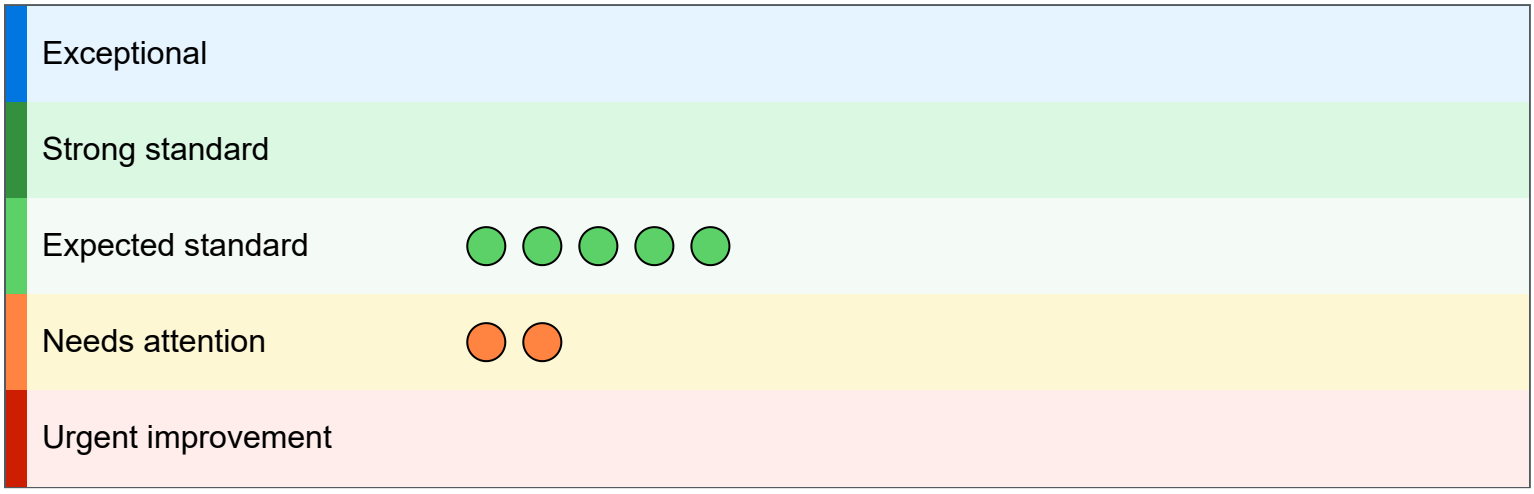
Ryton-On-Dunsmore Provost Williams Church of England Academy

Address: Sodens Avenue, Ryton-on-Dunsmore, Coventry, Warwickshire, CV8 3FF

Unique reference number (URN): 149518

Inspection report: 22 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

Attendance and behaviour

Expected standard

Attendance is a high priority for leaders. They have developed trusting relationships with parents. This means they have a secure understanding of the barriers some families face to regular attendance. Leaders work closely with families to support and improve attendance. Leaders track attendance carefully and identify trends quickly. This has had a positive impact on attendance across the school. Their actions have led to a clear reduction in persistent absence among pupils with special educational needs and/or disabilities. Attendance has also improved quickly for other notable groups, including disadvantaged pupils.

Pupils' behaviour for learning is positive. They work calmly and engage well in lessons. Around the school, their conduct is calm, orderly and respectful. At playtime, pupils of all ages typically play well together and look after one another. Leaders promote an inclusive approach to behaviour. Pupils know that some of their peers need extra help to make good behaviour choices, and they are accepting of this. Leaders work hard to make reasonable adjustments and targeted support for a minority of pupils who struggle with behaviour. This work has some positive impact and suspensions have reduced. Staff know pupils well and respond sensitively to their emotional needs. Instances of bullying and discriminatory behaviour are rare but are dealt with quickly when they occur.

Early years

Expected standard

Pupils make a positive start in the early years. Children in the nursery settle into school life quickly thanks to the warm and nurturing staff who look after them. Staff work closely with families and other settings to have a clear understanding of children’s needs before they arrive. Leaders identify children's needs quickly. They check their planned activities across the 7 areas of learning address any needs children have. However, sometimes the learning purpose of these activities is not as clear as it could be. Warm relationships between staff and children help them to feel safe and ready to learn.

The early years curriculum makes it clear to staff what children need to learn. It is broken down into small steps with vocabulary development at its heart. This ensures that children have opportunities to develop their language and communication skills. Sometimes, however, opportunities to maximise interactions are missed.

