not retain new knowledge well enough over time, particularly in mathematics. The school should ensure staff provide precise activities that build on pupils' prior knowledge consistently, so that pupils, including those with SEND, and who are disadvantaged, achieve even better.

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	143395
Local authority	Worcestershire
Inspection number	10344107
Type of school	Middle deemed secondary
School category	Academy converter
Age range of pupils	10 to 13
Gender of pupils	Mixed
Number of pupils on the school roll	486
Appropriate authority	Board of trustees
Chair of trust	Stephen Butcher
CEO of the trust	Dr Anthony Evans
Headteacher	Deborah West
Website	www.bredon.worcs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school became part of the Worcestershire Hills Trust in June 2024.
- The school uses no alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- Bredon Hill Academy converted to become an academy in September 2016. When its predecessor school, Bredon Hill Middle School, was last inspected by Ofsted, it was judged to be outstanding for overall effectiveness.

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). 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.
- 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 carried out deep dives in these subjects: reading, English, mathematics, music and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held discussions with the headteacher, deputy headteacher, other senior leaders, the SENCO, the chair of the governing body and other governors, the chair of trustees and other trustees, the CEO.
- Inspectors spoke to parents before and after school.
- Inspectors spoke to pupils informally at break and lunchtimes.
- Inspectors reviewed and analysed responses to the staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the 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 took account of responses to the Ofsted Parent View survey and the free-text responses.

Inspection team

Sultanat Yunus, lead inspector	Ofsted Inspector
Gwen Onyon	Ofsted Inspector
Clare Considine	Ofsted Inspector

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