




# Badgerbrook Primary School

**Address:** Badger Drive, LE8 6ZW

**Unique reference number (URN):** 151128

## Inspection report: 11 November 2025

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 ●

### Attendance and behaviour

Strong standard ●

The school keeps a close eye on pupils' attendance. It provides challenge and support to families when pupils do not attend as well as they should. Staff use well-considered strategies and adjustments to remove any barriers that might make pupils reluctant to come to school. For example, pupils who find the busy start to the school day overwhelming may have a short time to settle in before joining their class. Pupils attend well.

Pupils' behaviour is highly positive. In lessons, pupils willingly give their best. They concentrate on their learning and take pride in their work. Social times are full of fun. Staff are excellent role models for pupils. They make sure that pupils understand their expectations of how pupils should behave. The relationships between adults and pupils are built on respect, trust and kindness. Pupils who sometimes find it hard to manage their feelings receive sensitive and well-thought-out adjustments. As a result, pupils thrive. They help each other in their work and play. They are polite, friendly and welcoming. Pupils know that bullying is wrong. Incidences of bullying are rare. Leaders take effective action when bullying is reported.

### Inclusion

Strong standard ●

Leaders are determined that disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) will succeed. The school has effective systems in place to identify pupils' individual barriers to learning. The school responds to pupils' needs without delay. Staff get the right training to offer appropriate and well-considered support in classrooms. They understand the best ways to help pupils to learn well. Pupils who need a more specialised approach to learning receive precise support. The school makes sure that the right information is collated so staff understand and address challenges to help pupils to access the curriculum. Leaders work closely with staff to create plans that identify targets for all disadvantaged pupils and pupils with SEND. They review these plans meticulously and use what they find to plan the next steps for pupils. This information feeds into other aspects of the school's work, including promoting pupils' wellbeing and wider opportunities. This work is well embedded so that across the school, disadvantaged pupils and pupils with SEND experience success. The school is making a sustained, positive difference to the education and experiences that disadvantaged pupils have.

The school seeks and acts on the advice of a wide range of relevant external agencies. It uses pupil premium funding to support pupils effectively. Staff work closely with parents. No stone is left unturned to make sure that the right support is in place for disadvantaged pupils.

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## Expected standard

### Achievement

Expected standard 

Pupils learn well across the curriculum. Typically, they learn the skills and knowledge they need to succeed. On the whole, they are well prepared as they make the transition to each new stage of their education. This includes disadvantaged pupils, who progress well from their starting points. Largely, children in the Reception Year are ready for the challenges of Year 1. Pupils learn the phonics knowledge and early reading skills they need to access the curriculum. Pupils leave the school in Year 6 well prepared for the next stage in their education. Outcomes for pupils achieving the expected standard in national tests are above national averages. The proportion of pupils reaching the higher standard in national tests is in line with national averages. Even so, leaders ensure ongoing professional learning for staff is focused on improving outcomes for pupils so that more reach the higher standard in national tests.

### Curriculum and teaching

Expected standard 

Leaders have prioritised curriculum design. The curriculum is broad, balanced and ambitious. It sets out what pupils need to know and remember. Through the curriculum, pupils make links across subjects and consolidate their knowledge. Teachers use their understanding of pupils' starting points to plan the best ways for pupils to learn. They provide clear explanations as they introduce new learning. For example, in Year 6, staff help pupils to understand complex concepts such as how to use the active and passive voice in their writing. Teachers routinely check pupils' understanding and step in when needed. Pupils who need additional help receive appropriate support. Staff find the right balance between offering help and challenging pupils to learn independently when they can. Technology is used successfully to help pupils as they complete the tasks that teachers provide.

Leaders prioritise the teaching of reading, writing and mathematics. They make sure that pupils get the right help if they struggle to secure these key skills. Nevertheless, staff do not consistently correct the mistakes that pupils make when first learning to form letters. As a result, some pupils do not develop accurate and fluent handwriting.

