

Newbold and Tredington CofE Primary School

Address: Manor Farm Road, Tredington, Shipston-on-Stour, Warwickshire, CV36 4NZ

Unique reference number (URN): 149306

Inspection report: 2 December 2025

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.

Expected standard

Early years

Expected standard

Children in the early years benefit from a calm, welcoming environment where they settle quickly and enjoy learning. Staff establish routines which help children to develop independence through daily activities such as snack time. Children interact well with each other and behave well. Staff promote positive relationships and model language effectively, helping children to build confidence and social skills.

The curriculum identifies the important knowledge children need to learn. Staff provide purposeful activities that support children to develop basic skills in phonics, reading and mathematics. There is suitable focus on developing children's vocabulary and establishing correct habits, such as pencil grip and letter formation. Staff check children's understanding and use this information to plan their next steps.

Children take part in a range of experiences that support their personal, social and emotional development well. Staff provide bespoke support when needed, including for disadvantaged children and children with special educational needs and/or disabilities. This ensures children can access learning and feel secure.

While most children achieve well from their starting points, leaders recognise that expectations in some activities could be higher to accelerate progress further. Overall, the early years provision gives children a positive start and prepares them well for the next stage of education.

Personal development and wellbeing

Expected standard

The school offers a thoughtfully designed programme that appropriately supports pupils' personal growth and wellbeing. Pupils learn about healthy relationships, develop resilience and learn strategies to keep themselves safe. This begins in the early years and is revisited regularly throughout pupils' time at the school. Pupils know who trusted adults are, and develop confidence to manage risks. Assemblies promote reflection and encourage pupils to consider moral and social issues. Pupils learn how to understand and regulate their emotions. This contributes to a culture in the school which is generally positive and where pupils feel valued.

Enrichment opportunities extend pupils' experiences beyond the classroom. Educational visits, residential trips and cultural activities broaden pupils' horizons and deepen their learning. Pupils enjoy creative and sporting opportunities, including musical performances and competitions within the trust. Clubs are available to all pupils, and leaders track pupils' participation to ensure equity, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders prioritise pastoral support, which is tailored to pupils' individual needs. For example, this is successful in helping pupils to engage more fully with school life.

The school promotes fundamental British values and respect for diversity through curriculum themes and wider activities. However, some pupils find it difficult to relate these to their own lives. Careers education is developing and gives pupils an introduction to future pathways,

with plans to strengthen this further. Leaders take account of pupils' views so that they can play a role in shaping some of the decisions that the school makes about the activities on offer or wider work of the school. Pupils benefit from a rich personal development programme that nurtures their character, supports their wellbeing and prepares them for life beyond school.

Needs attention

Achievement

Needs attention 

Many pupils achieve well by the time they leave the school. However, a significant minority have gaps in their learning that hinder their progress. While attainment at the end of key stage 2 improved last year, with more pupils reaching the expected standard in reading, writing and mathematics, overall pupils' attainment in most measures remains below national averages.

Outcomes of the phonics screening check have been significantly below national figures because teaching in this area has not been consistently effective. Although disadvantaged pupils now achieve broadly in line with other disadvantaged pupils nationally, gaps in their knowledge remain when compared to national averages for all pupils. Teaching and support for pupils with special educational needs and/or disabilities is variable. Some pupils benefit from adapted work and targeted support, while others disengage when tasks are not matched well to their needs.

Overall, while many pupils are prepared for the next stage of education, too many do not secure the essential skills they need to thrive.

Attendance and behaviour

Needs attention 

Attendance is improving and persistent absence is reducing over time. However, for all pupils attendance remains below national averages. Persistent absence is high for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders have introduced a range of systems to improve attendance, but these are at an early stage, and it is too soon to determine the impact of this work. The school is working with parents and carers to better promote the importance of regular attendance and the impact of absence.

