

Quinton Primary School

Address: Lower Quinton, Stratford-upon-Avon, Warwickshire, CV37 8SA

Unique reference number (URN): 125519

Inspection report: 15 September 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 ●

Attendance and behaviour

Strong standard ●

Leaders take effective action to support pupils and families to improve attendance. They monitor attendance closely, identify concerns quickly and work proactively with families to remove barriers to regular attendance. Tailored support, highly effective pastoral care and effective partnerships with external agencies help pupils attend school more consistently. As a result, overall attendance has improved significantly and is now in line with national averages. Persistent absence has reduced substantially, including for disadvantaged pupils. Attendance for pupils with special educational needs and/or disabilities is also high. Breakfast provision, pastoral support and targeted interventions encourage pupils to attend regularly and to benefit from the full curriculum.

Pupils conduct themselves well in lessons and around the school. They are polite, courteous and respectful towards others. Staff establish positive relationships with pupils and maintain high expectations consistently. This creates a calm, orderly and purposeful environment. Pupils demonstrate highly positive attitudes to learning and engage fully in classroom activities. They work cooperatively with others and show pride in their achievements and their school community. Bullying and discriminatory incidents are very rare. When concerns arise, leaders deal with them promptly and effectively. As a result, pupils feel safe, behave responsibly and contribute positively to the school's welcoming and inclusive culture.

Early years

Strong standard ●

Children in the early years benefit from a nurturing, stimulating and well-organised environment. Leaders have a clear understanding of effective early years practice and ensure that provision meets children's developmental needs well. As a result, children make a highly positive start to their education.

Staff build positive relationships with children and their families from the outset. Children settle quickly and feel safe, happy and confident in the setting. Effective partnerships with parents and carers help staff understand children's needs and support learning effectively both in school and at home.

The curriculum is carefully sequenced and helps children build knowledge and skills progressively across all areas of learning. Staff demonstrate a deep understanding of child development and use skilful interactions, questioning and modelling to extend learning. Communication and language development are prioritised throughout the provision.

Children listen carefully, engage enthusiastically in activities and interact positively with adults and their peers. In Reception, children develop secure foundations in early reading, phonics and mathematics. Opportunities to practise and apply learning help children gain confidence and deepen understanding. In Nursery, children explore, play and develop independence in a thoughtfully designed environment.

Children demonstrate curiosity, resilience and positive learning behaviours. They achieve well from their starting points and develop the knowledge, skills and confidence they need for future learning.

Inclusion

Strong standard ●

Inclusion is a significant strength of the school. Leaders create a culture where every pupil feels valued, supported and able to succeed. They identify needs accurately and work closely with parents, carers and external professionals to ensure that pupils receive the right support at the right time.

Leaders and staff reduce barriers to learning and wellbeing very effectively. Pupils with special educational needs and/or disabilities (SEND) benefit from carefully planned support that enables them to participate fully in lessons and wider school life. Staff use a stepped approach to identify needs, plan support and review its impact. As a result, pupils with SEND make positive progress and access the same opportunities as their peers.

Leaders monitor interventions carefully and use information about pupils' progress and wellbeing to refine support where needed. Provision includes targeted academic support, pastoral guidance, speech and language programmes, learning mentor support and work with external specialists. These interventions help pupils build confidence, improve wellbeing and engage successfully in learning.

Staff receive regular training and guidance, enabling them to adapt learning effectively and meet pupils' needs consistently well. Leaders ensure that pupil premium funding is used thoughtfully to improve outcomes for disadvantaged pupils and widen opportunities. As a result, disadvantaged pupils, pupils with SEND and those facing additional challenges achieve well, feel included and benefit fully from all that the school offers.

Leadership and governance

Strong standard ●

Leaders at all levels contribute significantly to the school's continued success. Leaders have a clear understanding of the school's strengths and priorities. They know the community well and maintain a clear focus on ensuring that every pupil receives a high-quality education in a caring and inclusive environment.

Leaders swiftly identify priorities and monitor the impact of their work. They respond quickly when improvements are needed and implement changes thoughtfully. For example, leaders recognise that mathematics requires further development and have already begun to strengthen provision in this area.

Leaders promote inclusion successfully. They ensure that pupils with special educational needs and/or disabilities and disadvantaged pupils receive appropriate support and access the full range of opportunities available. Leaders' actions help remove barriers to learning and support positive outcomes for all pupils.

