

Leigh and Bransford Primary School

Address: Hoopers Close, Leigh Sinton, Malvern, Malvern, Worcestershire, WR13 5DX

Unique reference number (URN): 149515

Inspection report: 6 January 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.

Expected standard

Achievement

Expected standard 

Pupils at Leigh and Bransford are well prepared for the next stages in their learning. Children perform well from their starting points in Reception classes. They read with interest and enthusiasm. Most pupils make secure progress through the reading curriculum. Across key stage 1, phonics outcomes are just above national averages. When reading to an adult, pupils read clearly, books are suitable and pupils read with growing rhythm and clarity.

Pupils are able to talk about their learning confidently. Their work books show they progress well through the curriculum. Pupils are knowledgeable, for example they explain the differences between Ancient Greeks, Anglo-Saxons and Vikings. They are well prepared to engage with the next stage in their education.

The school demonstrates positive achievement across the curriculum. At key stage 2, pupils typically achieve well in national assessments. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, access their learning effectively and generally progress well through the curriculum.

Attendance and behaviour

Expected standard 

Attendance is a strength of the school. Attendance across the school is above national averages in most areas. Pupils want to come to school and generally enjoy lessons. Persistent absence is very low and significantly better than national averages. Leaders have established clear routines that support pupils and parents in maximising attendance, including those who are disadvantaged or have other barriers to learning. Staff understand these routines.

Leaders have high expectations for attendance and the support they provide through specialist resources is suitable and impactful. Leaders have established respectful relationships with parents. Leaders support families to improve their children's attendance.

Pupils typically behave well. The school values are clear and understood by pupils. Around the school, pupils are positive and polite. However, in lessons a small number occasionally disengage from learning. Teachers support these pupils swiftly to re-focus. Pupils are positive and respectful. Behaviour is positive throughout the school. Bullying is rare and pupils explain that any problems quickly get resolved.

Staff understand policies and procedures for behaviour and follow them with care and thought. Leaders quickly tackle any form of discrimination. Pupils are positive and respectful.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is broad and balanced. It is well sequenced in all year groups. In the early years, reading is prioritised and this continues throughout the

school. Pupils develop their spoken and written knowledge over time. Foundational knowledge of reading, writing and mathematics is generally taught well.

Leaders have created training programmes to support teachers' knowledge and delivery. Teachers know what to teach and when to teach it. Teachers' subject knowledge is secure across all subjects.

Typically, leaders ensure that pupils with gaps in their knowledge are identified and are well supported to keep up. Some teachers use precise questioning and assessments to check pupils learn well. However, not all teachers use assessment strategies well enough to ensure all pupils understand concepts they are being taught. As a result, some pupils do not achieve as well as they could.

Teachers make deliberate adaptations for disadvantaged pupils, those with special educational needs and/or disabilities, those known or previously known to social care and those who face other barriers to learning. These adaptations ensure that pupils are able to access the curriculum effectively and achieve.

Early years

Expected standard 

Warm relationships pervade the early years. Children smile and busily engage in activities. Routines are clearly established. Pupils know what is expected. Caring staff look after children very well and are attentive to their needs, including those with special educational needs and/or disabilities or other barriers to their learning.

Typically, teachers deliver information clearly and children listen well. They participate and learn effectively. The curriculum is well sequenced to build knowledge progressively over time. Early reading and early mathematics is explicitly taught. Staff have designed engaging activities to address all areas of learning and children gain the necessary skills to progress through the curriculum. Typically, activities are well matched to the children's starting points. Generally, activities are enticing and engaging.

Leaders ensure that children are taught to read from the outset. Reading is a priority. Leaders accurately identify children's gaps in knowledge and address these effectively. Typically, high-quality interactions help children to learn well and develop their vocabulary.

Leaders have built effective and positive relationships with parents and other providers. This helps children to generally progress well. Children are ready for the next stage in their education and leaders' communication with year 1 staff is effective to ensure a smooth transition.

Inclusion

Expected standard 

Leaders identify pupils' needs closely when they join the school. They use a range of information to ensure pupils are supported. This includes disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known or previously known to social care. Leaders have created clear systems and processes to help support pupils. Staff use these confidently to reduce pupils' barriers to learning.

Leaders have built positive relationships with parents. Parents appreciate the work of the school. The school works effectively with external agencies to ensure that pupils get the support that they need. Interventions, including reasonable adjustments, are monitored and evaluated to ensure pupils learn effectively. Generally, staff make appropriate adaptations to lessons to support pupils with SEND to access the curriculum. As a result, pupils' barriers to learning reduce over time.

Leaders' support for disadvantaged pupils is carefully targeted. Pupils with the highest level of need access the curriculum well. They generally achieve well, and are supported to thrive in the next steps of their education.

Leaders provide a wide range of training for staff so that they are skilled to support pupils with SEND. Leaders evaluate the impact of this training. Overall, pupils benefit from the inclusive culture across the school.

Leadership and governance

Expected standard 

Leaders embody the school values of being curious, resilient and expressive with purpose and clarity. Leaders are role models for others, acting with care, thought and reflection. Staff work in the best interests of pupils to provide learning, care and safety.

Leaders have established high expectations for pupils and the pupils generally meet these expectations. Pupils typically achieve well as leaders identify the strengths and weaknesses of the school and take appropriate actions. On most occasions, these actions lead to improvements in the school. However, leaders at all levels do not always ensure staff consistently embed staff training in their daily teaching practice.

