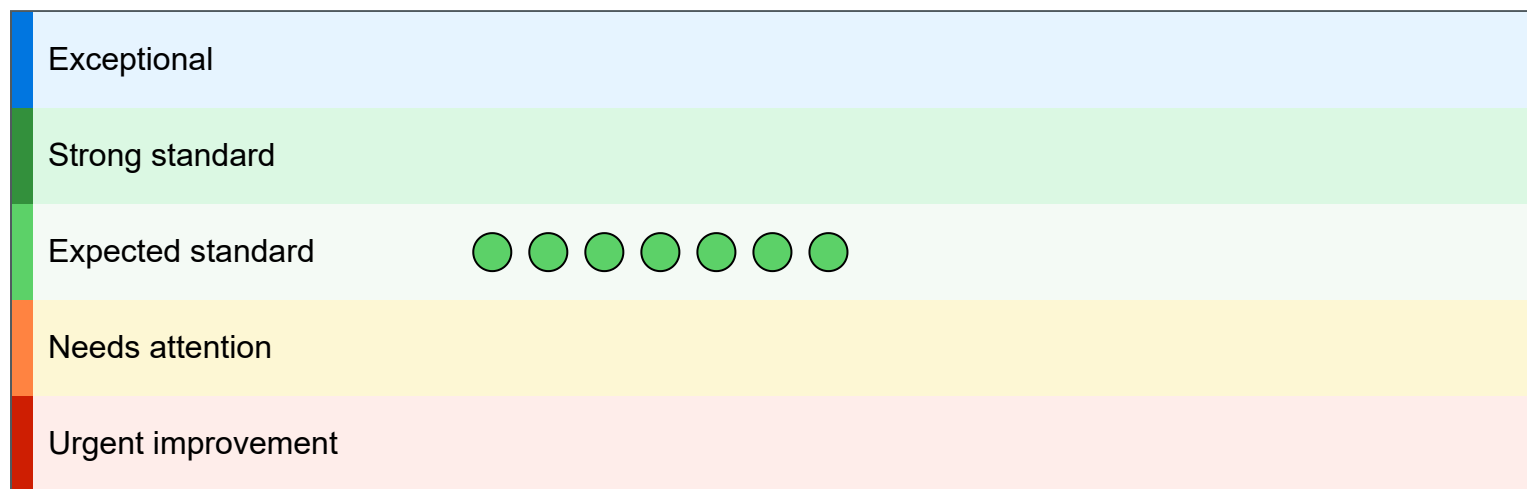


Wembury Primary School

Address: Knighton Road, Wembury, Plymouth, Devon, PL9 0EB

Unique reference number (URN): 144896

Inspection report: 31 March 2026



✔ **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

Achievement

Expected standard 

On the whole, pupils achieve well. This is reflected by outcomes in national tests, which are generally in line with national averages. Pupils with special educational needs and/or disabilities and disadvantaged pupils achieve well from their starting points. The quality of pupils' work generally reflects the ambitions of school leaders. The impact of the curriculum is seen in pupils' ability to recall what they have learned. For example, pupils can accurately place historical periods on a historical timeline demonstrating a knowledge of chronology. Pupils recall concepts and use complex subject specific language.

Most pupils develop the knowledge and skills that they need to be successful and ready for the next stage of their education. However, for some pupils, errors in their spelling, and handwriting are not consistently identified and addressed by staff. As a result, for these pupils, important gaps in their knowledge persist as they continue in their learning.

Attendance and behaviour

Expected standard 

Generally, leaders have an accurate and informed view of pupils' attendance as well as their behaviour and attitudes to learning. Pupils enjoy coming to school. This is reflected in rates of attendance that are in line with the national average. School leaders have created positive relationships with families to provide timely support where needed. Pupils who struggle to come to school are well supported to overcome barriers to regular attendance.

School and trust leaders have high expectations of how pupils should behave. Most pupils rise to these expectations and generally behave well. Pupils themselves have a positive view of behaviour around the school and know that adults will support them if they have any concerns, such as in relation to bullying. Such instances are not tolerated. The school is skilful in supporting positive behaviour for pupils with special educational needs and/or disabilities. However, not all staff implement the school's behaviour policy consistently. Occasionally, low-level misbehaviour in lessons is not swiftly addressed. As a result, some pupils lose focus and do not progress as well as they should in their learning. Leaders' monitoring of such incidents is not rigorous, preventing them from having clear oversight on the impact this has on pupils' learning.

Curriculum and teaching

Expected standard 

Pupils benefit from an ambitious and well-planned curriculum. They build skills and knowledge progressively over time. School and trust leaders have an accurate view of the quality of the curriculum and teaching. They have recently made some changes to strengthen the curriculum, with a focus on developing pupils' spelling and handwriting.

