

# Inspection of Wollaston Primary School

College Street, Wollaston, Wellingborough, Northamptonshire NN29 7SF

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Inspection dates: 21 to 22 September 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Inadequate**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Leaders know that the quality of education is not good enough. Pupils do not achieve as well as they should. The school's curriculum from the early years through to the end of key stage 2 has little or no structure. This means that pupils do not develop their knowledge or skills well enough.

Pupils generally behave well. They act mostly in a calm and orderly manner. However, staff do not have an agreed understanding of how pupils should behave. Pupils are sometimes disruptive when expectations of their behaviour are not high enough. Pupils told us that sometimes it is hard to concentrate in class because of disruptive behaviour.

Leaders deal with incidents of bullying when they occur. However, leaders have not made pupils sufficiently aware of what bullying is. This sometimes leads to confusion as to what is bullying and what is not. Almost all pupils say they feel safe. However, a few are not sure if there is an adult they can talk to if they are worried.

Most parents are positive about the school. However, a significant minority of parents told inspectors that communication from school is poor. Some parents would like more information about their child's learning. Other parents raised concerns about pupils' behaviour in school.

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

Leaders, including multi-academy trust leaders, know that there is much to do to improve the school. Following a very recent change of leadership at the trust, leaders have begun to act quickly to bring about improvement. Trust representatives now make regular checks on the school's progress. Curriculum plans are being reviewed

The quality of education has declined since the previous inspection. It is not always clear from curriculum plans what pupils should be learning and when. Plans in mathematics set out the order of learning more clearly. However, teachers do not always present subject matter well in this subject. This can lead to misconceptions. Across a range of subjects, teachers do not check well enough that pupils understand what they have learned before introducing new learning.

In science, improvements are already underway. Leaders have received training from an outside specialist. There is a clear drive to teach pupils to ask questions based on scientific enquiry. However, leaders have not yet identified the key knowledge which pupils need to ask the right questions.

The teaching of reading and phonics does not help pupils to read with confidence and fluency. Books do not match the sounds that pupils know. Support for those who struggle to read is not sufficient to help them become fluent in reading. Pupils

told inspectors that having difficulties with reading made it hard to read in other areas of the curriculum. Some pupils across key stage 2 struggle to read unfamiliar words. They have too many gaps in their phonic knowledge.

Leaders support vulnerable pupils well. They provide counselling, family therapy and have set up a sensory room. Leaders provide well for disadvantaged pupils. Staff are aware of their needs. Pupils' well-being and welfare are well supported through a mentoring scheme. Leaders provide outside specialists like speech and language therapists and occupational therapists when necessary.

Staff adapt the curriculum well for pupils with special educational needs and/or disabilities (SEND). Leaders make sure that pupils with SEND get the support they need. However, those pupils whose needs are such that they require less support do not benefit as much. The curriculum is not well structured to enable them to achieve as well as they should.

Pupils participate in sporting and cultural events. They understand right and wrong. However, pupils' understanding of British values and different faiths is fragile. Leaders encourage the spiritual development of pupils, but it is not clear how this is planned across the school's curriculum. There is not a clear plan for relationships and sex education. Pupils do not understand the different forms that families can take.

The quality of education in the early years is weaker than in the rest of the school. Although relationships are positive between children and adults, the statutory framework for the early years is not in place. There are lots of experiences available and the environment is engaging. However, leaders haven't defined what children should be learning. For example, children enjoy reading the book 'The Hungry Caterpillar' when leaders talk about life systems. However, leaders are not clear what knowledge children learn from this. Leaders are not clear how learning in the early years connects to learning pupils encounter as they move through the school.

Leaders engage with staff and take account of their workload. Leaders make sure that they consider staff well-being. Multi-academy trust leaders are starting to arrange curriculum training for staff.

Members of the local governing body understand their statutory duties. The trust is providing support so that these local governors can hold leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide strong support to vulnerable pupils and their families. They act quickly when they have a safeguarding concern. Leaders work closely with external agencies so that pupils receive the support they need. They maintain comprehensive records of any pupils about whom they have safeguarding concerns. Leaders are aware of issues in the local community that may affect their pupils' welfare.

Staff are appropriately trained. They know how to record concerns about a pupil or family. Pupils learn how to stay safe online.

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

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

- Leaders are not providing a good enough quality of education. The curriculum is not well organised. Across a range of subjects, plans do not clearly identify what important knowledge pupils need to learn and when, from the early years to Year 6. As a result, pupils across all year groups do not achieve as highly as they should. Leaders should make sure that the curriculum is planned carefully in each subject, across all year groups. Leaders should identify what pupils should learn and when, so that pupils are able to build their knowledge over time.
- Curriculum leaders have not acquired the expertise to lead their subjects. This limits their ability to bring about improvements in their subjects, including through leading on curriculum development. Leaders should ensure that subject leaders have the necessary knowledge and skills to lead their subject areas successfully and improve the curriculum.
- Across the school pupils who struggle to read have reading books that are too challenging. They do not receive sufficient support to enable them to become confident readers. As a result, pupils across the school struggle to read unfamiliar words and find it difficult to access the curriculum. Leaders should ensure that reading books match the sounds that pupils already know, and that pupils who struggle to read receive the support they need to enable them to read with greater confidence.
- Leaders have not set out clear expectations for pupils' behaviour. This leads to some disruption in classrooms. It also prevents some pupils from concentrating on their learning. Leaders need to ensure that all staff apply the school's systems for managing pupils' behaviour with greater consistency and rigour.
- Pupils' understanding of British values and different faiths is weak. There is no clear plan for the teaching of relationships and sex education. These weaknesses limit how well pupils are prepared for life in modern Britain. Leaders should ensure that the wider curriculum enables pupils to learn about different relationships, values and beliefs, so that pupils understand and respect those who are different to them.

## **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 information from Ofsted Parent View 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 are the school and you are 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>	144170
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10199540
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	325
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trustees</b>	Linda Brooks
<b>Headteacher</b>	Zoe Richards
<b>Website</b>	<a href="http://www.wollastonprimary.org.uk">www.wollastonprimary.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005

## Information about this school

- The school joined the INMAT academy trust in April 2017.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, assistant headteacher, curriculum leaders, the leader with responsibility for pupils with SEND, the early years leader and a sample of teaching and support staff.
- The lead inspector met with the chair of the governing body, the chair of the trustees and the CEO of the academy trust.
- Inspectors carried out deep dives in these subjects: reading; mathematics; science; art; and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and pupils' behaviour.
- The lead inspector met with the designated safeguarding leader and the family support worker. The safeguarding policy, training records and examples of safeguarding concerns were scrutinised.
- Inspectors considered the 31 responses to Ofsted's online survey, Parent View, and the 33 responses to Ofsted's free-text service. We also considered the responses to the staff survey and the pupil survey.

### **Inspection team**

Damien Turrell, lead inspector

Her Majesty's Inspector

Dave Gilkerson

Her Majesty's Inspector

Rebecca Jackson

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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