



## Fosse Multi Academy Trust

Mountford Close, Wellesbourne, Warwick CV35 9QG Tel: 01789 840311

Email: [adminfosse@welearn365.com](mailto:adminfosse@welearn365.com) website: [www.fossemat.org.uk](http://www.fossemat.org.uk)

CEO: Mr David Briggs

### Dear Parents and Carers,

I am writing to share the outcome of our recent Ofsted inspection and to explain how the new inspection framework shaped both the process and the judgements we received.

### Understanding the new Ofsted framework

Ofsted's renewed framework represents a significant shift in how schools are evaluated. Under this model, a school must meet **every criterion in every section** of the framework in order to be judged as meeting the expected standard. This means that even where a school demonstrates strong practice in many areas, a single area that does not fully meet the expected criteria can prevent the school from achieving an overall "expected" judgement.

As you will see we have in our report areas identified as needing attention, meaning that we did not meet all of the criteria in each section, in some instances we missed the expected judgement by one criteria not being met, particularly if this was a data driven criteria. The inspection framework does make judgements based on historical data over the past three years.

For small primary schools like Newbold and Tredington, this presents particular challenges. With very small cohorts, a handful of pupils can dramatically affect published outcomes. The report itself notes that "*many pupils join the school at different times*" and that leaders have "*a secure understanding of the needs of disadvantaged pupils*", but the impact of this work is not always visible in headline data.

### Our school's performance in context

Despite these challenges, there is much in the report that reflects the strengths of our school community. Inspectors recognised the strong safeguarding culture, stating that "*pupils are made safe and feel safe*" and that staff create "*a calm, welcoming environment where children settle quickly and enjoy learning.*"

However, the framework places heavy emphasis on data outcomes, and our context means these figures can fluctuate sharply. For example, phonics outcomes in Year 1 were highlighted as an area of concern, with the report noting that results have been "*significantly below national figures because teaching in this area has not been consistently effective.*" In a cohort of only a few children, even one or two pupils not meeting the expected standard can move the school far below national averages. Last year in a cohort of seven Year 1 children, significant barriers prevented children meeting the phonics pass, however the progress made by these children was impressive. Progress is not evidenced within the outcome data.

Attendance is another area where small numbers have a large impact. The report states that attendance remains below national averages and that persistent absence is particularly high

for disadvantaged pupils and those with SEND. We continue to work closely with families to address this. We have worked tirelessly to improve attendance over the last few years, in 2023 persistent absence stood at 33.3%, this has reduced dramatically to what is now 18% although 3% above national the trend is extremely positive. Likewise with attendance for all pupils, as a school, we are currently at 93.6% with the national average currently being 95%. We are proud of the achievements made with attendance and the positive work being carried out with families.

Please also note that the data at the back of the report for disadvantaged pupils is not reported as the group is considered small. Last year 2024/25 our disadvantaged pupils in Y6 achieved above national figures in reading, writing and maths.

## **Our experience of the inspection**

While we fully accept the importance of accountability and continuous improvement, we were not satisfied with aspects of the new inspection process. We felt that the inspection team did not always demonstrate empathy for the unique challenges faced by a small rural school with high levels of mobility, disadvantage and SEND. Although the report acknowledges many strengths, we do not feel that the broader context of our community and the significant progress pupils make from their varied starting point was fully considered.

Please note that although we have raised errors within the report with Ofsted, there is some data still incorrect. The total number of pupils on role as of December 2025 was 64 not 80. The percentage of children with an EHCP at the school is 18.75% not 11.25%.

## **Recognising the positives**

It is important to highlight the many strengths identified:

- Early years is a strength, with children benefiting from “*a calm, welcoming environment*” and purposeful learning.
- Personal development is strong, with pupils benefiting from “*a rich personal development programme that nurtures their character.*”
- There is a varied programme of enrichment, trips and clubs.
- There is good pastoral care.
- Teachers provide effective teaching about healthy relationships and safety
- Relationships between staff and pupils are positive, and pupils feel safe and cared for.
- **Key stage 2 outcomes improved significantly last year**, with 60% of pupils reaching the expected standard in reading, writing and mathematics—close to the national average of 62%. The report states, “*many pupils achieve well by the time they leave the school.*”
- Staff provide a nurturing environment where pupils, including those with SEND, “*children settle in quickly and are supported to feel safe and happy at school.*”
- Leaders creating a nurturing environment where children feel they belong.
- Staff feel valued.
- Training is improving teaching and inclusion.
- Governors and Trustees are committed and provide challenge.
- There is good support for wellbeing and access to enrichment.
- Inspectors found that safeguarding is effective. They wrote that leaders “*fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone’s responsibility.*” Pupils feel safe and know who to talk to if they are worried.

These strengths reflect the dedication of our staff, the resilience of our pupils and the support of our families.

### **Our next steps**

We are already taking decisive action in the areas identified for improvement. These include:

- Strengthening phonics teaching.
- Improving consistency in classroom practice and opportunities for teachers to share expertise.
- Sharpening the impact of our inclusion work.
- Continuing to improve attendance.
- Raising expectations for behaviour and ensuring consistency across all classes.
- Continuing to gain support from the Trust central team including school improvement.

We are committed to ensuring that every child at Newbold and Tredington receives the high-quality education they deserve. We are proud of the team at Newbold and Tredington, and as CEO of our Trust I am always impressed and heartened on a regular basis to witness an environment where children's needs are put first, an environment which is safe and nurturing and an environment which is lead by a dedicated and hard-working Head Teacher.

Thank you for your continued support. Our school community is strong, and together we will continue to build on the many positives recognised in the report. If you have any questions please do get in touch.

**Yours sincerely,**

**David Briggs** *CEO Fosse Academy Trust*

**Mrs Sam Welsby** *Headteacher*