

Inspection of St Peter's Church of England Primary School Wymondham

Glebe Lane, Wymondham, Melton Mowbray, Leicestershire LE14 2AF

Inspection dates: 5–6 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils are happy and well looked after. They take pride in their school community. Staff expect pupils to behave well. Pupils play well together. They are polite and friendly. A pupil asked an inspector, 'Do you want to answer a quiz question?' They are taught to be respectful of those who may have beliefs that are different to their own.

Pupils enjoy the leadership roles they have, such as play leaders, school council members and behaviour champions. The 'book buddies' help keep the library tidy and read with younger pupils. Such roles help pupils learn to be responsible. However, sometimes, staff do not expect pupils to be as independent as they could be. Pupils do not always 'have a go'. They like the extra opportunities the school offers, such as the 'daily mile' and the fencing club. Pupils learn the importance of being healthy and taking part in physical activity.

Pupils say they are kept safe in school and there is no bullying. They say, 'We look after each other.' Nearly all parents and carers are very positive about their children's experiences at the school. Many commented on the caring staff. They say the school has 'a happy family atmosphere'.

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

Leaders have improved the school and the curriculum. They have a clear vision for how they want to develop the school further. The school is very well led and managed. The school works closely with another group of schools. Staff receive effective training to improve their teaching. Leaders support well those teachers who are newly qualified. Staff say that leaders are considerate of their workload. They are proud to work in the school.

Leaders and other staff think about the most important things they want pupils to learn. For example, they have planned for pupils to learn particular sports, including basketball, so that pupils will be able to take part in competitions. Staff plan some subjects, such as mathematics and history, in more detail than others. Leaders are well on the way to making sure that all subjects are planned and delivered well. There is still some work to do to make sure all teachers have the knowledge they need in all subjects.

Staff are ambitious for what the pupils can achieve. They make sure that the pupils have a good quality of education. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Teachers make sure pupils across the school behave well. They teach pupils the importance of respecting others. Staff are developing the curriculum to help pupils to understand the wider world. For example, we observed pupils learning about Remembrance Day. Some used War Office records to learn about the lives of soldiers from the village who had fought in the First and Second World Wars.

Teachers usually plan lessons that interest and meet the needs of the pupils. Sometimes, staff do a little too much for the pupils, who are not quite as independent as they could be.

Mathematics is taught well across the school. Teachers help pupils understand new ideas well by using images and equipment. They make sure that pupils can use their mathematics knowledge to solve problems.

Staff make reading a high priority. Pupils are enthusiastic about reading and most learn to read well. Teachers are using a new approach to help teach reading comprehension skills. Leaders provide effective training to improve the teaching of phonics. Teachers give pupils individual support to help them become confident readers. Sometimes, staff do not match the books they choose for pupils as well as they could to the sounds that pupils know.

The trust and the new local governing body support leaders well to improve the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn how to keep themselves safe in different situations, such as when they are online. Pupils say they feel safe.

Leaders make sure that staff have regular safeguarding training. Staff know what to do if they have a concern. They know how to report a concern. When it is appropriate, leaders work with other services to support pupils and families. Leaders keep detailed records of the checks they carry out on adults working in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers sometimes use vocabulary in lessons that pupils do not fully understand. When this happens, learning is not as effective as it could be. Teachers should choose carefully the vocabulary they want pupils to learn. They should check that pupils understand and can use the vocabulary well.
- Staff sometimes do not match the books pupils read in school and take home well enough to the sounds that pupils know. Staff should check this carefully to support pupils to become more fluent in their reading.
- Teachers usually have strong subject knowledge which they use to plan ambitious lessons. However, this is not consistently the case. Leaders should make sure that teachers' knowledge is strong in all subjects. Teachers should ensure that they address pupils' misconceptions effectively and improve further pupils' achievement.
- Staff sometimes do not expect the pupils to be as independent as they could be.

Staff should expect and teach pupils to do more for themselves to develop a more 'have a go' attitude. This will improve further pupils' personal development and positive attitudes to learning.

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

Unique reference number	140909
Local authority	Leicestershire
Inspection number	10110055
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	Board of trustees
Chair of trust	Russell Andrews
Headteacher	Julie Hopkins
Website	www.wymondhamprimary.org/
Date of previous inspection	11 December 2017

Information about this school

- The school converted to become an academy on 1 June 2014. The school is part of the Diocese of Leicester Academies Trust.
- The executive headteacher and the head of school were appointed in April 2019.
- The school is currently organised into two mixed-age classes. Since the previous inspection, all teachers have changed. A third teacher was appointed recently.
- The membership of the local governing body has changed since the previous inspection.
- The school offers early years provision. However, there were no children in Reception at the time of the inspection.
- The school's most recent section 48 inspection took place on 3 November 2017.

Information about this inspection

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

- The inspectors held meetings with the executive headteacher, the head of school and other leaders. The inspectors met with members of the local governing body and the chief executive officer and school improvement partner of the Diocese of

Leicester Academies Trust. Discussions explored a wide range of subjects, including safeguarding arrangements.

- The inspectors looked in detail at four subjects – reading, mathematics, physical education and history – to consider the quality of education. The inspectors visited nine lessons, mostly with senior leaders. The inspectors also met with teachers, curriculum leaders and pupils, and looked at samples of pupils’ work.
- The inspectors spoke with parents and took account of the 10 responses to Ofsted’s online questionnaire, Parent View, the 14 responses to the pupil survey and the five responses to the staff survey.
- The inspectors considered a range of documents. These included those relating to safeguarding, behaviour, attendance and the quality of education. The inspectors looked at plans for improvement, as well as leaders’ evaluation of the school’s performance. The inspectors also considered the information on the school’s website.

Inspection team

John Lawson, lead inspector

Her Majesty’s Inspector

Gayle Bacon

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019