Stories, rhymes and songs run throughout the day. Staff ask children thoughtful questions that extend children’s thinking. Staff adapt teaching effectively so that children with special educational needs and/or disabilities, as well as those who are disadvantaged, succeed. Targeted interventions for children's fine motor skills help children to develop secure pencil grip. Children develop independence and a positive attitude to learning. Most are well prepared for key stage 1.

Inclusion

Expected standard

Leaders have systems in place to identify pupils' additional needs and barriers to learning that are generally effective. Leaders strive for all pupils to be fully included in school life. They provide training that gives staff the skills they need to support pupils in class. Leaders make sure that staff make suitable adaptations to their teaching. These include adjustments to work and the environment. Typically, these are effective at reducing barriers to learning that pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) face. Most of the time, these pupils benefit from appropriate adaptations to help them learn well. As a result, most pupils with SEND learn well alongside their peers. Pupils with significant complex needs are generally well supported with tailored interventions and bespoke curriculums. However, there is some variation in this.

Leaders make some checks to ensure that the provision is effective. Leaders track the progress of pupils who face additional barriers against measurable targets. However, leaders' evaluation of the progress these pupils make lacks some precision.

Leaders use additional funding effectively. They use a range of strategies to remove barriers for disadvantaged pupils, for example, through financial assistance for trips.

Leadership and governance

Expected standard

Since joining the trust, leaders have worked hard tirelessly to improve the quality of education pupils receive. They are ambitious for every member of the Ryton family and have high expectations for what pupils can achieve. Leaders are clear about the school's strengths and priorities. They have acted quickly to strengthen key aspects of the school's work, for example the curriculum model. Leaders know that they need to refine their analysis of the impact of this work and secure more consistent teaching across the school. This work has begun, through a well-planned professional learning offer. However, it is yet to have an impact on outcomes for pupils or in the quality of the work they produce.

Governors and trustees have a sound knowledge of the school. They understand their roles and responsibilities and carry them out effectively. They know the school's context and take this into account when analysing the information they receive. They support and challenge leaders effectively. At all levels, leaders engage with external partners to strengthen the school's work.

Leaders have developed a positive culture of trust within the school. Staff are well supported, and they value leaders' consideration of their workload. Staff are deployed carefully. Additional adults are used to support pupils' learning and development and wellbeing. Leaders encourage professional development and provide opportunities for staff to improve their expertise. Parents are typically positive about the school. A small number of parents would welcome improved communication. Leaders work hard to develop a positive relationship with parents and the wider community.

Personal development and wellbeing

Expected standard

Leaders prioritise pupils' personal development and wellbeing. They have created a coherent programme that develops pupils' character positively. Leaders know their pupils well and identify when they need additional support for their mental wellbeing. They provide some effective support when needs arise. However, there is variability in how quickly and consistently pupils access this support. Through the 'world view' programme, pupils learn to care for others and contribute to the school and wider community. The school proudly celebrates and embraces village life and its rural setting.

A range of enrichment opportunities broadens pupils' experiences. These include clubs, trips and visits and whole school themed days. These experiences help pupils to develop new skills and deepen their knowledge. Pupils enjoy their swimming lessons and know how these help them learn to keep safe around water. No financial barrier is placed on any pupils for school run clubs; all pupils have equal access. As a result, disadvantaged pupils can benefit fully.

Older pupils take on leadership roles, including school council and play leaders, which help them develop responsibility. However, opportunities for pupils to build resilience and independence through meaningful roles across the school are limited.

An age-appropriate relationships and sex education and health education curriculum supports pupils' understanding of healthy relationships, puberty and physical development. Pupils learn how to stay safe both online and offline. As a result, they understand potential risks and know how to seek help when they need it.

Pupils' social, moral, spiritual and cultural development is strengthened in worship sessions. They build a sense of moral purpose through the school's 'ow, wow and now' approach. Pupils demonstrate an understanding of fundamental British values and cultural diversity. However, their understanding of different religions is less developed. Typically, pupils are well prepared for life in modern Britain.

Needs attention

Achievement

Needs attention

There are gaps in pupils' foundational knowledge, particularly in punctuation and grammar. While teachers identify some of these gaps, they are not closing quickly enough. Leaders have identified this and have taken appropriate actions, but it is too soon to see the impact of this work.

Pupils' knowledge across the curriculum is varied. Some pupils talk confidently about their learning, whereas others struggle to, particularly in the wider curriculum. The quality of work they produce in books is not of a high quality.

Typically, most pupils make progress from their starting points. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities. Leaders know that outcomes at the end of key stage 2 and in the multiplication check are not yet good

enough, particularly for disadvantaged pupils. Pupils perform in line with national averages in the year 1 phonics tests.