Staff value the support they receive from leaders. Professional development is closely aligned to school priorities and helps staff improve their practice. Leaders also consider staff wellbeing and foster a culture of collaboration, trust and shared responsibility.

Governors are highly skilled and fulfil their duties effectively. They know the school well through regular visits, meetings with leaders, discussions with staff and pupils and careful review of performance information. Governors provide both support and challenge and hold leaders to account for important aspects of the school's work, including achievement, attendance, inclusion and safeguarding. Together, leaders and governors share a clear vision for ongoing improvement and work effectively to secure the best possible outcomes for pupils.

Personal development and wellbeing

Strong standard 

Leaders provide a rich and carefully planned programme that helps pupils become confident, responsible and respectful individuals. The school's values of aspiration, bravery and compassion underpin many aspects of school life and are reflected clearly in pupils' attitudes and actions.

Pupils learn about a wide range of important themes that prepare them for life beyond school. Through relationships and sex education and health education, assemblies, themed events and the wider curriculum, pupils learn about healthy relationships, personal safety, physical and mental health, diversity, equality and respect. Staff deliver this learning confidently and respond thoughtfully to pupils' questions, helping them develop a secure understanding of these areas.

The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils learn about different faiths, cultures and communities and show respect for people whose experiences may differ from their own. They understand fundamental British values, explain these concepts confidently and understand how they apply to everyday life.

Leadership opportunities play an important role in pupils' development. Pupils take on roles such as reading buddies, librarians, school councillors, ambassadors and head pupils. They take these responsibilities seriously and contribute positively to school improvement. Through the school council, pupils influence decisions and support projects that benefit the wider school community.

Leaders also provide a wide range of enrichment opportunities. Clubs, extensive music activities, educational visits, sporting events, charitable work and community projects broaden pupils' experiences and help them develop new interests and talents. Pupils value these opportunities and participate enthusiastically.

Highly effective pastoral support ensures that all pupils, including pupils with special educational needs and/or disabilities and other disadvantaged pupils, access the support and opportunities they need. As a result, pupils develop confidence, resilience and self-belief. They understand how to stay safe, make informed choices and contribute positively to society. Pupils leave the school as well-rounded young people who are prepared very well for their future lives.

Expected standard

Achievement

Expected standard

Most pupils make positive progress through the curriculum and develop secure knowledge and skills across a range of subjects. Strengths are evident in reading, writing and phonics. Pupils develop their foundational skills, recall previous learning successfully and apply their knowledge in different contexts.

Leaders maintain high expectations and provide effective support for pupils who need additional help. Catch-up programmes and targeted interventions help pupils address gaps in learning and remain engaged with the curriculum. Pupils with special educational needs and/or disabilities access learning successfully and make positive progress from their starting points.

Published outcomes in the end of key stage 2 national tests show some variation between cohorts. Leaders understand the factors that contribute to this. Overall, pupils generally achieve well and are prepared appropriately for the next stage of education. Mathematics remains the main area of focus. Some pupils continue to make repeated errors because misconceptions are not always identified and addressed quickly enough. At times, this limits the progress that pupils make.

Curriculum and teaching

Expected standard

Leaders provide a broad, ambitious and well-sequenced curriculum that helps pupils develop knowledge and skills across a wide range of subjects. Learning builds logically over time, enabling pupils to remember important knowledge and apply it successfully to new learning. Leaders have a clear understanding of curriculum strengths and continue to review provision to ensure it meets pupils' needs.

Teachers demonstrate secure subject knowledge and establish positive classroom routines. Staff promote vocabulary, reading, writing and mathematical understanding effectively. Across the wider curriculum, pupils develop secure subject knowledge and produce work of a good quality.

Teachers adapt learning appropriately for different groups of pupils, including pupils with special educational needs and/or disabilities. Carefully planned support enables these pupils to access the full curriculum alongside their peers. Additional interventions help pupils strengthen key knowledge and skills without reducing access to wider learning experiences.

Teaching is generally effective across the school. In English and the wider curriculum, pupils apply learning successfully and demonstrate secure understanding. Pupils benefit from specialist teaching in wider subjects, and this helps them develop secure knowledge over time. However, teachers do not always use assessment consistently enough in mathematics to identify and address misconceptions as soon as they arise.