Governors and trust leaders are articulate about their vision. They provide challenge and support to the school that helps school leaders to develop. Governors get information from a range of sources and have a clear understanding of the school. They understand its context. The trust, in partnership with governors, has established clear processes and procedures to deliver their statutory duties, such as health and safety, and the equalities duty.

Staff are incredibly supportive of the school. Leaders have created a positive environment for all staff, including early career teachers. Across the school, staff work alongside other schools and external providers. They benefit from the continuing professional learning that this provides.

Personal development and wellbeing

Expected standard 

Leaders have designed a well-organised personal development programme that builds on prior learning and is age-appropriate. Leaders ensure that pupils benefit from carefully selected trips and visits. These visits enrich the curriculum and ensure that pupils widen their range of cultural experiences. Leaders track participation in the wider offer and most pupils take part in activities, such as baking. These opportunities help to develop pupils' talents and interests. Leaders actively work to reduce barriers to access, for example ensuring that pupils who are disadvantaged fully take part. This helps pupils, including those who may face barriers to their learning or wellbeing, to participate fully in a broad range of activities and experiences.

During breaktimes, pupils play and get along well together. They know how to resolve problems, and when issues arise staff support pupils effectively. As a result, pupils build positive relationships and show respect towards others. The school has effective systems in place to identify and support pupils, who are concerned or anxious. Pupils benefit from effective pastoral support. Pupils know who to speak to for support.

Leaders have planned an effective relationships and sex education and health education curriculum. Pupils know how to stay safe online and understand healthy relationships. Pupils understand and discuss fundamental British values, such as respect and democracy. For example, they develop an understanding of democracy when learning about the Ancient Greeks. Leaders engage the wider community by hosting community focused activities that build pupils' sense of belonging.

Leaders provide opportunities for all pupils to participate in competitions, including dodgeball and football, and curriculum workshops, including musical theatre and 'future medics'. All pupils are included, which helps to develop their character and sense of community.

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

Leigh and Bransford Primary school is a friendly, respectful community, where pupils can be themselves. At the start of the day, pupils and staff warmly greet each other. Pupils enjoy coming to this inclusive school and speak positively about the support and care they receive from staff. Pupils feel safe and well looked after at this school. Children in early years make an effective start to their education.

Pupils are calm and happy around the school. Pupils with special educational needs and/or disabilities are well looked after. From pupils' starting points, the school identifies barriers to learning and reduces these to ensure pupils, including those who are the most vulnerable, achieve well. Pupils who need additional support to access the curriculum effectively, receive the help that they need.

Pupils are generally attentive in lessons. Most pupils have a positive attitude to their learning and are keen to do well. On the whole, they engage well and are eager to progress through the curriculum. Pupils and staff share warm relationships across the school. Pupils are polite. They typically behave well around school. Some pupils do not always focus as well as they might in the classroom. When this happens, staff speak calmly to pupils to remind them of the high expectations.

Pupils say they make friends quickly and enjoy being with each other. Bullying is rare and any issues are dealt with quickly and effectively. Generally, pupils thrive.

Pupils attend school regularly and feel well prepared for their next step and for life in modern Britain. Pupils have many opportunities to represent the school, such as in the recent school production at the Coach House Theatre or in the school football team. Pupils develop confidence and independence, when taking part in residential visits to North Wales and on curriculum trips. Pupils improve leadership skills through jobs around the school. They contribute well to the school community.

Next steps

- Leaders should ensure that teachers routinely use assessment strategies effectively to check for pupils' understanding, address misconceptions and deepen pupils' learning.
 - Leaders should ensure that staff training is consistently embedded by staff into their daily teaching practice.
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About this inspection

This school is part of MET multi-academy 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), Dafydd Lawday, and is overseen by a board of trustees, chaired by Sharon Tilki.

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 school leaders during the inspection. Inspectors met with members of the local governing board and trust leaders, including the CEO. They held meetings with the executive headteacher, head of school, other school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

Information about the school:

The school does not use any alternative provision.

Executive Headteacher: Mr Stuart Bill

Lead inspector:

Rob Matthews, His Majesty's Inspector

Team inspectors:

Stuart Clarkson, His Majesty's Inspector

Sarah Steer, 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 6 January 2026

School and pupil context

Total pupils

181

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

210

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)

9.39%

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

3.31%

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

12.71%

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

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 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		61%	
2024/25 (revised)	56%	62%	Close to average
2023/24 (final)	70%	61%	Above
2022/23		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
Latest 3 year average		74%	
2024/25 (revised)	89%	75%	Above
2023/24 (final)	77%	74%	Close to average
2022/23		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
Latest 3 year average		72%	
2024/25 (revised)	74%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23		71%	

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		73%	
2024/25 (revised)	67%	74%	Below
2023/24 (final)	73%	73%	Close to average
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 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		46%	
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
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 (revised)	S	63%	S
2023/24 (final)	S	62%	S
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 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘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		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
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 (revised)	S	81%	S
2023/24 (final)	S	80%	S
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 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘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)	3.5%	5.2%	Below
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

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)	8.0%	13.3%	Below
2023/24 (3 term)	15.9%	14.6%	Close to average
2022/23 (3 term)	14.5%	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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