

Inspection of a good school: Wellesbourne CofE Primary School

Mountford Close, Wellesbourne, Warwick, Warwickshire CV35 9QG

Inspection dates: 20 and 21 February 2024

Outcome

Wellesbourne CofE Primary School continues to be a good school.

The headteacher of this school is Tim Hewitt. This school is part of Fosse Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lindsey Oscroft, and overseen by a board of trustees, chaired by Michael Glover.

What is it like to attend this school?

Wellesbourne is a friendly, caring school where everyone is welcomed into the school community. Pupils demonstrate the school values of service, kindness and resilience in the way they conduct themselves and interact with each other. There is a culture of more than respect; it is one of genuinely caring for each other.

There are only three school rules and these are well-understood by all pupils. This means that pupils' behaviour is usually excellent and, if they do make the wrong choice, pupils are able to independently reflect on how to get it right next time. There are equally high expectations of pupils' learning. Pupils enjoy learning and doing their best in lessons. They enjoy reading, especially to Cooper, the therapy dog. They achieve well during their time at the school.

Pupils are excited by the new 'OPAL' activities at lunchtimes. Most pupils attend the varied clubs on offer after school. Many are in the singing group which performed at a national arena in Birmingham. Pupils like the different ways their learning is enriched through trips and visitors to the school. These have included virtual reality workshops and video calls with British and German 'soldiers' from World War Two.

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

The school has designed an ambitious and inclusive curriculum. The strong curriculum in English, mathematics and science results in good outcomes for pupils and they are well-prepared for each stage in their education.

Leaders have rightly made some changes to help pupils learn more in other subjects. Each subject's curriculum is now mapped effectively, in a way that identifies the key subject knowledge and skills pupils need to learn as they move from one year to the next.

Children benefit from high-quality learning experiences from the moment they join the school. Many of the foundations for later social and academic success are securely laid in the early years. This includes how well the school has ensured the seamless learning that takes place in each subject as children move into key stage 1.

Teachers make good use of appropriate resources and provide clear explanations to help pupils understand new learning. In mathematics, teachers provide older pupils with well-organised resources which enable them to concentrate more easily on applying their learning independently. Teachers check, regularly, that pupils have understood their learning 'in the moment', through careful questioning and the use of mini whiteboards. However, in a few subjects, some of the end-of-unit assessments that pupils complete do not assess their learning of key knowledge effectively. Sometimes the assessment tasks set do not enable pupils to apply their learning in enough depth.

The school has made reading a priority, including reading for pleasure. There is a common approach to teaching phonics and pupils apply their knowledge of sounds well when reading. The school uses many ways to support reading at home, from phonics-matched reading books and workshops, to an online reading record. The school assesses pupils' progress in learning to read and ensures that any pupil not keeping up receives timely support. There is a well-sequenced reading curriculum, but there is some variation in how well this is implemented. Not all staff have the same level of expertise and confidence when helping pupils learn to read. Leaders know this and are refining their reading strategy to ensure that all pupils quickly become confident, fluent readers.

The school's work to support pupils with special educational needs and/or disabilities (SEND) is effective. Any potential needs are expertly assessed. The pupil profiles provide clear guidance that staff follow to best meet the needs of these pupils. This clarity means that pupils with SEND benefit from a highly inclusive learning experience and achieve well.

Through the curriculum, assemblies and the many wider opportunities on offer, pupils learn about themselves and how to stay safe. They are encouraged to serve their community and make the world a better place.

The school's pastoral work is very strong, aiming to reduce any barriers pupils may be facing. This means that pupils' attendance is good and pupils manage their behaviour well. The school rarely has to use the more serious consequences of suspensions or exclusions. Several parents and carers commented on the support they and their children have received and the positive impact this has had.

School leaders, trust leaders, trustees and governors have a clear, shared vision for the school. They work well together to ensure that the school meets its responsibilities. They make decisions that are in the best interests of pupils and staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, assessments used to check pupils' learning do not match to the identified curriculum content that is intended to be learned. This means that teachers cannot always determine whether pupils can apply their knowledge and demonstrate an appropriate depth of understanding. The school should ensure that summative assessments align with the intended ambition of the curriculum.

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 second ungraded inspection since we judged the predecessor school of the same name to be good in March 2013.

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	148513
Local authority	Warwickshire
Inspection number	10294721
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	415
Appropriate authority	Board of trustees
Chair of trust	Michael Glover
CEO of the trust	Lindsey Oscroft
Headteacher	Tim Hewitt
Website	www.wellesbourneceprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Since the previous inspection, the school has joined Fosse Multi Academy Trust. There are four schools in the trust. The former executive headteacher of the school is now the chief executive officer of the trust. The former head of school is now the headteacher.
- This is a Church of England school. The school's last section 48 diocesan inspection was in October 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 has a nursery, including provision for two-year-olds.
- The school runs before- and after-school provision on site.
- The school does not make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other school leaders, the chief executive officer, trustees and local governors.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils read to a familiar adult and visited other lessons, including those in the early years.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector considered the responses to Ofsted's staff and pupil surveys. They considered the responses to Ofsted Parent View, including comments submitted via the free-text facility.

Inspection team

Nicola Beech, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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