### Leadership and governance

Expected standard 

Leaders have worked with determination to make significant improvements to the school. They have used a wide range of checks to identify the right areas to focus their work. They take effective action. They make deliberate and carefully considered decisions in the best interests of pupils. Leaders are role models for other staff. Their ambition to continue to improve the school and create an 'ethic of excellence' is clear.

Leaders are committed to ongoing training for staff in order to improve provision and outcomes for pupils. Staff benefit from wide-ranging professional development opportunities. They have regular time to enhance their own knowledge and skills. Staff are willing participants in the changes that leaders make to improve the school. They have confidence

in leaders' strategic decisions. They value the school's team ethos. Leaders take effective action so that staff feel valued. They ensure that staff workload is a key factor in the decisions that they make.

The trust and governors understand their responsibilities. They ask the right questions of leaders to assure themselves that the school is taking the right steps to improve. They check that the school is making a difference to the life chances of disadvantaged pupils. They demonstrate confidence and wisdom as they fulfil their roles.

A recent flood in the school building presented additional challenge for leaders. The trust, governors and parents appreciate leaders' professionalism and sense of urgency as they managed this challenging event in the life of the school. Parents and carers express high levels of trust in the school's leadership.

## Personal development and well-being

Expected standard 

The school's personal development offer provides pupils with the education and opportunities they need in order to be well prepared for life beyond primary school. The school values are woven through all areas of school life. Pupils develop their character and social skills. They learn about right and wrong. Pupils learn about fundamental British values. They understand the importance of respect for others. They know that difference should be celebrated. They can see the world from the perspective of others. There is an age-appropriate relationships and personal, social and health education programme in place. Pupils learn how to maintain positive relationships and when to ask for help if they have a worry. They learn how to stay safe, including when online. The school provides pupils with lots of opportunities to be physically active. Pupils' mental health and wellbeing are prioritised. The school steps in quickly if pupils need extra pastoral support.

Pupils benefit from a wide range of activities and events. They attend clubs, such as yoga, basketball and music. The school takes extra care to ensure that disadvantaged pupils have the chance to develop their character, talent and interests. It has reviewed the needs of disadvantaged pupils and increased opportunities for them to develop their interests and aspirations. Pupils learn the value of citizenship. They have plenty of opportunities to become young leaders in school. They make a difference in their community through their work with local charities.

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## Needs attention

### Early years

Needs attention 

Leaders have prioritised developing the curriculum in the early years. This curriculum now identifies the important knowledge and skills that children need to be ready for Year 1. The school takes the time, in partnership with parents and carers, to get to know children when they join the school. They work out their strengths, and where they need more help. The school uses this information well to adapt the curriculum accordingly. However, the school's expectations of what children can learn and do are still not high enough.

Children have plenty of opportunities to practise their early reading, writing and number skills. However, sometimes children do not form their letters accurately. This is not routinely addressed, and children continue to make the same mistakes.

Staff recognise the importance of developing children's communication skills. They use high-quality texts to help children to acquire and understand new vocabulary. Nevertheless, there are still occasions when staff do not make the most of the opportunities they have to develop children's speaking skills, extend their learning or promote independence.

Children in the early years are happy learners. The setting is a safe and positive place. Adults show high levels of care and work closely with parents. Adults support children well as they follow the routines of the school day.

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

Pupils begin the school day with smiles on their faces and excitement about what they are going to learn. They are proud of their school. They are keen to represent their school, and they take their responsibilities seriously. They are highly motivated to uphold the school's values of determination, courage, excellence and honesty.

The school has high expectations of pupils' behaviour. Staff rarely need to remind pupils to behave well. Pupils are keen to collect points to earn one of the many rewards on offer, such as the chance to sit beside a friend for the day, extra playtime or the ultimate treat of cake with the headteacher. Older pupils take great pride in the positive influence they have on the school community.

