

Inspection of Weddington Primary School

Winchester Avenue, Weddington, Nuneaton, Warwickshire CV10 0DR

Inspection dates: 11 and 12 March 2025

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?

Pupils speak about their school with enthusiasm and pride. Pupils enjoy warm and nurturing relationships with staff and feel safe and happy in their care. Pupils know that if they have any worries or concerns staff are always on hand to offer support.

Pupils access a wide range of extra-curricular clubs that hone their talents and interests, such as street dance and gardening club. Pupils also have access to many sporting clubs and competitions. The school also makes sure pupils can learn beyond the academic curriculum. For example, pupils have met their local Member of Parliament to help them understand democracy and have considered their future careers through visits from local professionals.

Pupils build their confidence and leadership skills by taking on roles such as playground buddies and digital leaders. They show care for others in their community by forming a partnership with a local charity.

Pupils, including those with special educational needs and/or disabilities (SEND), succeed in meeting the school's high expectations of behaviour and achievement. They are keen to learn, and take pride in their work. Pupils delight in sharing their successes in their weekly 'values' assemblies.

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

The school has created an ambitious, broad and balanced curriculum for pupils to study. The important knowledge and skills pupils should learn are logically set out so that teachers know what to deliver and when. High-quality training has helped staff to secure subject knowledge and deliver curriculum content with authority. Adaptations to learning, such as the use of scaffolds, prompts and learning breaks, allow pupils, including those with SEND, to achieve well.

The school has refined the curriculum in recent months. Lessons have a clear structure, and pupils can remember learning from previous lessons well. Carefully chosen resources and texts help pupils to make links in their learning. However, on some occasions staff are unsure which content to revisit or emphasise. When this happens, opportunities for pupils to deepen their understanding of key knowledge are lost.

Typically, during lessons, staff use their strong subject knowledge to make checks on what pupils know and remember. They use this information to address misunderstandings that pupils have about their learning. However, in some subjects, the information gathered is not used consistently well to adapt the next steps in learning or close gaps in pupils' knowledge.

The school prioritises reading within the curriculum. Pupils benefit from a rich range of literature that their teachers introduce them to. They enjoy reading and look forward to their daily story time. Children in the Reception Year quickly begin to learn how to use phonics to read words. They apply this new learning with enthusiasm when working out

what words to say in texts they encounter. Pupils are effectively supported by skilled staff to develop secure reading knowledge. Pupils regularly practise and embed this through reading books that contain the sounds they know. The school makes sure that there is additional support for pupils who need to catch up.

The school's approach to managing behaviour is thorough. It helps pupils to make the right choices by following the 'Weddington values'. Children in the early years learn strong behavioural routines right from the start and older pupils understand the school rules and work hard to follow them. This helps to create a calm and purposeful learning environment.

The school provides a range of experiences to support pupils' personal development. For example, pupils participate in numerous 'Weddy Graduate' days. These experiences teach pupils how to gain confidence and be curious about communities and cultures that differ from their own. Pupils have a clear understanding of fundamental British values. They are well prepared for life in modern Britain.

Staff identify pupils with SEND quickly and accurately. They have a secure knowledge of the barriers faced by pupils with SEND and provide timely and appropriate support. Staff help pupils to understand their own needs and when they may need to regulate themselves.

The school prioritises attendance. Staff build positive relationships with parents and carers, and ensure families receive the help they need to support their children's strong attendance.

The governing body is a committed and knowledgeable group. It provides effective support and challenge to school leaders and fulfils its statutory duties diligently. Governors have an accurate view of the school and have supported leaders on their journey of continuous improvement. Most staff say that leaders are mindful of their workload and well-being. They appreciate the support and training they have received. All staff are proud to be members of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment systems for some foundation subjects are not yet fully developed. In these subjects, assessment information is not being used as effectively as it could be to address gaps in pupils' knowledge and strengthen the curriculum. The school should further strengthen assessment systems, so it provides a more precise check on what pupils know and understand.

- In a small number of subjects, pupils are not given the opportunity to learn at the depth they could. This means pupils do not always connect new knowledge to what they have learned before. This limits their ability to deepen their understanding. The school should ensure that refinements to the curriculum are more firmly embedded so that pupils develop a deep range of knowledge in all subjects.

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	130895
Local authority	Warwickshire
Inspection number	10343916
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair of governing body	Gwyneth Evans
Headteacher	Mitesh Patel
Website	www.weddingtonschool.co.uk
Dates of previous inspection	2 and 3 April 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any providers of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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.

- During the inspection, inspectors met with the headteacher and the deputy headteacher. The lead inspector met with the chair of the governing body, other members of the local governing body and the local authority school adviser.
- Inspectors carried out deep dives in the following subjects: early English and mathematics, science and history. For each deep dive inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- 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' interest first.
- Throughout the inspection, inspectors met with groups of staff. There were 30 responses to the online staff survey.
- The lead inspector met some parents at the beginning of the day and paid regard to the views expressed through Ofsted Parent View. There were 73 responses to the online survey for parents.

Inspection team

Josie Leese, lead inspector	Ofsted Inspector
Mark Hinton	Ofsted Inspector
Gary Richards	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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