

# Inspection of Bredenbury Primary School

Bredenbury, Bromyard, Herefordshire HR7 4TF

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Inspection dates:	3 and 4 June 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of the school is Samantha McAtear. This school is part of the Three Counties Academies 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), Martin Farmer, and overseen by a board of trustees, chaired by Mac Henderson.

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

Bredenbury Primary is a highly inclusive school where everyone is valued. Pupils understand and follow the school's core values, which include respect, fairness and honesty. They say that these values help them to develop positively as young people. Pupils enjoy time spent with Breden, the school therapy dog, as well as looking after the many animals in school. Pupils, parents and carers, and staff commonly talk about the school as a 'family' where children are 'treated as individuals'.

The school has high expectations for pupils' academic and wider achievements. Pupils are successful in their learning. They achieve well over the time they are in school. Teachers calmly support any pupils who lose concentration and successfully help them to regain focus. During social times, pupils mix with others thoughtfully. They know who to talk to about any concerns they may have. Pupils are safe and happy here.

The school places a strong emphasis on pupils' personal development. Pupils say that they like the wide range of leadership roles. These include register monitors and members of the school council. These roles help pupils to understand how to be responsible and make decisions. Pupils regularly take part in enrichment activities including outdoor learning. This supports pupils' broader development beyond the academic.

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

The school has designed a highly ambitious curriculum for all pupils. By the end of key stage 2 most pupils achieve well, particularly in reading and mathematics. Pupils show high levels of confidence when talking about their learning and achievements. The school understands the improvements still required to develop the curriculum further. For example, the school has not fully developed its approach to writing. Some pupils do not develop a full range of writing skills by the time they leave school.

The school successfully identifies the important knowledge pupils need to succeed across subject areas. Teachers present new subject matter clearly. They use questions effectively to check that pupils know and remember previous learning. However, sometimes learning is not adapted effectively. When this happens, some pupils do not deepen their understanding of the important knowledge they need to secure as well as they could.

In all classes, including the early years, positive relationships between teachers, pupils and parents help pupils to be confident and happy. Children in the early years have an extremely strong start to their school life. They learn and play alongside Year 1 and 2 pupils in a mixed-age class. Leaders encourage children to learn more and to develop a curiosity about the world.

The school identifies and supports pupils with special educational needs and/or disabilities (SEND) well. Teachers use information well to make adaptations to meet pupils' needs. This ensures that pupils with SEND access the same ambitious curriculum.

The school has effectively developed strategies to support pupils who are not confident readers. Specialist teaching rapidly addresses weaknesses in pupils' understanding of phonics, grammar and comprehension. Alongside this, the school continues to effectively promote pupils' reading widely and often.

The school's work to help pupils improve their attendance is a strength. Pupils understand the importance of attending school regularly. Pupils demonstrate respect for each other during breaktime and lunchtime. They speak enthusiastically about the bikes and scooters they use each day. Most pupils display excellent self-control and highly positive attitudes to learning. The school is a calm and welcoming environment.

The personal, social, health and economic (PSHE) curriculum is well-designed and sequenced. Pupils learn about topics including healthy relationships and online safety. This prepares them well for the next stages of their lives. The school continues to develop pupils' knowledge of fundamental British values and to give pupils more opportunities to understand and experience a wider range of religions. Pupils take part in local sporting tournaments, as well as supporting community events in the nearby church. Pupils appreciate trips which enhance the curriculum, including the Year 6 residential, and farm and theatre visits.

All leaders, including those responsible for governance, know this school well. They understand how the local context impacts on pupils' learning and attendance. The school effectively reviews and develops all aspects of its provision, including teaching, the curriculum and pupils' well-being, with a strong focus on safeguarding. Trustees and governors support effectively and hold the school to account for the decisions taken. The school has implemented a well-thought-out professional development programme, which staff appreciate. Any changes to school policies and practice are in line with the school's commitment to support staff's workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school has not fully developed and embedded its approach to writing across all classes and year groups. As a result, some pupils do not develop a full range of writing skills and knowledge by the time they leave the school. The school should ensure that the important writing skills and knowledge are developed and embedded rapidly to support all pupils to make further progress.
- In some subjects, learning does not help pupils to build their knowledge as well as they could. When this happens, some pupils do not deepen their understanding of the important knowledge they need to secure. The school should ensure that teaching supports pupils with learning effectively in all curriculum areas.

## 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>	149323
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10378297
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	38
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mac Henderson
<b>CEO of the trust</b>	Martin Farmer
<b>Headteacher</b>	Samantha McAtear
<b>Website</b>	<a href="http://www.bredenbury.hereford.sch.uk">www.bredenbury.hereford.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined the Three Counties Academy Trust in September 2022.
- This is the school's first inspection since becoming an academy.
- The school does not use any alternative provision.

## 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 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.

- 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: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work. The inspectors also looked at the curriculum, visited lessons and reviewed pupils' work in other subjects.
- Inspectors reviewed a range of school documents. These included information about pupils' behaviour, attendance, the school's curriculum and improvement planning.
- 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 observed informal times of the day as part of their evaluation of safeguarding and pupils' behaviour. Additionally, inspectors spoke to pupils to discuss their views about school life.
- Inspectors met with the headteacher, subject leaders, teachers and pupils.
- The lead inspector met with the chair of the trust. He also met with the CEO and another trustee.
- Inspectors considered responses to Ofsted Parent View, including the free-text responses. They also took into consideration the online staff and pupil surveys.

## **Inspection team**

Stuart Clarkson, lead inspector

His Majesty's Inspector

Usha Devi

His Majesty's Inspector

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