

# Welford-on-Avon Primary School

**Address:** Headland Road, Welford-on-Avon, Stratford-upon-Avon, Warwickshire, CV37 8ER

**Unique reference number (URN):** 125528

## Inspection report: 20 January 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

Pupils achieve highly. They progress well through the curriculum. Pupils' achievement is consistently above national levels in reading, writing and mathematics, for both the expected and higher standard. It is also above national levels in the Year 1 phonics check and the Year 4 multiplication tables check. This is because leaders ensure every pupil receives the support they need. Pupils with special educational needs and/or disabilities (SEND), including those in the specially resourced provision for pupils with SEND, Cressview, make secure progress from their starting points. Disadvantaged pupils achieve higher test and assessment results than non-disadvantaged pupils nationally.

Pupils secure key knowledge in early reading, writing and calculation at the earliest possible stage. This prepares them well to access the key stage 2 curriculum. By the time they leave school, pupils have developed detailed knowledge across the range of curriculum subjects. They produce high-quality work in all areas of the curriculum.

### Inclusion

Strong standard ●

Leaders are committed to ensuring that every pupil feels they belong. Leaders have established effective systems to swiftly identify pupils' needs. They work closely with families to understand how to help pupils. As a result, pupils across the school have clear plans and strategies in place to help them succeed.

Leaders ensure that staff have the required expertise to support pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils effectively. As a result, staff are confident to implement and adapt pupils' support. Reasonable adjustments are made appropriately. This ensures that pupils' needs are effectively met within a nurturing and supportive environment. Leaders monitor the impact of this work and intervene responsively as needed.

The specially resourced provision for pupils with SEND, Cressview, provides targeted support for pupils with autism. Leaders have designed a curriculum that is tailored to their needs. As a result, Cressview pupils are accessing effective learning and wellbeing support.

Leaders spend the school's funding for disadvantaged pupils well. As a result, disadvantaged pupils are happy, feel safe and achieve well. Leaders support those known, or previously known, to social care highly effectively. These pupils benefit from a tailored provision, which uses external expertise as needed. As a result, vulnerable pupils feel a powerful sense of belonging.

Leaders use alternative provision appropriately.

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## Expected standard

### Attendance and behaviour

Expected standard 

Pupils attend well. Leaders have implemented effective systems to monitor attendance. They intervene swiftly when pupils' attendance is not high enough. Leaders' positive relationships with families mean that support is constructive and impactful. As a result, pupils' attendance across the school is high and persistent absence is low. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) generally attend well. This is because of the effective personalised support that leaders provide.

Leaders have established a calm, orderly environment that supports learning. Pupils work well together. On the small number of occasions that pupils find it hard to focus on their learning, staff manage this effectively and support pupils to understand the consequences of their actions.

Staff apply behaviour policies effectively, know the pupils well and show great care for them. As a result, pupils treat each other with respect and follow the rules. Leaders implement effective adaptations and reasonable adjustments for pupils with SEND, such as choices about how to access their learning. This helps them to integrate seamlessly with their peers. Discrimination of any form is never tolerated. Where there are issues, leaders deal with them swiftly.

### Curriculum and teaching

Expected standard 

Leaders have constructed an ambitious, well-sequenced curriculum. In some subjects, this is tailored to the context of the school. For example, pupils learn about the Great Fire of Warwick and soldiers from the local area. As a result, learning in these subjects is personal and relevant to the pupils. This is broadened through careful selection of significant figures and topics that represent the diversity of modern Britain. This helps pupils to understand the world they live in.

Leaders ensure that staff have, or are developing, the expertise they need to deliver the curriculum well. Teaching is typically effective, although at times activities are not precisely matched to learning. Where this happens, some pupils struggle to access the task, so they do not get the practice needed to embed their learning.

Leaders ensure that pupils generally receive the teaching that they need to secure key knowledge and to catch up if they have lower starting points. Reading is prominent throughout school. Phonics is taught well. As a result, pupils learn to read quickly. This is supported further by carefully planned opportunities across the curriculum to develop vocabulary and apply reading skills.

