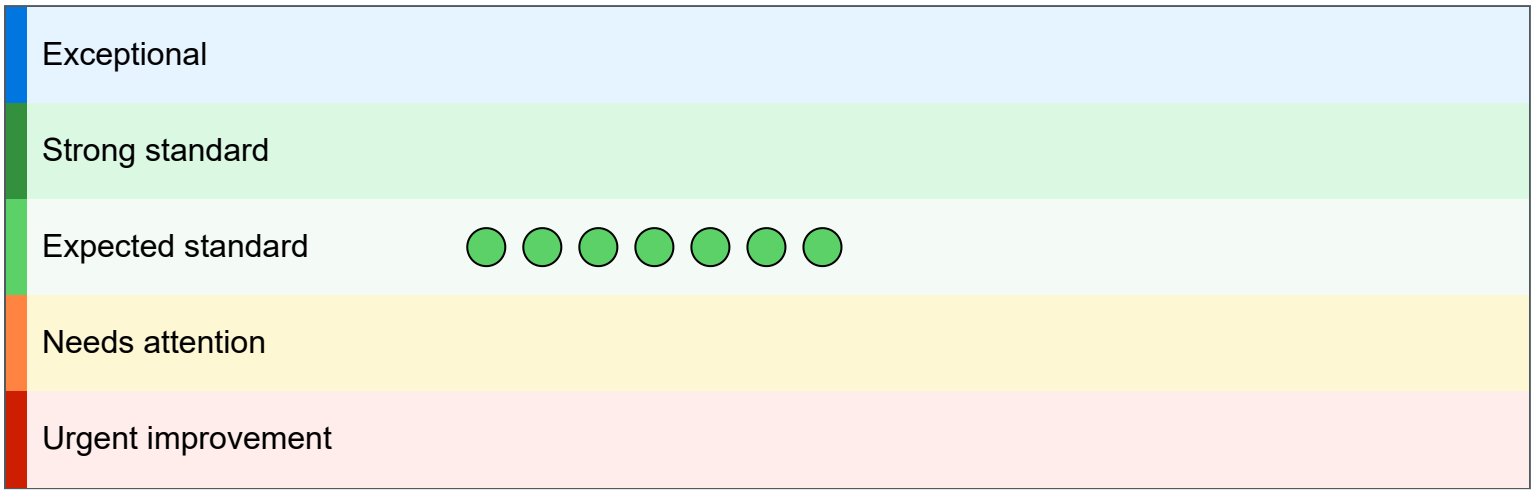
Acorns Primary School

Address: School Close, Long Compton, Shipston-on-Stour, Warwickshire, CV36 5LA

Unique reference number (URN): 141280

Inspection report: 15 September 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

Typically, pupils achieve well at Acorns Primary. Pupils generally produce high-quality work in all areas of the curriculum that reflects their secure knowledge and skills in each subject. Pupils talk about their learning with enthusiasm, for example, when telling adults about what they are learning within their science lessons. Pupils are generally articulate and recall facts and information about the topics that they have studied.

Most pupils secure the foundations of early writing and number securely. While pupils achieve well in the Year 4 multiplication tables check, on occasion they do not always go on to perform to a high standard at the end of key stage 2 mathematics national curriculum tests. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) also develop their knowledge and skills effectively. They typically progress appropriately through the curriculum from their various starting points. Overall, most are ready for the next stage in learning, including pupils with SEND and disadvantaged pupils.

Attendance and behaviour

Expected standard

Pupils attend well at Acorns Primary because they are happy to come to school and enjoy the small, family friendly feel. Pupils love the playtime provision and opportunities provided for them. Leaders and staff do the very best that they can to ensure that all pupils attend well. Attendance is typically at national averages, including pupils with special educational needs and/or disabilities and those facing disadvantage. Leaders generally analyse attendance information to spot trends and patterns, including any causes of low or severe absence. When absence is a concern, leaders intervene at an early stage. Leaders have sought external support to ensure that they are offering help and guidance to families to support pupils' attendance.

Pupils behave very well here. Pupils belong to the school and invariably thrive. Leaders have established consistent routines that are regularly followed in classes. Most pupils are attentive and listen well. Staff know pupils on an individual basis, and this helps staff to meet the needs of pupils, including those with special educational needs and/or disabilities or who are disadvantaged. As a result, there is a purposeful and happy environment. Pupils say bullying is very rare, and it is swiftly dealt with. Where necessary, leaders provide suitable pastoral support to help pupils who find it harder to behave well.

