

# Inspection of a school judged good for overall effectiveness before September 2024: Wembrook Primary School

Avenue Road, Nuneaton, Warwickshire CV11 4LU

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Inspection dates:

24 and 25 June 2025

## **Outcome**

Wembrook Primary School has taken effective action to maintain the standards identified at the previous inspection.

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

Wembrook is a very welcoming and ambitious school. Staff and pupils fully subscribe to the school's motto 'believe and achieve'. As a result, most pupils achieve high standards in reading, writing and mathematics.

Pupils' behaviour is a positive aspect of the school's work. Staff set consistently high expectations for how pupils should behave. Pupils behave incredibly well. They are polite and respectful. During lessons, pupils listen carefully and follow instructions. At playtimes, pupils of all ages play cooperatively together. Pupils are happy and safe.

Pupils benefit from exceptional personal development opportunities. These help them to develop their talents and interests. Pupils take part in a vast range of inclusive extra-curricular activities. These include yoga, gardening, football and tennis. During weekends, some pupils learn to sail and gain a qualification in this.

The curriculum is brought to life through carefully considered enrichment activities. For example, pupils visit a 'French café' to learn the names of different foods in French. They visit a gallery in London to learn about art. Pupils in Year 6 attend an annual residential visit to Paris. Disadvantaged pupils visit a university to raise educational aspirations. Pupils are well prepared for the next stage in their education.

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

The school's ambitious curriculum is based on the national curriculum. It carefully sets out the knowledge and vocabulary for each subject for pupils to learn. Important knowledge and vocabulary are carefully set out for each subject. Staff are knowledgeable. The curriculum identifies what pupils need to learn and when they need to learn it. Most of

the curriculum is implemented well. For example, in mathematics opportunities for pupils to apply their mathematical knowledge to problem-solving and reasoning helps them to apply their mathematical knowledge. This helps pupils to achieve high standards in mathematics.

Reading is prioritised. Most staff are knowledgeable and teach phonics well. Regular checks on pupils' learning are carried out and gaps in phonic knowledge are addressed successfully. If pupils fall behind, they receive the support that they need to catch up. This successfully helps most pupils to catch up. Pupils read books that closely match their phonics knowledge. The school foster a love of reading through 'Wembooks fortnight', when pupils take different books home to share with an adult. Most pupils successfully develop accuracy and fluency in reading.

Pupils are taught to hold a pencil correctly, but sometimes when they hold a pencil incorrectly this is not identified or addressed. Pupils are taught to form letters correctly, however, misconceptions are not always identified and addressed. This means that some pupils do not learn to write accurately and fluently early enough.

In the early years, children are taught in a nurturing environment. Routines are well established. Staff are knowledgeable and help to support children's learning effectively. For example, staff model speaking in sentences using a range of vocabulary. As a result, children's vocabulary develops well. Children role-play cooperatively in the mud kitchen, using utensils to make nettle soup. This helps them to develop their independence and social skills successfully.

The school quickly identifies pupils with special educational needs and/or disabilities (SEND). It carefully checks on how well pupils with SEND learn important knowledge. The school involves external agencies in a timely manner and follows advice provided. Staff expertise is well developed so that pupils with SEND are supported effectively. This helps pupils with SEND to achieve well.

The school encourages regular attendance by supporting families. It carries out appropriate checks on pupil's absence. Most pupils attend school regularly. However, the school do not make sure that some disadvantaged pupils attend school regularly enough. This means that they miss important learning too often.

The school actively encourages pupils to be responsible. Pupils value the opportunity to take on a wide range of leadership roles and responsibilities. These include school councillor, eco-warrior and playground leader. Eco-warriors promote recycling and sustainability, such as riding a bike to school. As a result, pupils develop a sense of responsibility. The school actively encourages pupils to showcase their talents and interests. Pupils learn to play instruments such as the ukulele, guitar and violin. They regularly take part in performances for the local community. Pupils learn about citizenship by raising funds for local and national charities, such as a local hospice.

Governors know their roles and responsibilities. They visit school regularly and make appropriate checks on what the school is doing well and what it needs to improve on.

Staff report that their workload is very well managed and their well-being is thoroughly supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Misconceptions in pupils' pencil grip and letter formation are not always identified and addressed. This means that some pupils do not learn to write accurately and fluently early enough. The school should ensure that staff teach pencil grip and letter formation effectively, making sure that misconceptions are identified and addressed
- The school do not make sure that some disadvantaged pupils attend school regularly enough. This means that they miss important learning too often. The school should do all that it can to increase attendance rates and reduce persistent absence of disadvantaged pupils.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in March 2020.

## 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>	130889
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10378245
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	666
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Felicity Hubbard
<b>Headteacher</b>	Simon Pearson
<b>Website</b>	<a href="http://www.wembrook.warwickshire.sch.uk">www.wembrook.warwickshire.sch.uk</a>
<b>Dates of previous inspection</b>	3 and 4 March 2020, under section 5 of the Education Act 2005

## Information about this school

- The school run a before- and after-school club.
- The school do not make use of any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, assistant headteacher, special educational needs coordinator and other leaders. The lead inspector met with a representative from Warwickshire local authority. Meetings were held with the school's curriculum leaders, teachers and support staff.

- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- Inspectors listened to pupils read to a familiar adult.
- Inspectors observed pupils' behaviour and interactions during lessons and at breaktimes and lunchtimes and spoke to pupils during the inspection.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered responses to Ofsted Parent View. This included free-text comments. Inspectors spoke to parent and carers. Inspectors also reviewed responses to Ofsted's online staff survey and responses to Ofsted's pupil survey.

### **Inspection team**

Emma Titchener, lead inspector

His Majesty's Inspector

Usha Devi

His Majesty's Inspector

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