Staff adapt teaching well for pupils who have barriers to learning. This helps pupils to catch up and keep up. In the specially resourced provision for pupils with special educational needs and/or disabilities, staff provide the teaching that the pupils need to progress through their tailored curriculum.

## Early years

Expected standard 

Leaders have designed a curriculum that develops important knowledge from the earliest stage. This ensures that children quickly gain essential reading, writing and mathematical fluency. Leaders have prioritised communication and interactions. Interactions between staff and children are typically of high quality. However, at times, staff do not develop children's language through interactions as well as they could. Phonics is taught effectively. This enables children to develop reading competency quickly and confidently.

Relationships with parents and carers are excellent. This helps children settle quickly. Staff have established effective routines, which create a calm environment where children feel safe. Because the curriculum explicitly teaches children how to understand their emotions, children have positive relationships and cooperate well with one another.

Leaders identify children's needs swiftly on entry to the early years. This enables them to provide high-quality support to children with special educational needs and/or disabilities and those who may face other challenges. As a result, these children are happy, included and progressing well through the curriculum.

By the end of the early years, children are well prepared for Year 1. There is an effective transition, which ensures pupils quickly settle into Year 1.

## Leadership and governance

Expected standard 

Leaders have a well-developed understanding of the school's strengths and priorities. They have high expectations and are reflective. Most decisions lead to improvement. For example, leaders have acted upon the information from the last inspection to address the previous areas for improvement.

Governors are effective in their roles. They meaningfully engage with leaders and staff. This means that they know the school well. They support leaders, but also ensure there are appropriate checks and balances, for example through commissioning external challenge. This means there is effective strategic oversight. Governors understand their statutory duties.

Leaders always act in the best interests of pupils. They are determined to help every pupil succeed. Every pupil is valued. Leaders know pupils well, which ensures that support is personal and informed by pupils' voices. As a result, pupils, including those facing a range of barriers, are supported well and included successfully in all aspects of school life.

Leaders have established an effective professional learning programme. They draw on external providers and provide opportunities for staff to collaborate. As a result, there is a culture of continuous improvement. Early career teachers engage successfully in high-quality professional learning.

Staff, including early career teachers, say their workload is manageable and their wellbeing is supported. They appreciate leaders' work to support them. Parental partnerships are a

core part of school life. Parents and carers speak highly about the school's work. As a result, there are positive relationships across the school and the wider community.

## Personal development and wellbeing

Expected standard 

Leaders have implemented an appropriate personal development programme. This ensures that pupils develop a broad range of knowledge, although their knowledge lacks depth in some areas. This means pupils are not always able to connect their learning with life beyond school.

Pupils are generally reflective and respectful of others. They cooperate together well and are courteous. They explore ethical and moral issues, which help them to better understand those with different heritages, beliefs and backgrounds. Leaders have undertaken significant work around raising the profile of fundamental British values since the previous inspection. This has had a positive impact on pupils' understanding of them. As a result, pupils are prepared well for life in modern Britain. Pupils also engage positively with their local community. For example, the school organised a road safety campaign and it organises and leads the annual maypole festival.

Pupils access a range of opportunities, such as elective music lessons, trips that enhance the curriculum and residential visits. For example, they visit Chedworth Villa to learn about the Romans. The school also offers a range of clubs, such as art club, which pupils say they enjoy. Leaders work hard to support disadvantaged pupils and those with special educational needs and/or disabilities to access these.

Leaders have adopted an effective relationships and health education programme. Staff teach pupils about risks to safety and wellbeing, both online and offline. As a result, pupils understand healthy relationships and know how to safely navigate the online world.

Well-trained mentors deliver effective pastoral support. This is responsive and adapted effectively to meet pupils' changing needs. As a result, barriers to wellbeing are quickly reduced.

## What it's like to be a pupil at this school

Pupils are proud of their school. Their day starts with warmth and purpose as they settle quickly into their learning. Pupils enjoy lessons and work hard. Their work is consistently thoughtful and carefully crafted, reflecting clear pride in what is produced. They rise to meet the high expectations that leaders have of them. As a result, pupils achieve well. By the time they leave school, their outcomes are significantly above national averages in reading, writing and mathematics. They are well prepared for their next steps.

