

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

Coventry Road, Fillongley, Coventry, West Midlands CV7 8ET

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Inspection date:

21 January 2025

## **Outcome**

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

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

The values behind 'The Bournebrook Way' permeate all aspects of school life. Pupils know that developing these values will help them to be more successful in the future. There is a palpable sense of kindness and respect behind the interactions between pupils and staff.

Pupils enjoy going to school. They feel safe and use their 'network hand' to identify the adults they can talk to if they have any concerns. They like learning and are attentive in lessons. When the teacher is focusing on pupils from the other year group, pupils work well independently. They achieve well.

Social times are joyful. Pupils of different ages play together and enjoy each other's company. They manage themselves well as they move around the school. This is because the school establishes high expectations of pupils' behaviour from Nursery onwards. Consistent routines help pupils to know what to do and when.

Pupils value the many opportunities they have to be actively involved in school life. These include as librarians leading a book club, being school councillors and acting as 'buddies' for younger pupils. Many make the most of the interesting range of clubs on offer, including cheerleading, 'glow in the dark dodgeball' and choir.

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

The school has made improvements to the curriculum since the previous inspection. Its design enables pupils to learn key knowledge and develop skills to an age-appropriate level within their mixed-age classes. The curriculum is enriched through cultural trips and visitors. These recently included an author visit and a trip to a fort when studying the Romans in history. Within the curriculum, there is a high focus on the development of

spoken language and learning new vocabulary from the early years onwards. Pupils generally achieve well in the end of key stage 2 tests and leave the school with the secure foundations they need for success as they move into secondary education.

The curriculum is typically implemented well. Staff manage the different starting points of their mixed-age classes well. They help the older pupils in their class to build on their previous learning. Teachers' subject knowledge is strong, helped by useful curriculum resources and the professional development they receive. This means teachers provide clear explanations to pupils, especially when modelling processes and thinking. However, there are some aspects that are not of a consistently high standard. For example, the ways that staff check pupils have understood their learning 'in the moment' vary in effectiveness. Staff do not always offer the precise support a pupil needs when struggling with their learning. On occasions, the feedback that pupils receive does not help them to understand how they can improve.

Pupils learn that 'reading is magic'. The school fosters a love of reading from when children start in Nursery. Pupils are surrounded by books and enjoy spending time in the library and reading café. The school's chosen phonics scheme is delivered well. There is a focus on ensuring that all pupils are able to read at an age-appropriate level. Any pupils who need support with phonics or reading fluency are promptly identified and receive timely, effective intervention.

The school is rightly proud of its inclusive, values-driven ethos. Pupils with special educational needs and/or disabilities (SEND) have their needs identified carefully and staff are provided with clear strategies to support their learning and development. There is a range of additional support in place for some of these pupils, including the 'maple' provision, which helps them to achieve well. The school's work to support pupils with managing their behaviour is very strong. The restorative approach taken when pupils make the wrong choice helps them to do better next time.

Almost all pupils attend well and make the most of all that the school offers. Overall attendance is in line with national averages. When needed, the school works closely with pupils and their families to improve attendance and to help pupils miss less learning.

Pupils' character development is a strength of the school. 'The Bournebrook Way', assemblies and personal, social and health education lessons are interwoven thoughtfully. This means pupils acquire a deep understanding of themselves and their role within the wider world. Combined with the school's focus on language and vocabulary, pupils are enabled to be confident and articulate young people with high aspirations for their future.

Staff know that the school cares about their workload and well-being too. Leaders and governors work with an unswerving focus on improving the quality of education pupils receive at Bournebrook. This is a school that cares for all.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- There is some inconsistency in how well staff check that pupils have understood their learning and are able to apply the key skills that have been identified within the intended curriculum. Sometimes gaps in learning or misconceptions are not addressed promptly enough. Sometimes the feedback given does not help pupils to improve their work or deepen their understanding. The school should ensure that staff are confident in checking how well pupils have learned the key knowledge and are able to apply the important subject skills at the intended age-appropriate level.

## 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 November 2019.

## 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>	130881
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10366638
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The local authority
<b>Chair of governing body</b>	Tirth Bains
<b>Headteacher</b>	Nicola Smith
<b>Website</b>	<a href="http://www.bournebrook.co.uk">www.bournebrook.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 November 2019, under section 5 of the Education Act 2005

## Information about this school

- The headteacher took up the role in September 2022.
- The chair of the governing body was elected to the post in October 2022.
- This is a Church of England school within the Diocese of Coventry. Its last section 48 inspection was in October 2017. Section 48 inspections were paused during the COVID-19 pandemic. The school will receive its next section 48 inspection within eight years of the previous inspection.
- The school does not currently 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 visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher, the senior teacher, the SEND coordinator and other staff. They also met with the chair of the local governing body and other governors, as well as speaking to representatives of the local authority and diocese.
- To evaluate the effectiveness of safeguarding, the 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 key documentation, including the school improvement plan and records of governing board meetings.
- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors met with school leaders to discuss and review how they respond to behaviour incidents and pupils' attendance.
- Inspectors considered the responses to Ofsted's online staff survey. They considered the online survey, Ofsted Parent View, including parents' free-text comments, and spoke to some parents in person.

### **Inspection team**

Nicola Beech, lead inspector

His Majesty's Inspector

Darryl Asbury

Ofsted Inspector

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