

# Inspection of Cubbington CofE Primary School

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

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Inspection dates: 31 January and 1 February 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Cubbington CofE Primary School sits at the heart of the community. It is a happy, safe and fun place to be. Each day pupils try hard to live out the school motto of 'achieving, belonging, caring'. The school sets high expectations for pupils' behaviour. Pupils are polite and courteous. They are caring and respectful towards others. Pupils enjoy playing with their friends and taking part in sports activities led by skilled adults. They know that staff listen to and act on any worries or concerns they have.

The school sets high academic standards for all pupils. Classrooms are places where pupils are attentive and think hard. Pupils are keen and enthusiastic learners. They achieve well. Older pupils take on leadership roles such as playleaders and well-being ambassadors. They help pupils to play well together and to be kind to one another. Pupils take part in a variety of clubs on offer, including an orchestra and art and sports clubs. All this helps pupils to broaden their horizons and develop their talents and interests.

Parents are overwhelmingly positive about the school. The comment of one parent was typical of many when they said that 'pupils build effective learning habits and strive to be the best they can'.

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

The school's curriculum is ambitious for all pupils. It sets out important knowledge and skills pupils need for future success. The curriculum is carefully structured and sequenced so that learning builds on what pupils know and can do. Staff have the knowledge they need to teach the curriculum effectively. Teachers explain new ideas and concepts thoughtfully and clearly. However, some staff do not consistently check how well pupils are learning. This means that pupils do not get swift enough support to improve their work. As a result, some pupils do not make the progress they could.

The school has prioritised reading. Staff are well trained to teach reading, including phonics, effectively. Author visits, readathons, book corners and the book club all help to develop a love of reading. Reading workshops help parents to support their children when reading at home. Pupils read daily in school and learn to read with confidence and accuracy. Any pupil who falls behind in their reading receives effective support to catch up quickly.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified and assessed quickly and accurately. The school provides them with the support they need to succeed. Teachers make appropriate adaptations, additional adult support is available and suitable resources are provided. The school works with a wide range of additional agencies to ensure that pupils with SEND receive any additional specialist support they need. This helps all pupils with SEND to achieve well.

Children in the early years settle well into school life. Adults are attentive and help children learn to be independent. Children learn to take turns, share and work together. They enjoy singing songs and rhymes with dedicated adults. Children carefully express their thoughts and ideas through mark-making and craft activities. They learn early number and reading skills well. However, the curriculum does not always set out what should be learned and when it should be taught. This means that, on occasion, there is a lack of clarity on the important knowledge and skills children need for future success.

The school makes sure that pupils study a broad and balanced curriculum. Pupils learn to be responsible, respectful, and active citizens. For example, the eco-committee switches off lights when they are not needed. Pupils learn how to live a healthy, safe and active lifestyle. They are proud of their 'Safe and Active' bronze and 'Healthy living' awards. The school rules help pupils to understand right and wrong. Police visits help pupils to understand how to make safe choices when out and about. Pupils learn about democracy through the work of the Cubbington Parliament. Roles such as house captains and sports leaders help pupils to learn important teamwork and leadership skills. In addition, pupils learn about Christianity and other faiths, including Judaism and Sikhism, and the importance of celebrations such as Diwali and Chinese New Year to different cultures. All of this helps to prepare pupils for life in modern Britain.

Governors have a firm understanding of the school's work. They hold the headteacher to account for the performance of the school. Leaders are passionate and aspirational about the school's ongoing improvement. Staff are very positive about the support from leaders to manage their workload and well-being.

## **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 has not ensured that staff consistently make effective checks on pupils' learning. This means that some pupils do not get timely support to build their understanding, correct their misconceptions and improve their work. The school should ensure that all staff consistently check how well pupils are learning, particularly those who need to catch up, so that they make the progress of which they are capable.
- The curriculum in the early years is not clearly set out. This means that, sometimes, staff have to decide what it is the children should know and remember because curriculum plans do not always identify the important knowledge and skills that children will need for future success. The school should support subject leaders to enable them to have a clear understanding of learning and development in the early years.

## 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>	125660
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10240685
<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>	204
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nick Wylie
<b>Headteacher/Principal/Teacher in charge</b>	Juliet Jones
<b>Website</b>	<a href="http://www.cubbingtonprimaryschool.co.uk">www.cubbingtonprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	3 and 4 November 2021, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- The school does not provide before- or after-school provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

Inspectors also looked at samples of pupils' work and held discussions with leaders about the science and computing curriculum.

- The inspectors observed children reading to a familiar adult and reviewed reading resources.
- The inspectors reviewed a range of documentation on the school's website.
- 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 inspectors observed children's behaviour in lessons and at other times during the day.
- The inspectors held meetings with the headteacher, the assistant headteachers, the special educational needs coordinator, the designated safeguarding leader, curriculum leaders and governors. The lead inspector held telephone conversations with a representative from the local authority and a representative from the diocese.
- The inspectors took account of responses to Ofsted Parent View, pupil surveys and staff surveys.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

Janice Wood

Ofsted Inspector

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