

# Inspection of The Vaynor First School

Tennyson Road, Headless Cross, Redditch, Worcestershire B97 5BL

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Inspection dates:	17 and 18 June 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Helen Colcombe. This school is part of The Endeavour Schools 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), Nicki Wright, and overseen by a board of trustees, chaired by Clare Banks.

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

The Vaynor First School has high expectations for pupils. Pupils are 'inspired to be the best they can be'. They enjoy their learning. They work hard in lessons, take pride in their work and participate very well.

Pupils behave exceptionally well. Routines are established from the early years, where children learn to work cooperatively together. Staff foster highly positive relationships between the school, its pupils and their parents and carers. Pupils are exceptionally well mannered and polite to each other and to visitors. There is a calm and orderly atmosphere in and around school. Any pupils who struggle to manage their emotions receive the help they need from caring staff who know them well. As a result, pupils feel valued, listened to and safe.

Pupils are proud of their school. They enjoy contributing to the life of the school through the leadership roles they take on. They conduct these with pride. These include being school councillors, house captains and playground leaders. Pupils have opportunities to be active citizens through fundraising for different charities. They visit the local care homes to sing carols. There is a sense of belonging in the local community.

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

The school's curriculum is broad and ambitious. Leaders have carefully considered the knowledge that pupils should learn and the order in which they will learn it from the early years to Year 4. Staff are provided with a well-thought-out programme of professional development to enhance their curriculum expertise. As a result, staff have secure subject knowledge. Pupils engage well in the curriculum and demonstrate very positive attitudes to learning. The curriculum is designed to prepare pupils for the next stage of their education. However, at times they do not fully benefit from the curriculum. This is because the school does not always make effective use of strategies to check what pupils know and can do, and to move on to new learning as soon as they are ready.

The school swiftly identifies the needs of pupils' special educational needs and/or disabilities (SEND). Staff provide support and adapt the curriculum to help these pupils achieve well.

The school prioritises the teaching of reading. Pupils read a range of high-quality literature that broadens their vocabulary and enables them to understand how language works. Children learn phonics right from the start of Reception using a well-structured programme. Expertly trained staff deliver this programme with consistency. Pupils who need additional help to learn to read benefit from high-quality and carefully targeted support. This helps them to catch up quickly with their peers.

Children in Reception benefit from a curriculum that prepares them extremely well for their future learning. Staff expertly use dialogue and questions to help children develop their language and deepen their learning. Children maintain concentration well when

exploring new learning and show an eagerness to understand the world around them. This is because highly skilled staff ensure the children use the indoor and outdoor learning spaces to successfully explore and extend their learning. Children were observed working well together developing their problem-solving skills making an outdoor office using large construction resources. Children are extremely well prepared for their learning in key stage 1.

Most pupils attend school regularly and on time. The school works well with parents to address any barriers to attendance. This work is highly effective. Pupils focus extremely well in lessons. They have the motivation to learn. Teachers' consistent use of rewards provides encouragement.

The personal, social and health education curriculum prepares pupils well for life beyond school. Pupils learn how to stay safe, including online, and develop an understanding of healthy relationships. Along with the school's values, pupils understand fundamental British values and recognise the importance of equality.

Staff are proud to work at the school. They welcome the support and consideration by leaders to manage their workload and well-being. Governors and trustees are well informed about the school's strengths and priorities. They use this knowledge to provide effective challenge and support.

## **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 does not always make effective use of strategies to check and identify what pupils know and can do. At times this prevents teachers from building upon prior learning. The school should ensure that the checks it makes on pupils' learning enable teachers to build upon what pupils know and can do and ensure pupils are supported to move onto new learning as soon as they are ready.

## **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>	137960
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10378254
<b>Type of school</b>	First
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	436
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Clare Banks
<b>CEO of the trust</b>	Nicki Wright
<b>Headteacher</b>	Helen Colcombe
<b>Website</b>	<a href="http://www.thevaynor.worcs.sch.uk">www.thevaynor.worcs.sch.uk</a>
<b>Dates of previous inspection</b>	22 and 23 January 2020, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Endeavour Schools Trust.
- The school does not use 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 and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation of 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 has taken that into account in their evaluation of the school.
- The lead inspector met with members of the trust board, the local governing board, the trust’s CEO and the trust’s school improvement director.
- During the inspection, inspectors met with the headteacher, deputy headteacher, assistant headteacher and special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and English, history 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 also discussed the curriculum in some other subjects.
- 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 scrutinised a range of documentation, including minutes from trust and governing board meetings.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils in classrooms and in the playground.
- Inspectors considered the views of pupils and staff who responded to Ofsted’s surveys.
- Inspectors considered the views of parents through the responses to Ofsted’s Parent View.

### **Inspection team**

Lynda Townsend, lead inspector	Ofsted Inspector
Anna Smith	Ofsted Inspector
Mark Cadwallader	Ofsted Inspector

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