Typically, staff have secure subject knowledge and teaching is effective. Pupils learn the skills they need to be able to read unfamiliar words accurately. Those pupils who struggle with their reading are identified early and are helped quickly and effectively, enabling them to keep up with their peers.

The work that pupils complete is generally well matched to their age and stage. In the wider curriculum, activities are planned that engage pupils' imagination and build their vocabulary. For example, in Year 2, pupils learn how germs spread through a hands-on experiment while using subject specific language. Generally, pupils' work shows improvement over time. However, teachers' use of assessment is not consistently as precise as it could be. Sometimes, pupils' misconceptions are not identified or staff do not adapt learning to address these. As a result, some pupils continue in their learning with gaps in their knowledge or complete activities that are not well matched to what pupils already know.

Early years

Expected standard 

Leaders ensure that the early years is prioritised, helping children get off to a positive start at school. The school's early years curriculum is well designed. Staff teach it effectively. They use the environment to promote all aspects of children's learning, with a particular focus on developing their use of language and vocabulary. The environment provides rich opportunities for children to develop their mathematical knowledge, their physical development and to develop a love of reading.

Staff skilfully use their interactions with children to encourage children to use appropriate, subject-specific vocabulary. For example, children use words such as 'glide' to describe movement during their activities. Teachers respond well to the individual needs of the children. For instance, staff identify those children who need extra support to develop their handwriting skills and put this in place.

Children develop positive attitudes to learning and show sustained levels of attention. They quickly learn the social skills needed to cooperate and share resources fairly, such as when using construction blocks to build together.

Reading is prioritised in the Reception year. Children secure the phonics knowledge that they need to read accurately. They read books which match the sounds that they are learning. This helps children in the early years to be well prepared for the next stage of their education.

Inclusion

Expected standard 

Staff are swift to identify those pupils who may have special educational needs and/or disabilities (SEND) as well as pupils who are disadvantaged. Leaders and the school's SEND team have an accurate understanding of any barriers that pupils may face and help pupils to overcome these. When required, leaders work with external agencies and providers of alternative provision to secure pupils the help that they need.

Recently, school leaders have raised the expectations for pupils with SEND and those who are disadvantaged. They have provided training for staff to support them in adapting teaching for these pupils. On the whole, these adaptations reduce barriers to pupils' learning and support pupils with SEND to make secure progress from their starting points. School leaders regularly monitor the progress of these pupils. They work with staff to make further adjustments to the provision that pupils receive where necessary.

The school provides effective support for disadvantaged pupils through its use of the pupil premium grant. Leaders have analysed carefully the barriers to education that disadvantaged pupils at the school face, implementing initiatives to remove these and improve pupils' achievement. For example, the school has acted to strengthen pupils' communication and language skills and their reading fluency, improving pupils' access to the school's curriculum.

Leadership and governance

Expected standard 

School and trust leaders have a clear understanding of the context of the school and the needs of its community. The decisions they make are in the best interests of the pupils, including those pupils with special educational needs and/or disabilities or pupils who are disadvantaged. Leaders know the school's strengths and the areas for development. They recognise that outcomes for pupils can be further improved by raising the aspirations of all staff. Leaders have implemented a series of initiatives to ensure all pupils achieve as well as they can. However, leaders' checks on the impact of these actions are not always as robust as they could be. This means the speed and extent of some of the changes do not always match leaders' aspirations.

Those with responsibility for governance have appropriate knowledge and skills for their roles. They bring a range of experience from their varied professional backgrounds. Processes to challenge and support school leaders are generally robust. The trust ensures that the school meets its statutory duties, which supports pupils to stay safe and achieve well.

Leaders, including from the trust, support staff well. Staff benefit from established networks that support them with their professional development. For example, teachers regularly work with colleagues from across the trust to share effective practice and deepen their subject knowledge. Staff know that leaders are considerate of their workload and wellbeing.

Parents are generally positive about their child's experience at Wembury primary school. They appreciate the school's nurturing and caring atmosphere that the staff create.

Personal development and wellbeing

Expected standard 

The school's provision for pupils' personal development and wellbeing is well planned. Weekly assemblies provide a time for pupils to learn about global events. This supports pupils to be reflective and form opinions of their own. Pupils also have a deep sense of fairness and respect for those people whose communities are different to their own.

Pupils develop a comprehensive understanding of fundamental British values. They know why these values are important. Opportunities to vote for house captains help pupils to develop their understanding of what democracy looks like in action.