Curriculum and teaching

Expected standard

Leaders have created a broad and balanced curriculum that reflects the school's context and priorities. They have suitably sequenced the curriculum so that it builds knowledge step by step. Staff invariably demonstrate secure subject knowledge and explain concepts with clarity. They typically use clear questioning to check pupils' understanding. Leaders understand what works well in teaching and what needs to improve. They take action to address weaknesses.

Teaching generally secures the foundations in reading, writing and mathematics. Teachers generally teach phonics well. Pupils who fall behind usually catch up quickly. As a result, most pupils perform well in phonics screening. However, leaders acknowledge there is some variability in the quality of teaching of phonics and that the teaching of phonics could be more precise. Over time, teachers' delivery of mathematics has improved. Usually, teachers extend pupils' vocabulary through purposeful talk and planned activities.

Staff generally adapt lessons appropriately for disadvantaged pupils, those with special educational needs and/or disabilities and pupils known to children's social care. This helps them to access the same learning as their peers. Most pupils catch up quickly as interventions to help are implemented and evaluated regularly.

Early years

Expected standard

Leaders have deliberately constructed an effective early years curriculum that is designed to build children's independence from the outset. Leaders have a clear idea of the starting points within the early years and where the children are headed. Staff use this knowledge to check children's learning accurately and use this information to ensure that those who need extra help receive it in a timely and effective way. Staff engage in valuable interactions with pupils most of the time to engage them in learning.

Children have the knowledge needed to read and begin to learn to write through effective phonics teaching. Children, including those with special educational needs and/or disabilities, receive accurate teaching. They get timely support. The setting is inclusive. Children have opportunities to practise the skills they have learned, both indoors and outdoors.

Leaders build positive partnerships with parents and external agencies so that children are supported at home as well as at school. Children get the support they need to thrive academically and personally. Parents are very positive about the early years, and frequently recommend the school.

Children typically make secure progress, and by the end of Reception, the vast majority are ready for Year 1.

Inclusion

Expected standard

Leaders have established a culture where inclusion is valued and visible in daily school life. Pupils feel welcome and supported because there is a small school family feel and lots of individual support for pupils. Leaders identify pupils' needs quickly and accurately, including pupils with special educational needs and/or disabilities, disadvantaged pupils and those with other vulnerabilities. Teachers use effective systems to track and monitor pupils' needs and their progress towards individual targets. Leaders ensure that there is a broad range of appropriate additional support that is in place for all pupils, including those with high levels of need.

Leaders collaborate with a range of external agencies, and teachers act on the advice they receive, such as from educational psychologists. Pupils generally benefit from the right support at the right time.

Staff make appropriate adaptations within lessons so that pupils can access learning alongside their peers. Staff use their knowledge of pupils' needs to ensure that support is typically well matched and purposeful.

Leaders have ensured that their pupil premium strategy considers the barriers that pupils typically face, including helping pupils with attendance support or social, emotional and mental health needs. This has aided pupils to feel calmer and ready to learn.

Leadership and governance

Expected standard

Well-informed and caring leaders at Acorns Primary have a clear vision based around their values and ethos. They are accurate in their self-assessment and identification of what is working well and what areas need further work. They have made recent improvements to the personal development programme, and this work is already having impact. Leaders monitor their impact thoughtfully and thoroughly. Leaders can accelerate improvement through sharper and more precise analysis of the issues facing the school.

Leaders are well supported by the professional and informed Local Academy Council at the school. Governors use their expertise to support and challenge leaders effectively. Trust leaders take an active and selfless approach to working in collaboration with the school. Trust leaders are aware of their statutory duties and carry these out diligently.

All staff receive professional learning that leads to continued improvement. Staff value and appreciate the support that leaders provide for their wellbeing. They are proud to work at this school.

Most parents and carers are supportive of the school and the leadership team. They appreciate the small school family focus. They commend the care and consideration shown towards their children and the approachability of leaders and staff.

Personal development and wellbeing

Expected standard

Leaders have developed a well-considered personal development programme, rooted in the community feel of the school and values that everyone holds. It is well sequenced and age-appropriate. The programme helps pupils to develop a range of personal and social skills, such as building their independence and confidence. Leaders have further refined the programme for personal, social and health education and continue to make improvements, such as introducing new schemes and ideas recently to help pupils thrive. Leaders ensure that this programme is an entitlement for every pupil. They make adaptations to provision to allow all pupils to participate, including those with special educational needs and/or disabilities and those with other vulnerabilities.