Pupils with special educational needs and/or disabilities (SEND) progress well from their starting points. This includes those in Cressview, the specially resourced provision for pupils with SEND. This is because leaders and staff know these pupils well. Work is matched well to pupils' needs. Where any pupil experiences challenges to their wellbeing, they access positive support, which makes a difference.

All pupils are included in school life. New pupils are enthusiastically welcomed by all and quickly settle. There are mutually respectful, warm relationships in place between pupils and staff, which ensure that the classroom is an inclusive and calm place to learn. Pupils appreciate this and generally show positive attitudes to learning. They enjoy participating in opportunities that extend the curriculum, such as trips, residential visits, clubs and leadership opportunities.

Pupils behave well across school. They are polite and courteous and warmly greet adults. They play well together. Pupils know how to stay safe online and offline. This helps to ensure that they feel safe and are safe.

Pupils are not worried about bullying. They say it is dealt with effectively. They trust staff to deal with any concerns. Because pupils enjoy school and are supported well, they attend regularly. Persistent absence is rare and leaders support those who need tailored help. Pupils have a good understanding of how to make a positive impact in modern Britain.

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## **Next steps**

- Leaders should ensure that the activities that teachers select to deliver the learning are precisely matched to the learning intention so that pupils learn the important information that has been set out in the school's curriculum.
  - Leaders should ensure that staff in early years maximise opportunities for interactions across the school day so that all children quickly develop their communication and language skills.
  - Leaders should ensure that the personal development programme embeds detailed knowledge so that pupils can more effectively connect their learning to life outside of school.
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## **About this inspection**

The chair of the board of governors in this school is Mrs Sally Yates.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher, the deputy headteacher and other leaders. They also spoke with representatives of the governing body.

The school includes a specially resourced provision for pupils with special educational needs and/or disabilities that currently provides for 11 pupils with autism and moderate learning difficulties.

The school makes use of one alternative provision that is unregistered.

Headteacher: Mrs Julie Leeman

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**Lead inspector:**

Matthew Seex, His Majesty's Inspector

**Team inspectors:**

Diana Pearce, Ofsted Inspector

Gary Richards, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

## School and pupil context

### Total pupils

**267**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**250**

Close to average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**9.29%**

Well below average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**4.49%**

Close to average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**10.49%**

Below average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Below average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

### Resourced provision

#### What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

#### Type of specialist provision (if applicable)

### ASD - Autistic Spectrum Disorder, MLD - Moderate Learning Difficulty

#### What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

### All pupils' performance

#### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	61%	Above
2024/25 (revised)	82%	62%	Above
2023/24 (final)	88%	61%	Above
2022/23 (final)	86%	60%	Above

#### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	74%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	85%	75%	Above
<b>2023/24 (final)</b>	94%	74%	Above
<b>2022/23 (final)</b>	91%	73%	Above

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	91%	72%	Above
<b>2024/25 (revised)</b>	88%	72%	Above
<b>2023/24 (final)</b>	97%	72%	Above
<b>2022/23 (final)</b>	89%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	90%	73%	Above
<b>2024/25 (revised)</b>	85%	74%	Above
<b>2023/24 (final)</b>	91%	73%	Above
<b>2022/23 (final)</b>	94%	73%	Above

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	46%	Above
2024/25 (revised)	86%	47%	Above
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	62%	Above
2024/25 (revised)	86%	63%	Above
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

## Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	59%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	86%	59%	Above
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	93%	60%	Above
<b>2024/25 (revised)</b>	86%	61%	Above
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

### **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	93%	68%	25 pp
<b>2024/25 (revised)</b>	86%	69%	16 pp
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23 (final)</b>	S	66%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	93%	80%	13 pp
<b>2024/25 (revised)</b>	86%	81%	5 pp
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23 (final)</b>	S	78%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	93%	78%	15 pp
<b>2024/25 (revised)</b>	86%	78%	7 pp
<b>2023/24 (final)</b>	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	93%	80%	13 pp
2024/25 (revised)	86%	81%	5 pp
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

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## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.9%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.0%	13.3%	Below
2023/24 (3 term)	7.4%	14.6%	Below
2022/23 (3 term)	7.3%	16.2%	Below

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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