The school's personal, social and health education curriculum teaches pupils important information about themselves and others. They understand the importance of maintaining a healthy lifestyle. The school also teaches pupils how to keep themselves safe in a variety of contexts. For example, pupils learn to ride a bike safely on public roads as well as how to

manage risks online. Pupils have a secure understanding of healthy relationships and can explain how relationships may change over time.

The school's 'Play day' music festival provides an opportunity for pupils to showcase their talents in front of their peers and parents. Pupils sing and play musical instruments, such as violins. This helps pupils to develop a love of the arts and culture as well as their confidence.

Pupils enjoy the range of opportunities to learn outside of school. For example, trips to outdoor education centres and Dartmoor help pupils to learn new skills and to develop resilience. However, pupils access a limited number of enrichments, such as visits, that enhance what they are learning in the curriculum. Leaders organise a range of visitors to the school, such as the Royal Navy and the Royal National Lifeboat Institution. Pupils benefit from these, including through learning about different careers and how to keep safe outside of school.

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

Wembury Primary School sits in the heart of the village. Pupils enjoy coming to school and attend well. They are proud of their school and form close and supportive relationships with their friends. Pupils are safe and feel safe. They know that if they have any concerns adults will support them to resolve these.

Staff build positive relationships with pupils, parents and carers. They develop detailed knowledge of pupils and use this well to identify any barriers to education that pupils may face. Staff draw on their expertise to provide pupils with the right support to remove these in a timely way. Pupils enjoy learning and typically achieve well. This means that most pupils are well prepared for the next stage of their education.

Pupils talk positively about their time in school. During breaktimes, pupils play calmly with their friends. In lessons, pupils' behaviour generally reflects the high aspirations of school leaders. They exemplify this when they stand up in class to present their answer to the teacher. This supports pupils to develop their confidence and public speaking skills. Incidents of bullying are rare. When they do occur, staff are swift to support all those who are involved to ensure incidents do not happen again.

Pupils enjoy the opportunity to participate in clubs such as cross-country running, football and athletics. Music lessons and performances in concerts also support pupils to develop their talents and skills. Pupils engage in charity events, through which they support communities beyond their own.

Older pupils are proud of their leadership responsibilities, such as prefects and as librarians. They know that they are important role models for the younger children.

Next steps

- Leaders should ensure that the newly introduced approaches to spelling and handwriting, including letter formation, are consistently embedded across all subjects. They should make suitable checks to be assured that these changes are having the intended impact.
 - Leaders should ensure that staff use appropriate checks on pupils' learning to inform and adapt subsequent teaching consistently well, so that pupils achieve highly across all subjects.
 - Leaders should ensure that staff consistently apply the school's approach to behaviour management in order to support pupils to reach the school's behaviour expectations.
 - Leaders should further tailor the personal development programme so that all pupils have access to, and participate in, a wide range of high-quality experiences beyond the taught curriculum.
-

About this inspection

This school is part of the Westcountry schools trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nat Parnell, and overseen by a board of trustees, chaired by Carl Atkinson.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, primary lead practitioner, the trust's director of education, subject leaders and the special educational needs and/or disabilities coordinator team. The lead inspector also spoke with members of the trust board.

The inspectors gathered parents' views by considering the responses to Ofsted Parent View and by talking with parents and carers. The inspectors also reviewed responses to Ofsted's online staff and pupil surveys.

The inspectors confirmed the following information about the school:

There is a before- and after-school club for pupils who attend the school.

The school makes use of one unregistered alternative provision.

Headteacher: Samantha Wilkinson

Lead inspector:

James Gentile, His Majesty's Inspector

Team inspectors:

Sally Hannaford, Ofsted Inspector

James Oldham, 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 31 March 2026

School and pupil context

Total pupils

190

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

210

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)

7.37%

Well below 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

3.68%

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: 3.5%

Pupils with special educational needs (SEN) support

10.53%

Below average

What does this mean?

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

National average: 15%

Location deprivation

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	64%	61%	Close to average
2024/25 (revised)	64%	62%	Close to average
2023/24 (final)	69%	61%	Above
2022/23 (final)	59%	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	78%	74%	Close to average
2024/25 (revised)	76%	75%	Close to average
2023/24 (final)	85%	74%	Above
2022/23 (final)	74%	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	72%	72%	Close to average
2024/25 (revised)	68%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	74%	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	82%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	81%	73%	Above
2022/23 (final)	81%	73%	Above

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	29%	46%	Below
2024/25 (revised)	S	47%	S

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

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	71%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	29%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	57%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

'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	29%	68%	-39 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	71%	80%	-8 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	29%	78%	-49 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	57%	80%	-23 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

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

'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 (2 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

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 (2 term)	10.1%	13.3%	Close to average
2023/24 (3 term)	5.5%	14.6%	Below
2022/23 (3 term)	6.7%	16.2%	Below

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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