Behaviour is not consistently positive across the school. Many pupils show resilience and pride in their work, but in some lessons pupils lose focus or disrupt learning. Routines to support calm learning and positive attitudes to learning are inconsistently implemented. As a result, some pupils do not settle quickly to their work. Social times are generally positive, supported by the school's outdoor play approach. Bullying is rare and dealt with effectively. However, a small minority of pupils sometimes make unsafe choices and do not respond promptly to adult direction. Staff do not consistently apply high expectations for behaviour.

Curriculum and teaching

Needs attention 

Generally, pupils experience inconsistent teaching and learning. Where teaching is effective, pupils show resilience and pride in their work. However, too many pupils experience learning that is not matched to their needs and abilities. This hinders pupils' progress through the curriculum. Some pupils do not secure the essential skills they need in English and mathematics to equip them well for future learning.

Leaders have appropriate ambitions for the curriculum and teaching, but inconsistencies in teaching limit pupils' learning. While some lessons are well structured and enable pupils to engage enthusiastically, this is not consistent across the school. Typically, teachers do not check pupils' understanding of learning effectively, particularly in phonics. This means gaps in pupils' basic knowledge persist over time.

The curriculum is broad and includes engaging texts and topics. Leaders have introduced strategies to promote positive attitudes to learning. However, high expectations for pupils' handwriting and presentation are not applied consistently. Sometimes, teachers make suitable adaptations to learning that support pupils with special educational needs and/or disabilities to learn well. However, this is not consistent across the school and at times pupils lose concentration when tasks do not meet their needs well. Leaders' actions to address this issue are in the early stages and it is too early to see the impact.

Inclusion

Needs attention 

Many pupils join the school at different times. Leaders have effective systems to identify pupils' needs swiftly and accurately. They have a secure understanding of the needs of disadvantaged pupils and have identified approaches to reduce barriers to success. However, leaders do not check carefully enough on the impact of their approaches and adapt these to ensure that they close gaps, particularly in relation to pupils' achievement.

In some instances, staff do not make adaptations that support pupils with special educational needs and/or disabilities (SEND) and those who have other barriers to learn curriculum content. This limits these pupils' opportunities to achieve well in some areas across the curriculum.

Staff do make adaptations to resources and provision which support pupils' wellbeing and personal development. For instance, where needed, pupils are provided with additional resources. Staff enable them to successfully access wider opportunities, including enrichment activities. However, the extent to which some pupils benefit from this provision is limited by their absence from school.

Staff provide a caring environment where pupils, including those with SEND and disadvantaged pupils, settle in quickly and are supported to feel safe and happy at school.

Leadership and governance

Needs attention 

Leaders have identified many of the right priorities for improvement and set out plans to address them, but progress has been too slow. Weaknesses in phonics, reading, writing and

mathematics have not been tackled with sufficient urgency. Leaders recognise the importance of securing strong foundations for pupils' learning, yet actions to improve teaching and outcomes have not had the intended impact. Attendance remains below national averages, and strategies to reduce persistent absence have not been consistently effective.

Staff feel valued and appreciate leaders' efforts to manage workload and wellbeing. Opportunities for staff to develop their professional learning and expertise are available, and leaders have introduced training to strengthen teaching and inclusion. However, effective support for pupils with special educational needs and/or disabilities is not yet embedded across the school.

Trustees and governors understand their statutory responsibilities and are committed to improvement. They provide challenge in meetings and have introduced new monitoring systems, but these are at an early stage and do not yet give a clear picture of the impact of leaders' work. Those responsible for governance recognise the need to sharpen their focus on the most significant barriers to pupils' achievement, attendance and behaviour, and ensure that improvement actions lead to sustained and measurable change. Leaders and governors share a clear ambition for the school, but they must act with greater urgency to deliver it.

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

Pupils benefit from a school that is welcoming, where staff know them well and care about their individual needs. Leaders work hard to create a nurturing environment where pupils feel they belong. Pupils who are new to the school and those with special educational needs and/or disabilities are supported to settle quickly into school life. Most pupils enjoy coming to school and value the opportunities to learn and take part in activities with their friends.