Pupils' wellbeing is central to the school's work. Leaders make sure that pupils feel happy and safe so that they attend regularly and are ready to learn. Each morning starts with an opportunity for pupils to check in and let staff know how they are feeling. Staff follow this up with any pupil who is feeling less than their best. Pupils are confident that the adults in school will give them the help they need. They feel safe. They know who to go to if they have a problem.

The school is ambitious that all pupils will succeed personally and academically. It puts in place the right help for pupils who need it. Pupils achieve well across the curriculum and in national tests at the end of key stage 2. Pupils, including disadvantaged pupils, are well prepared for each new stage in their education and life beyond primary school.

Parents and carers recognise the significant work the school has done to improve. They trust staff to care for their children and to provide them with a great education. One parent's comment was typical of many, 'The children are at the heart of all decisions made.'

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## Next steps

- Leaders should further improve the implementation of the handwriting curriculum to ensure that all pupils write fluently and accurately. They should ensure that any inaccurate letter formation is addressed swiftly and consistently.
  - Leaders should make sure that all staff have high expectations of what children in the early years can do. They should ensure that learning activities provide children with sufficient challenge.
  - Leaders should ensure that interactions with children in the early years consistently promote language development. They should ensure that staff have the skills to take every opportunity to develop children's communication skills.
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## About this inspection

The inspectors confirmed the following information about the school:

This school is part of the Discovery Schools Trust, which means that other people in the trust have responsibility for running the school. The school is overseen by the chief executive officer (CEO), Paul Stone, and overseen by a board of trustees, chaired by Shane Bray.

Inspectors carried out this inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher and other members of the senior leadership team. The lead inspector met with the CEO and the chair of governors. Inspectors spoke to pupils in lessons and at social times. Inspectors met with groups of staff and spoke to parents at the start of the school day.

The school is currently making use of one unregistered alternative provision.

Headteacher: Joanne Andrews

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### Lead inspector:

Caroline Poole, His Majesty's Inspector

### Team inspectors:

Mark Anderson, His Majesty's Inspector

Luella Dhoore, His Majesty's Inspector

Donna Chambers, His Majesty's 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 11 November 2025

## School and pupil context

### Total pupils

**405**

Above 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

**420**

Above 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)

**8.15%**

Well 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**

**2.22%**

Close to 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**

**7.90%**

Well below average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Well below 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 maths**



The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>		61%	
<b>2024/25</b>	76%	62%	Above
<b>2023/24</b>		61%	
<b>2022/23</b>		60%	

### 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
<b>Latest 3 year average</b>		74%	
<b>2024/25</b>	83%	75%	Above
<b>2023/24</b>		74%	
<b>2022/23</b>		73%	

### 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
<b>Latest 3 year average</b>		72%	
<b>2024/25</b>	81%	72%	Above
<b>2023/24</b>		72%	
<b>2022/23</b>		71%	

## Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25	83%	74%	Above
2023/24		73%	
2022/23		73%	

## 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 maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	50%	47%	Close to average
2023/24		46%	
2022/23		44%	

### 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		62%	

Year	This school	National average	Compared with national average
2024/25	83%	63%	Above
2023/24		62%	
2022/23		60%	

### 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		59%	
2024/25	67%	59%	Close to average
2023/24		58%	
2022/23		58%	

### Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	50%	61%	Close to average
2023/24		59%	
2022/23		59%	

### 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 maths**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25	50%	69%	-19 pp
2023/24		67%	
2022/23		66%	

**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		80%	
2024/25	83%	81%	3 pp
2023/24		80%	
2022/23		78%	

**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		78%	
2024/25	67%	78%	-12 pp
2023/24		78%	
2022/23		77%	

### Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	50%	81%	-31 pp
2023/24		79%	
2022/23		79%	

## 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 (1 term)	3.3%	5.1%	Below

### 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 (1 term)	5.3%	14.3%	Below

## 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 standards expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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