

# Inspection of a good school: Cubbington CofE Primary School

Church Hill, Cubbington, Leamington Spa, Warwickshire CV32 7JY

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Inspection dates:

3 and 4 November 2021

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

Pupils are very happy and feel safe here. They are proud of their school and would recommend this school to a friend. Nearly all parents and carers in the online survey agreed. One parent commented that the school 'offers a supportive, caring and safe environment'.

Leaders and staff know pupils well. They make sure that pupils are well looked after and cared for. Pupils are respectful and well mannered. They say that it is okay to be different here. Pupils say staff solve any bullying concerns quickly.

Positive and warm relationships between adults and pupils mean that pupils learn in a calm environment. Staff support pupils who need extra help to manage their behaviour extremely well.

Pupils' responsibilities are promoted across the school. Pupils enjoy the chance to be a well-being ambassador, a school councillor, a house captain or a member of the worship team.

Leaders ensure pupils are taught a wide range of subjects. However, teachers' delivery of the planned curriculum in history does not always focus on the right content. In mathematics, pupils do not develop their knowledge in depth because teaching moves from one topic to another too quickly. This is especially the case in key stage 2.

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

Leaders know their school well. They have evaluated accurately the areas of the curriculum that they need to improve and develop. All pupils, including those with special

educational needs and/or disabilities (SEND), study a broad range of subjects. However, in mathematics and history, pupils do not learn as well as they could.

Reading across the school is prioritised by leaders and well planned. Teachers know what to teach and when to teach it. Pupils learn skills effectively and become confident and fluent readers. They talk with enjoyment and enthusiasm about what they have read. A love of reading is developed through fun story times and special events, such as visiting poets. Phonics is systematically planned and delivered. Children learn phonics as soon as they start Reception. Teachers check pupils' knowledge carefully and support them well if they fall behind.

Leaders know that there is work to do to improve the teaching of mathematics. Teaching in mathematics, especially in key stage 2, jumps from one topic to another. Pupils do not have enough chances to practise or apply their mathematical knowledge. Therefore, pupils do not deepen their knowledge of new concepts as well as they might. This slows the progress that pupils make.

At times, the focus of what is being taught in history is not clear. For example, history work drifts into more of a focus on English. Therefore, pupils do not develop their subject-specific knowledge well enough.

Teachers and support staff skilfully find out what pupils know and can do. Staff adjust tasks to suit the needs of all pupils. Staff know the individual targets of pupils with SEND. They provide effective support so that pupils with SEND develop their skills well.

Children in Reception learn and play with each other happily. They are vocal and enthusiastic learners and enjoy the opportunities to learn inside and outside. Throughout the rest of the school, pupils are attentive in lessons and behave well. Classrooms are calm, and staff use positive rewards effectively. Low-level disruption is rare. Pupils move around school in a sensible and orderly fashion.

Staff are proud to work here. They appreciate the consideration that leaders have for their workload and well-being.

Leaders are rightly proud of the breadth of experiences and opportunities they offer to all pupils. Pupils talk confidently about other cultures and are knowledgeable about democracy. Pupils in the orchestra perform superbly. Pupils take part in a comprehensive range of clubs and sporting activities, such as 'Tap N Groove', netball, football, cookery, multi-sports and gymnastics. Pupils' wider development is a strength of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive up-to-date training. As a result, staff know what to do to keep children safe. They follow procedures correctly. Leaders robustly challenge other agencies to ensure appropriate action is taken.

Staff quickly identify any concerns regarding the well-being and safety of pupils. When required, leaders ensure families get the help they need from the appropriate external agencies.

Leaders ensure that the correct checks are carried out on staff before they start work at the school. However, some checks have not been recorded accurately on the single central record. These administrative errors were addressed during the inspection. This shortfall has not put children at risk.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders' oversight of safer recruitment records is not as robust as it should be. Leaders have disposed of some identification records that should have been kept. All of the correct checks have been carried out, but there have been minor errors in record-keeping. Leaders need to ensure a better oversight of pre-employment checks and staff's personnel records.
- The teaching of mathematics does not allow pupils to deepen their knowledge as well as they might, especially in key stage 2. This is because teachers move on to new learning before pupils have been able to practise and apply their learning. Leaders should ensure that the mathematics curriculum is planned so that pupils have the opportunity to apply their learning and develop their knowledge more deeply.
- In history, the learning focus of the lesson is sometimes lost. This means that some subject-specific content is diluted, and pupils do not make strong progress. Leaders need to ensure that teachers deliver curriculum plans as intended so that pupils learn and remember the right knowledge in this subject.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125660
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10205150
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dr Nick Wylie
<b>Headteacher</b>	Juliet Jones
<b>Website</b>	<a href="http://www.cubbingtonprimaryschool.co.uk">www.cubbingtonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	10 and 11 November 2016, under section 5 of the Education Act 2005

## Information about this school

- The school is a voluntary controlled Church of England school. The last section 48 inspection was carried out in November 2019. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation of the school.
- The inspector met with senior leaders, staff and pupils.
- The inspector met with governors, including the chair of the governing body.
- The school's safeguarding arrangements were reviewed. The inspector looked at relevant documentation and staff's recruitment checks, as well as scrutinising the school's systems to keep pupils safe.

- The inspector spoke with representatives of the diocese and the local authority.
- The inspector took account of 79 responses to the online survey, Ofsted Parent View, and 77 free-text responses. He considered 34 replies to the confidential staff survey. There were also 18 pupil survey responses that were reviewed.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. He spoke to senior leaders, subject leaders and class teachers about how these subjects are planned and delivered.
- The inspector visited lessons, talked to pupils about what they had learned and looked at their work. He also listened to pupils read.

### **Inspection team**

Mark Cadwallader, lead inspector

Ofsted Inspector

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