Relationships between pupils and staff are generally positive. Pupils say they feel safe and know who to go to if they have worries. They learn how to keep themselves safe, including online, through assemblies and the curriculum. Bullying is rare and dealt with effectively when it occurs. Staff understand their safeguarding responsibilities well, so pupils are confident that adults will help them if needed.

Some pupils show resilience and pride in their work. Staff support them with strategies that promote positive attitudes. However, behaviour and attitudes to learning vary across the school. Leaders set clear expectations for learning, but staff do not apply these consistently. In some lessons, pupils lose focus or disrupt learning. A significant minority of pupils have gaps in their learning, particularly in phonics, which affects their readiness for the next stage of education. Attendance has improved recently but remains below national averages, especially for disadvantaged pupils and those with special educational needs and/or disabilities.

Pupils enjoy the wider opportunities the school provides. They take part in trips, sporting clubs and creative activities that broaden their experiences. They talk confidently about what makes a healthy relationship. Pupils learn about British values and life beyond school, although some pupils struggle to recall these concepts clearly. Pupils enjoy taking part in

extra-curricular music, art and sports. They appreciate the sense of community these experiences bring.

Next steps

- Leaders should take appropriate action to improve the achievement of all pupils in reading, writing and mathematics to ensure they are ready for the next stage of their education.
 - Leaders should support staff to use inclusive practices effectively and that these are monitored closely for impact to reduce barriers to learning and wellbeing so that disadvantaged pupils and pupils with special educational needs and/or disabilities can achieve their best.
 - Leaders should ensure that the teaching of phonics, reading, writing and mathematics is consistently effective so that pupils secure the foundational reading, writing and mathematical skills needed for future learning.
 - Leaders should check carefully that actions to improve attendance are effective, and improve attendance particularly for disadvantaged pupils and those with special educational needs and/or disabilities.
 - Leaders should raise expectations for pupils' behaviour and provide staff with the training and support needed to reduce low-level disruption in lessons and keep pupils constantly engaged with their learning.
 - Leaders should more closely monitor the impact of their approaches to gain a precise understanding of what is working well, and where they should adapt approaches to improve the school and ensure the best possible outcomes and experiences for pupils.
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About this inspection

This school is part of the 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, David Briggs, and overseen by a board of trustees, chaired by Dr Michael Glover.

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.

Inspectors spoke with school leaders, including the headteacher and other leaders. They also spoke with representatives of the trust, including trust leaders, trustees and members of the local governing body, during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school is part of the Diocese of Coventry. The last section 48 inspection, for schools of a religious character, took place in May 2023. The next inspection will be within 5 years of the last section 48 inspection.

The school does not currently use alternative provision.

Samantha Welsby: Headteacher

Lead inspector:

Matt Fletcher, His Majesty's Inspector

Team inspector:

Catherine Young, His Majesty's 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 2 December 2025

School and pupil context

Total pupils

80

Well below 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

105

Well below 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)

48.61%

Well above 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

11.25%

Well above 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

22.50%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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		61%	
2024/25 (revised)	60%	62%	Close to average
2023/24 (final)	39%	61%	Below
2022/23		60%	

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		74%	
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	50%	74%	Below
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	80%	72%	Above
2023/24 (final)	61%	72%	Below
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	60%	74%	Below
2023/24 (final)	44%	73%	Below
2022/23		73%	

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		46%	
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

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

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

‘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.

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

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

‘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.

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 (1 term)	12.4%	5.1%	Above
2023/24 (3 term)	10.9%	5.5%	Above
2022/23 (3 term)	9.4%	5.9%	Above

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 (1 term)	28.8%	14.3%	Above
2023/24 (3 term)	33.3%	14.6%	Above
2022/23 (3 term)	24.4%	16.2%	Above

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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