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

Pupils enjoy attending this welcoming, inclusive and caring school. They attend regularly and receive effective support to overcome any barriers to attendance. Positive relationships between staff and pupils create a calm environment where pupils learn well and develop confidence. Staff know pupils and their families very well, which helps pupils to feel safe, valued and respected.

Pupils take pride in their work and speak positively about their school. Most pupils achieve well and develop secure knowledge and skills across the curriculum. They enjoy reading, participate fully in lessons and show enthusiasm for learning. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face additional challenges receive tailored support that helps them succeed both academically and personally. As a result, all pupils can participate fully in school life.

Pupils' behaviour is a real strength of the school. They are polite, respectful and considerate towards others. They understand and follow the school's expectations well. Classrooms are calm and purposeful, allowing pupils to focus on learning. Pupils say that bullying is rare and trust adults to deal with concerns quickly and effectively.

Pupils benefit from a broad range of learning experiences and wider opportunities. They take part in leadership, enrichment and community activities, including roles such as school councillors, reading buddies and ambassadors. These opportunities help pupils develop confidence, responsibility and leadership skills.

Children in the early years get off to a highly positive start. They settle quickly, enjoy learning and develop independence through carefully planned activities and high-quality interactions with adults. Pupils leave the school as confident, respectful and responsible young people who are well prepared for the next stage of their education.

Next steps

- Leaders should ensure that teachers use assessment consistently and effectively in mathematics to identify and address misconceptions and gaps in learning before pupils move on to new content, so that knowledge is secure and pupils' achievement improves.

About this inspection

The chair of the board of governors in this school is Trevor Davies.

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.

This inspection took place on 15 and 16 September 2026.

Inspectors spoke with the headteacher and other senior leaders. They spoke with representatives from the governing board and local authority. They also spoke with pupils, staff and parents.

The inspectors confirmed the following information about the school:
The school currently uses no alternative provision.
The school runs a breakfast club.

Headteacher: Charlotte Hopkins

Lead inspector:

Catherine Young, His Majesty's Inspector

Team inspectors:

Gill Turner, Ofsted Inspector

Sara Arkle, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

225

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: 268

School capacity

240

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)

21.50%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

3.11%

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: 4.1%

Pupils with special educational needs (SEN) support

16.89%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	62%	61%	Close to average
2024/25 (final)	53%	62%	Below
2023/24 (final)	71%	61%	Above
2022/23 (final)	63%	60%	Close to average

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	77%	74%	Close to average
2024/25 (final)	74%	75%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	78%	73%	Close to average

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	73%	72%	Close to average
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

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%	73%	Close to average
2024/25 (final)	68%	74%	Close to average
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	78%	73%	Close to average

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	33%	46%	Below
2024/25 (final)	22%	47%	Below
2023/24 (final)	S	46%	S
2022/23 (final)	43%	44%	Close to average

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	57%	62%	Close to average
2024/25 (final)	44%	63%	Below
2023/24 (final)	S	62%	S
2022/23 (final)	71%	60%	Close to average

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	33%	59%	Below
2024/25 (final)	22%	59%	Below
2023/24 (final)	S	58%	S

Year	This school	National average	Compared with national average
2022/23 (final)	43%	58%	Below

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	43%	60%	Below
2024/25 (final)	33%	61%	Below
2023/24 (final)	S	59%	S
2022/23 (final)	43%	59%	Below

‘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	33%	68%	-34 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	22%	69%	-47 pp
2023/24 (final)	S	67%	S
2022/23 (final)	43%	66%	-23 pp

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	57%	80%	-22 pp
2024/25 (final)	44%	81%	-36 pp
2023/24 (final)	S	80%	S
2022/23 (final)	71%	78%	-7 pp

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	33%	78%	-44 pp
2024/25 (final)	22%	78%	-56 pp
2023/24 (final)	S	78%	S
2022/23 (final)	43%	77%	-35 pp

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	43%	80%	-37 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	S	79%	S
2022/23 (final)	43%	79%	-36 pp

‘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 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	7.6%	5.5%	Above
2022/23 (3 term)	6.7%	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 (3 term)	16.3%	13.0%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	20.7%	14.6%	Above
2022/23 (3 term)	21.5%	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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