

# Inspection of Wookey Primary School

Wells Road, Wookey, Wells, Somerset BA5 1LQ

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Inspection dates: 17–18 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this school?**

Pupils enjoy coming to Wookey Primary School. The school is a warm and welcoming community. Pupils feel part of it.

Leaders aim high. They want the pupils at the school to become well-rounded learners. To achieve this, leaders make sure that values are at the heart of the school's work. Pupils understand these values and are enthusiastic about their learning. Most pupils behave well around the school, both in lessons and at play.

This school is a place where pupils cooperate and value each other. Pupils work together well in lessons. This ethos is evident across the school. Even in the playgroup, the older children help the two-year-olds to learn how to wash their hands.

Leaders deal with bullying effectively. It is not tolerated. Pupils are happy and say they feel safe. Teachers show them how to keep themselves safe.

Teachers expect pupils to do well. Pupils respond to these high expectations. They learn the knowledge they will need to succeed in the next stage of their education.

## **What does the school do well and what does it need to do better?**

As soon as children start Reception, they are taught the sounds made by different letters. They learn to use these sounds to read words. Teachers identify pupils who are falling behind and give them extra practice. This helps these pupils to catch up quickly.

Teachers share a wide variety of books with pupils. This helps pupils to develop a love of reading. Teachers generally check that pupils read books that match their ability. This helps pupils to practise their reading skills. Most learn to read confidently and fluently. Sometimes, reading books do not match pupils' reading ability closely enough and they lose interest.

Teaching builds on what pupils know and remember in most subjects. For example, there have been improvements in mathematics. Teaching helps pupils to develop a strong basic knowledge of mathematics. Leaders have also improved what is taught in geography and computing. However, in other subjects leaders still have to consider in more detail what is taught and when. Art is an example of this. What is taught does not build upon what pupils have learned before.

Leaders make sure that a range of support is in place for pupils with special educational needs and/or disabilities (SEND). Teachers use information well to ensure that these pupils get the right support.

Teachers expect pupils to behave well in lessons. Pupils respond to these high

expectations. Most of the time, they have positive attitudes towards learning and want to do well. Pupils are interested in the subjects they study. However, when learning is less structured, pupils are less focused. This means teachers spend too much time managing pupils' behaviour. This detracts from pupils' learning.

Leaders prioritise pupils' personal development. Pupils learn why it is important to show respect for others. They are taught about a range of cultures. This helps them understand their place in the world.

Leaders have a clear vision for the school. They want pupils to succeed. They work with staff to ensure that teachers' subject knowledge is good. Staff are overwhelmingly positive about the work leaders do.

Governors check that the school is meeting the needs of the most vulnerable pupils. They know the school well and work with school leaders. However, governors do not fully understand what leaders are doing to improve the subjects that pupils are taught.

In the early years, children flourish. Adults look after them well and keep them safe. Leaders ensure that children settle quickly when they start school. Teachers make sure there is a strong focus on early reading, singing and rhymes. This helps children get off to a strong start. Children enjoy learning. They are often engrossed in the activities they choose. They talk to each other and cooperate well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all employment checks are robust and clear. All staff receive appropriate and up-to-date training. They understand what they need to do if they are concerned about a child. Leaders take appropriate action to safeguard the most vulnerable children.

Leaders assess risks around the school and ensure that the school is a secure and safe place to be. Children say they feel safe.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In most subjects, leaders have a coherent overview of the curriculum. This is not fully established. The art curriculum does not build on pupils' prior learning systematically enough. Leaders need to ensure that there is a clear sequence of learning in all subjects, so pupils are prepared for the next stage in their education.
- Governors do not fully understand the actions that leaders are taking to improve some aspects of the curriculum. Governors must ensure that they have an

accurate overview of the quality of education in order to hold leaders to account.

- When books do not match the needs of a small number of pupils, they quickly become disengaged. Leaders must ensure that reading material matches the needs of pupils, including the most disadvantaged pupils and those with SEND.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123669
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10058333
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Janet Reeves
<b>Headteacher</b>	Andrew Marsh
<b>Website</b>	<a href="http://www.wookeypriaryschool.co.uk/">www.wookeypriaryschool.co.uk/</a>
<b>Date of previous inspection</b>	2–3 December 2015

## Information about this school

- Since the last inspection, the school has amalgamated with the local playgroup. The age range is now 2 to 11, rather than 4 to 11.

## Information about this inspection

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

- Inspectors visited lessons, looked at pupils' work and talked to both staff and pupils in order to evaluate the quality of education.
- Some inspection activities were conducted jointly with the headteacher. Inspectors also observed pupils' behaviour around the school and on the playground at lunchtimes.
- Meetings were held with school leaders and members of the governing body. Inspectors also looked at responses to questionnaires completed by staff, parents and pupils.
- Inspectors examined a wide range of documentation provided by the school, including the school's own self-evaluation and documents related to child protection, safeguarding and attendance.

- Inspectors carried out deep dives into several subjects during the inspection. They were: mathematics, art, geography, computing, reading and writing. This involved talking to leaders, teachers and pupils, visiting lessons and looking at pupils' work.

### **Inspection team**

Nick Sheppard, lead inspector

Ofsted Inspector

Lizzy Meadows

Ofsted Inspector

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