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Mrs Lindsey Oscroft
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Dear Mrs Oscroft

Short inspection of Wellesbourne CofE Primary School

Following my visit to the school on 31 January 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You, the head of school and other leaders are committed to ensuring that pupils receive an education that is at least good. As a result, Wellesbourne CofE Primary School is a happy school where pupils behave well, work hard and achieve good outcomes.

In response to the previous inspection report, you have developed the content of the English curriculum. Teachers use reading challenges to motivate pupils to read at home and there is an expectation that all pupils will read regularly. Consequently, pupils are able to read fluently and accurately and have a good understanding of what they read. In 2017, the proportions of pupils achieving and exceeding the expected standard in reading in key stages 1 and 2 were above national averages.

In order to make them more interesting, you have reviewed the topics pupils learn about. You have also ensured that pupils have regular opportunities to write in different subjects. Teachers provide pupils with frequent feedback in lessons to help them to develop their writing skills. As a result, the quality of pupils' writing has improved. In 2017, the proportions of pupils achieving and exceeding the expected standard in key stage 1 were above national averages. In key stage 2, the proportion of pupils achieving the expected standard was in line with the national average. A higher-than-average proportion of pupils exceeded the expected standard.

The previous inspection report asked leaders to ensure that teachers set tasks at the right level for pupils' abilities and that pupils are actively engaged in their learning. Observations in lessons and work in pupils' books show that teachers generally plan work that matches pupils' abilities. However, occasionally work still lacks challenge, especially for the most able pupils.

Governors are knowledgeable about the school. They visit regularly to make rigorous checks on the school's performance and provide thorough feedback to leaders and other governors about their findings. As a result, governors have a deep understanding of the school's strengths and areas for development. They successfully hold leaders to account for how well the school is doing.

Pupils' attitudes to learning are exemplary. They are keen to do well and consequently apply themselves diligently in lessons. Pupils listen carefully to adults' instructions and explanations and settle quickly to their work. As a result, the majority of pupils make good progress in their learning and achieve well.

The school's culture and curriculum successfully promote pupils' personal development. Pupils learn about Christian and British values and reflect on their lives in modern Britain. In discussion, pupils talked enthusiastically about 'values for life' and showed a good understanding of democracy, tolerance, kindness and respect. Because of the positive culture in the school pupils flourish. They develop into confident and considerate individuals who respect one another and work and play well together.

Safeguarding is effective.

Leaders and governors have ensured that all safeguarding arrangements are fit for purpose. Staff receive regular training to ensure that they are confident in undertaking their safeguarding duties. Staff know pupils well and make effective use of the school's systems for reporting concerns about pupils' safety and welfare. Records are detailed and demonstrate that leaders take appropriate and timely action to safeguard pupils. The challenges of being on a split site and transferring pupils safely from one site to another are managed effectively.

Pupils feel safe and well cared for in school. They say that adults look after them well and can describe how staff do this; for example, by looking after pupils when they fall over, keeping the school site safe and talking to pupils when they feel sad or worried. Pupils understand the difference between bullying and 'falling out'. They say that bullying sometimes happens but that, 'Teachers handle it really well.' As a result of strong curriculum provision, pupils have an excellent understanding of how to keep themselves safe and gave the inspector many examples of this, including how to cross the road safely, the importance of wearing a cycle helmet when riding a bike, how to stay safe online and how to look after their physical and emotional health.

Inspection findings

- My first line of enquiry was to investigate whether middle-attaining pupils are making good progress in reading, writing and mathematics in key stage 2. This was because in 2017 the progress of middle-attaining pupils at the end of Year 6 was below the national average and below the progress made by all pupils in the school.
- Observations in lessons and pupils' books show that teachers plan work that matches the needs and abilities of the majority of middle-attaining pupils. As a result, this group of pupils are making the progress they should in reading, writing and mathematics. Adults routinely check pupils' learning in lessons and quickly address any misunderstandings they may have. This ongoing feedback is successful in supporting pupils to make progress. Leaders make effective use of regular pupil progress meetings to identify pupils who are not making the progress they should. Teachers swiftly put interventions into place to help these pupils to catch up.
- My second line of enquiry was to explore how effectively teachers are meeting the needs of girls in mathematics in key stage 2. This was because for two years girls' progress in mathematics at the end of Year 6 has been below boys' and below all pupils nationally.
- Leaders are aware of the differences in achievement between girls and boys. Teachers are addressing this through individual and small-group support, particularly for lower-attaining girls. All pupils, including girls, make effective use of appropriate equipment to support their learning in mathematics. Work in pupils' books demonstrates that girls and boys are making similar rates of progress. However, due to previous underachievement, a significant gap remains between the attainment of girls and boys in key stage 2.
- My third line of enquiry was to look at how effectively teachers develop the writing skills of boys. This was because in the early years, key stage 1 and key stage 2 boys consistently achieve less well than girls in writing.
- Leaders have rightly made the progress of boys in writing a priority in the school improvement plan. They have identified the reasons for the differences in achievement of boys and girls and have put strategies in place to accelerate boys' progress. These include planning more topics that appeal to the interests of boys and choosing texts to study that both boys and girls will enjoy. During the inspection, we saw boys engrossed in a range of interesting writing activities in the early years. Similarly, boys in key stages 1 and 2 were engaged in stimulating writing tasks. Work in pupils' books demonstrates that boys are making suitable progress in the development of their writing skills. However, school data shows that boys continue to make slower progress in writing than girls in some year groups. This is because monitoring activities do not yet focus sufficiently on the learning and progress of all groups of pupils, including boys and girls, to check on their progress precisely.
- My fourth line of enquiry was to find out whether leaders' actions have helped to improve attendance and reduce the proportion of pupils who are persistently absent from school. This was because pupils' absence has steadily risen from

below the national average in 2014 to just above the national average in 2017. In the same period, the proportion of persistent absentees has increased to just above the national average.

- Leaders are aware of the decline in pupils' attendance and have put strategies in place to improve this. They have successfully raised the profile of attendance with staff, parents and carers, and pupils through staff training, newsletters and regular communication with parents about their children's attendance. Senior leaders monitor pupils' attendance each month and send out letters to parents if their children's attendance is a cause for concern. Appropriate use is made of additional funding to enable some vulnerable pupils to attend before-school and after-school care in order to improve their attendance and punctuality. As a result, pupils' attendance has risen and is currently in line with the national average.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- gaps between the attainment and progress of boys and girls in writing and mathematics swiftly and consistently close
- monitoring activities focus precisely on the learning and progress of groups of pupils so that leaders can drive improvements further.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Coventry, the regional schools commissioner and the director of children's services for Warwickshire. This letter will be published on the Ofsted website.

Yours sincerely

Claire Jones

Her Majesty's Inspector

Information about the inspection

During the inspection, I met with you, the head of school and members of your senior leadership team. I met eight members of the governing body, including the vice-chair. I also held a telephone conversation with a representative from the local authority. I undertook two learning walks with you and the head of school and looked at work in pupils' books. I held a meeting with a group of pupils and talked to pupils in lessons. I also listened to a range of pupils read. I examined a range of school documentation, including information relating to pupils' attainment and progress, pupils' attendance, the school improvement plan and your self-evaluation of the school's performance. I also scrutinised a range of safeguarding documents. I spoke to parents at the start of the school day and took into account 99 responses to Parent View. I also took into account 48 responses to Ofsted's pupil questionnaire and 39 responses to Ofsted's staff questionnaire.