Leaders have planned an effective relationships, sex education and health education curriculum. Pupils confidently explain how to be healthy and the importance of eating well. Pupils are aware of where to get help when they need it, and they trust the adults around them. They understand how to stay safe online, for example, by keeping their information private. Staff adapt the personal, social and health education programme to meet the needs of pupils with special educational needs and/or disabilities and those facing disadvantage.

Staff care deeply about the local community and work closely with it. Pupils share these community values and relate them to fundamental British values, such as tolerance. Pupils learn about these values and always try to show respect and care for one another.

Pupils learn how to regulate their emotions and find ways to deal positively with setbacks. They consider how they are feeling and what they can to do to help others. Pupils appreciate the growing focus on careers and the world of work. Parents visit the school to talk about their jobs and education. Pupils develop ambition and aspiration through these thoughtful sessions.

Pupils are typically ready for the next stages of their education, and look forward to the challenges of secondary school.

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

Pupils are happy and vibrant at Acorns Primary. They thrive with the support and care from staff in the school. Pupils love social times, for example, in the orchard and science garden, and playing games with their friends.

Pupils and adults have positive relationships with each other. Pupils say bullying is very rare and always gets swiftly dealt with. They feel safe and secure. Pupils often resolve minor friendship disputes themselves but trusted adults are on hand to support them if needed.

Pupils make a positive start to their education in the early years, supported by the caring staff. Pupils value the opportunities to learn. Pupils are well behaved and follow the school rules. In class, pupils are attentive and thoughtful about their learning. They listen well to their teachers and work hard. Leaders have organised a broad and balanced curriculum. Teachers mostly teach well, and teachers explain concepts clearly. At times, pupils could know more and remember more, particularly in mathematics. They discuss their learning with growing confidence.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and other vulnerable pupils generally receive carefully planned support to access learning. Teachers adapt their lessons and provide pupils with interventions when they are needed.

Pupils enjoy the range of clubs and trips that they take part in. They appreciate the learning opportunities such as visiting museums and hearing from visitors, including an expert on fossils. Pupils proudly undertake roles in school, including house captains, sports captains, prefects and school councillors, which help them build their independence and confidence. School leaders provide opportunities for parents to talk to pupils about their careers and what to expect in the workplace. As a result, pupils are well supported as they move on to secondary school.

Next steps

- Leaders should ensure that delivery of high-quality phonics teaching is implemented consistently across the school.
- Leaders should increase rates of attainment in mathematics so that more pupils achieve above national outcomes.

About this inspection

This school is part of the Stour Federation Multi-Academy Trust (MAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Christian Hilton and overseen by a board of trustees, chaired by Jo Barker.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Information about this inspection:

Inspectors spoke with school leaders during the inspection. They held meetings with the headteacher, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

To evaluate the effectiveness of safeguarding, 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 responses to the online survey, Ofsted Parent View, and free-text comments.

The school currently uses no alternative provision.

Headteacher: Hannah Young

Lead inspector:
Rob Matthews, His Majesty's Inspector

Team inspector:
Lorraine Lord, 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

97
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: 268

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)

15.91%
Below 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

5.15%
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

20.62%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support 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	70%	61%	Above
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	87%	61%	Above
2022/23 (final)	64%	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	92%	74%	Above
2024/25 (final)	82%	75%	Above
2023/24 (final)	100%	74%	Above
2022/23 (final)	91%	73%	Above

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	84%	72%	Above
2024/25 (final)	64%	72%	Below
2023/24 (final)	100%	72%	Above
2022/23 (final)	82%	71%	Above

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)	64%	74%	Below
2023/24 (final)	87%	73%	Above
2022/23 (final)	64%	73%	Below

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	50%	46%	Close to average
2024/25 (final)	S	47%	S
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	75%	62%	Above
2024/25 (final)	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	67%	59%	Above
2024/25 (final)	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	50%	60%	Below
2024/25 (final)	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	50%	68%	-18 pp
2024/25 (final)	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	75%	80%	-5 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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	67%	78%	-11 pp
2024/25 (final)	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	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
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 (3 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.2%	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 (3 term)	10.5%	13.0%	Close to average
2023/24 (3 term)	5.3%	14.6%	Below
2022/23 (3 term)	5.7%	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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