

# Inspection of a good school: Austrey CofE Primary School

St Nicholas Close, Austrey, Atherstone, Warwickshire CV9 3EQ

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Inspection date: 4 May 2023

## **Outcome**

Austrey CofE Primary School continues to be a good school.

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

This is a friendly school where everyone is welcome. Pupils typically describe their time in school as being 'happy'. They say that they feel well cared for. This sense of well-being starts from the early years, where pupils are carefully settled into school life.

Leaders set high expectations for how pupils should behave. Pupils respond by behaving exceptionally well during lessons and playtimes. They are incredibly polite and respectful.

Lunchtimes are filled with fun activities where everyone can join in, such as football coaching sessions and reading. Whole-school Christmas and Easter productions are a highlight in the school's calendar.

Pupils take their leadership roles seriously. For example, they are proud to become worship councillors who regularly lead on collective worship. School councillors recently participated in a local road safety project to improve safe parking near to school. Older pupils enjoy their responsibility of supporting younger pupils with reading and as playground buddies.

Pupils are taught a broad curriculum that is ambitious. The curriculum has been enhanced in recent years, with more emphasis placed on teaching pupils to read well. Most pupils achieve well in reading, writing and mathematics.

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

Leaders have redesigned the curriculum and have considered the important concepts and knowledge that they want pupils to learn. Most staff have the appropriate subject knowledge to teach each subject as leaders intend. In a few subjects, a small number of staff are unsure about how to deepen pupils' understanding of big concepts. Leaders are taking appropriate steps to address this. Sometimes, teachers do not consistently check that pupils have fully understood important concepts and knowledge before moving on to new learning. This can lead to gaps in pupils' knowledge.

Leaders have prioritised reading. All staff have received training in the new phonics curriculum that was introduced earlier this year. This has helped to ensure that staff teach the phonics curriculum as it is intended. Teachers assess pupils regularly to make sure that they are taught the phonics they need to know. Most pupils achieve well during these lessons. Pupils who need to catch up with their reading receive extra phonics sessions. This has a positive impact. Pupils read books that are well matched to their phonic knowledge. Parents and carers are encouraged to support reading at home. Pupils typically state that they enjoy reading, including reading for pleasure.

Teachers' identification of pupils with special educational needs and/or disabilities (SEND) has improved. Leaders work with a range of external agencies and follow the advice provided to meet the needs of pupils with SEND. However, sometimes, pupils with SEND do not benefit as much as others from the school's ambitious curriculum.

Relationships in the early years between staff and children are strong. Children are well cared for. Staff promote reading well and read stories with enthusiasm and expression. Children listen to stories intently and demonstrate that they love to learn. Children are kind to each other. They listen to adults and follow instructions. Leaders and staff plan learning that links effectively to the Year 1 curriculum.

Pupils are proud of the roles they hold in school, such as the job of a school councillor. They take these roles very seriously. Pupils are proud of the recently redeveloped wildlife area in the school grounds. School councillors have led on several projects, including organising fundraising for this project through a bake sale.

Pupils take part in a range of inclusive extra-curricular activities, including football, karate, gymnastics and craft activities. They also have the opportunity to learn to play the guitar. Year 6 pupils attend an annual residential trip with pupils from two nearby schools in preparation for joining a local secondary school. Staff plan trips linked to curriculum learning in history. For example, pupils recently visited a local castle and went to nearby Bosworth.

Governors and trustees hold leaders to account. They know the school well and care about the workload and well-being of staff. Staff feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that appropriate recruitment checks are carried out for all staff and governors. Leaders have made sure that staff have received up-to-date and appropriate safeguarding training. Staff understand what to look for that might indicate that a pupil is at risk. They promptly report their concerns, no matter how small. Staff understand that small concerns may build to a bigger picture. Leaders seek the advice of external agencies when needed, and follow this advice to ensure that pupils and their families get the support they need.

Pupils know who to talk to if they have a worry. They learn about how to stay safe online.

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

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

- In a few subjects, staff do not consistently check that all pupils have understood important concepts and knowledge before moving on to new learning. This can lead to gaps in pupils' knowledge developing in these subjects. Leaders should introduce and embed a consistent approach to checking pupils' understanding across the whole curriculum, to avoid any gaps developing in pupils' understanding.
- A small number of pupils with SEND are not as ready for the next stage in their education as they should be, due to gaps in their learning. Leaders should ensure that staff have the necessary expertise to adapt the delivery of the curriculum to meet the needs of these pupils with SEND, so that gaps in learning are addressed effectively.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

## **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](#)' 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>	140125
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10282675
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Smith
<b>Headteacher</b>	Sara Eley
<b>Website</b>	<a href="http://www.austreyceprimaryschool.co.uk">www.austreyceprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	27 and 28 February 2018, under section 5 of the Education Act 2005

## Information about this school

- Leaders work very closely with another local school within the same trust, holding leadership roles in both schools.
- One governing body exists for these schools.
- The school's last section 48 inspection was in March 2016. 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.
- Leaders do not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The lead inspector reviewed documents on the school's website, as well as published information about the school's performance.

- Inspectors held meetings with the headteacher, the special educational needs coordinator, subject leaders, governors, including the chair of the governing body, and a representative of Birmingham Diocesan Multi Academy Trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, spoke to teachers, visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils read to a familiar adult.
- The lead inspector met with the headteacher, who is the designated safeguarding leader. Pupils' case files were reviewed. The single central record of checks on staff's suitability to work with children was scrutinised.
- Inspectors met with staff to discuss their workload and the support they receive to carry out their roles.
- Inspectors spoke to pupils about how safe they feel in school and how they learn to keep themselves safe.
- The lead inspector considered the responses to Ofsted Parent View, and the staff and pupil questionnaires.

### **Inspection team**

Emma Titchener, lead inspector

His Majesty's Inspector

Sultanat Yunus

His Majesty's Inspector

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