Curriculum and teaching

Needs attention

Since joining the trust, leaders have worked hard to improve the curriculum. As a result, it is now broad, balanced and well sequenced. Learning is broken down into the key knowledge that pupils need to build learning over time. However, there is variation in how well this is delivered in class.

Teachers generally have secure subject knowledge and understand pupils' needs. However, they do not apply this knowledge consistently across subjects and year groups. As a result, teaching varies across the school. In lessons where teaching is most effective, teachers check pupils' understanding carefully. In other lessons, however, pupils' misconceptions are not identified quickly enough. This means that some pupils' make repeated mistakes in their work, which limits their progress.

Teachers generally make suitable adaptations to teaching to help pupils learn the curriculum, including for those with special educational needs and/or disabilities. However, tasks do not always match the needs of all pupils as precisely as they could.

Daily phonics sessions and interventions targeting gaps in phonics knowledge support pupils in the early stages of reading. Relationships between staff and pupils are positive and nurturing.

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

Ryton-on-Dunsmore Provost Williams is a small, friendly school where pupils feel they belong. Staff build warm and trusting relationships with pupils and their families. The school's values of love, honesty, fairness, hope, respect and forgiveness shape pupils' everyday experiences. Pupils treat each other with respect. They value difference and support each other to be the best they can be. All pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, are fully involved in school life. They enjoy a range of clubs, trips and experiences, including a trip to London to visit the British Museum. These help pupils to learn about the wider world around them.

Pupils mostly enjoy coming to school and many attend regularly. They like to learn new things and talk enthusiastically about their work, but do not always produce high-quality work in their books. Classrooms are calm and welcoming places where children can learn. As a result, pupils make progress from their starting points, and results in national tests are beginning to improve. Staff typically identify when pupils need extra support. They provide extra help to reduce barriers to learning and wellbeing. In some classes, variations in the quality of teaching mean that pupils do not learn as consistently well as they could. Leaders have recognised this and are addressing it.

Pupils are kind and polite. They behave well around school and in classes. Most pupils know the rules and routines and follow them confidently. Where some pupils make poor

behaviour choices, leaders support them to improve. Playtimes are enjoyable, and pupils play cooperatively together. Bullying is rare, and pupils are confident that staff deal with it quickly when it does happen. Pupils know how to keep themselves safe both online and in the wider world.

Next steps

- Leaders should refine teaching so that learning activities are more closely matched to all pupils' needs to support sustained gains in their achievement.
- Leaders should ensure that support, including for disadvantaged and vulnerable pupils, is precisely matched to pupils' individual pastoral needs, so that support helps them to make good progress academically and in their wellbeing.
- Leaders must make sure pupils continue to make positive progress from their starting points that enables them to produce high-quality work across the curriculum and, where appropriate, achieve well in national tests and examinations.

About this inspection

This school is part of the Diocese of Coventry Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Michael Cowland, and overseen by a board of trustees, chaired by Barry Cockcroft.

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, inclusion lead teacher, CEO, Chief Education Improvement Officer, members of the Academy Governance committee, trustees, staff and pupils.

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.

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

This school is registered as having a Church of England character. The last section 48 inspection took place in September 2024.

At the time of the inspection, there were 95 pupils on roll.

The school does not currently make use of any alternative provisions.

The school has recently opened a specialist resource provision for social, emotional and mental health needs. Currently, a very small number of pupils attend this provision.

Headteacher: Sherrise Cullen

Lead inspector:
Laura Hopley, His Majesty's Inspector

Team inspector:
Zoe Spilberg, 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 22 September 2026

School and pupil context

Total pupils

102
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

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)

36.84%
Above 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

2.94%
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

23.53%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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		61%	
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	44%	61%	Below
2022/23		60%	

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		74%	
2024/25 (final)	68%	75%	Below
2023/24 (final)	76%	74%	Close to average
2022/23		73%	

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

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%	
2024/25 (final)	59%	74%	Below
2023/24 (final)	64%	73%	Below
2022/23		73%	

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		46%	
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	33%	46%	Close to average
2022/23		44%	

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		62%	
2024/25 (final)	S	63%	S
2023/24 (final)	67%	62%	Close to average
2022/23		60%	

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		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	67%	58%	Close to average
2022/23		58%	

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

‘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		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	33%	67%	-34 pp
2022/23		66%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	67%	80%	-13 pp
2022/23		78%	

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		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	67%	78%	-11 pp
2022/23		77%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	33%	79%	-46 pp

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

‘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)	6.9%	5.2%	Above
2023/24 (3 term)	6.5%	5.5%	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)	21.6%	13.0%	Above
2023/24 (3 term)	21.6%	14.6%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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