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11 April 2019

Mr Alex Buckley
Headteacher
Wren Park Primary School
Jackson Avenue
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Derby
Derbyshire
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Dear Mr Buckley

No formal designation inspection of Wren Park Primary School

Following my visit to your school on 19 March 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about outcomes for pupils at the school.

Evidence

I scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. I met with you and other members of the senior leadership team. I held a telephone discussion with the chair of governors.

I spoke with pupils and staff informally during lessons and I held a discussion with a group of pupils from Years 5 and 6. I observed learning in lessons, with you and the deputy headteacher, across all key stages, including the early years foundation stage. I examined extensive evidence from work in pupils' books across a range of subjects. I considered a range of documents, including minutes of meetings of the governing body and the school's self-evaluation summary and plans for improvement. I examined your latest assessment information relating to current pupils in all year groups and the results of a recent survey of parent opinion. I also considered a detailed report from a representative of the local authority, evaluating the work of the school.

Having considered the evidence I am of the opinion that at this time:

- the school remains outstanding
- safeguarding is effective.

Context

The school is larger than the average-sized primary school; there are currently 391 pupils on roll at the school. A small majority of pupils are of White British heritage. Other sizeable ethnic groups represented in the school are of Indian and Pakistani heritage. The proportion of pupils who speak English as an additional language is higher than that seen nationally. The proportion of pupils entitled to free school meals is below average. The proportion of pupils included in the register of special educational needs is below average. The staff team is stable and settled; there have been no significant changes in staffing since the last inspection.

During my initial discussions with you and other senior leaders, we focused on the decline in progress at the end of key stage 2, with particular reference to mathematics. In your current plans for improvement, you have rightly identified mathematics as an area of focus. Leaders have reviewed the curriculum and introduced a number of measures to ensure that the quality of teaching of mathematics has improved. The impact of this work can be seen in the improved outcomes for current pupils. The school's latest assessment information shows that, in almost all year groups, pupils are making equally strong progress in mathematics, from their starting points, as in reading and writing. Standards at the end of the early years, in the Year 1 phonics screening check, at the end of key stage 1 and attainment at the end of key stage 2 have remained consistently high and above the national averages.

During our tour of the school, we observed highly effective teaching in mathematics, in key stages 1 and 2. Evidence from the work in pupils' mathematics books shows that teachers take a consistent approach across all year groups, in line with the school's feedback policy. Teachers have high expectations for pupils, and pupils respond by presenting their work with pride, in almost all cases. In mathematics, workbooks show that misconceptions are addressed quickly. Pupils receive constructive feedback to help them improve, and pupils of all ages are encouraged to reflect on what they have learned and explain their mathematical reasoning. This range of evidence confirms leaders' effective actions to improve the quality of teaching and learning in mathematics.

It is also clear from pupils' books that they apply knowledge and skills from their English lessons across a range of subjects and with equally positive outcomes. In a small number of cases, books show that teachers do not always allow time for pupils to act on recommendations to improve their work or insist on the highest standard of presentation.

In discussion, pupils spoke enthusiastically about their learning. Pupils show high levels of self-motivation and typically say that they welcome challenge. Results from the school's recent survey show that the very large majority of parents and carers are happy with the quality of education provided for their children.

During our observations in the early years, we discussed the improvements made in response to the recommendations from the last inspection. Extensive refurbishments and a review of the early years curriculum have resulted in improved provision to support children's learning and development, especially regarding the outdoor learning environment.

Leaders and governors have made sure that all of the school's arrangements for safeguarding meet statutory requirements. Pupils told me, emphatically, that they feel safe at school. They showed a mature understanding of bullying and fundamental British values. Pupils spoke at length about the effective teaching they had received regarding tolerance, respect and equalities.

External support

The school has positive, informal partnerships with groups of local schools. The report from a recent local authority review describes leadership as 'highly effective, reflective, analytical and outward-looking'.

Priorities for further improvement

- Ensure that the decline in the rate of progress in mathematics at the end of key stage 2 is reversed in 2019.
- Ensure that teachers' expectations for the presentation of work are consistently high and that teachers in all classes allow time for pupils to act on recommendations to improve their work.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derby. This letter will be published on the Ofsted website.

Yours sincerely

Christine Watkins
Her Majesty's Inspector