

Inspection of Honeybourne Primary Academy

School Street, Honeybourne, Evesham, Worcestershire WR11 7PJ

Inspection dates:	25 and 26 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Rachel Evans-Cook. This school is part of Black Pear 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), Emma Pritchard, and overseen by a board of trustees, chaired by Paul Shoesmith.

What is it like to attend this school?

Honeybourne is a school where pupils enjoy their learning and form strong relationships with each other and staff. Pupils feel happy and safe in school and understand how to deal with dangers, both in the real world and online.

Pupils hold doors open for visitors, welcoming them with smiles or sign language. They understand that not everyone is the same and that differences are to be celebrated. Pupils behave well and are motivated in their learning. Children in the early years get off to a good start at school and are increasingly ready for the next stages of their education.

Pupils achieve well because the school has high expectations of them. Many learn to read and solve mathematical problems to an age-appropriate standard by the time they leave school. They are interested in their learning and show increasing resilience when faced with challenges.

Pupils learn the importance of knowing their rights and responsibilities. They recognise that respecting the planet and caring for their local environment makes them good global citizens. Pupils enjoy visits to places such as theatres and the ballet because they inspire them to try new things. They choose charities to support and raise lots of money for them.

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

There have been significant changes at Honeybourne Academy in the last few years. School leaders, supported by the trust, have worked collaboratively to implement a new curriculum. Staff have received high-quality training, ensuring they have the skills and knowledge to deliver this curriculum as intended. Staff appreciate the many opportunities they receive to work with colleagues from other schools. They feel their well-being and workload are supported well by the school and trust.

Most parents say they have seen positive changes at the school over the last few years. The school has provided many opportunities for parents to visit the school to understand how the curriculum is taught. However, a significant minority of parents report that they do not understand the school's work or feel that their concerns are addressed.

Pupils enjoy their learning. They demonstrate an in-depth understanding of the topics they study. Pupils particularly enjoy subjects such as art and history. They learn the subject-specific knowledge to help them become better at the subject. Staff check pupils' understanding well. They ask effective questions that challenge pupils to think more deeply about their learning.

Pupils develop a love of reading. They read books from a range of authors, some of whom have visited the school or who are chosen as authors of the month. Many can read fluently by the time they leave key stage 1. Those who fall behind get the extra support they need. Many pupils read at home regularly and those who need extra support read daily to members of staff.

The school is continuing to develop some aspects of the curriculum. Work to improve pupils' writing is still at an early stage. Some pupils in key stage 1 are not consistently well supported to form letters accurately or spell at an age-appropriate level. In addition, some pupils in key stage 2 are not consistently supported in applying grammar and punctuation rules correctly. This affects pupils' ability to write fluently.

Children in the early years learn to read from their first days in school. They share rhymes and listen to stories that help them understand the world around them. Children learn about things that interest them. They are motivated to learn things they have not experienced before. Children learn new words and are encouraged to use these in their play and when explaining their learning. They form strong relationships with each other and their key adults.

Pupils with special educational needs and/or disabilities (SEND) are well supported and included in all learning. The school works effectively with outside agencies to identify SEND needs early. It also employs a range of services that work with staff to adapt the school's curriculum to meet individual pupils' needs. Many children with additional SEND needs are identified early and offered support such as speech and language interventions in their first term in school. Some pupils have complex needs and require high levels of support. The trust supports the school well by providing additional resources for these pupils when needed.

Pupils' voice matters at this school, and many get the opportunity to hold leadership roles or to act as ambassadors. They visit places of worship and learn about other cultures and faiths. Pupils lead assemblies on topics such as anti-bullying and visit other schools in the trust and share ideas about how they can improve their school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils in key stage 1 are not consistently well supported to form letters accurately, spell or punctuate sentences at an age-appropriate level. Some pupils in key stage 2 are not consistently supported to apply grammar and punctuation correctly. This affects pupils' ability to write fluently. The school should ensure all pupils are supported to write to an age-appropriate standard.
- A significant minority of parents feel they do not understand the changes that have taken place at the school or that their concerns are addressed. This means that they are uncertain about the support their children receive. The school should seek ways to develop its partnership with these parents further and address their concerns.

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	139749
Local authority	Worcestershire
Inspection number	10378259
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	Board of trustees
Chair of trust	Paul Shoesmith
CEO of the trust	Emma Pritchard
Headteacher	Rachel Evans-Cook
Website	www.honeybourneprimary.org
Date of previous inspection	21 January 2020, under section 8 of the Education Act 2005.

Information about this school

- This school is part of the Black Pear Trust. It joined the trust in December 2023. There are seven other schools in this trust.
- There has been a new headteacher at this school since the last inspection.
- The school is not currently using 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 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 met with a range of leaders, including those responsible for the curriculum, teaching and learning, behaviour, attendance, personal development and safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, art and design and history. For each deep dive, the 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. The lead inspector also heard a selection of pupils read.
- 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.
- The lead inspector spoke with the trust CEO, director of school improvement and chair of the local governing board.
- The lead inspector met with the chair of the trust board and one other trustee.
- Inspectors considered the survey responses to Ofsted Parent View and the free-text comments from parents.
- Inspectors also evaluated the responses to the staff and pupil surveys.

Inspection team

Tony Bradshaw, lead inspector

His Majesty's Inspector

Steph Withington

Ofsted Inspector

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