

Inspection of Wren's Nest Primary School

Marigold Crescent, Wren's Nest Estate, Dudley, West Midlands DY1 3NX

Inspection dates: 9 and 10 March 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have created an environment where pupils are happy. They are kept safe in a setting where, as pupils say, 'We accept everyone – it doesn't matter who you are.' Bullying is rare. Leaders deal with any reported incidents well. Care extends well beyond school to the local community. For example, there is a jobs club for adults and regular food-bank collections. A leader summed this up well: 'We do not take on a child, we take on a family.'

Leaders do not give up on anyone. They work hard to keep pupils engaged in their learning, including those who struggle to manage their own behaviour. These pupils receive a highly effective support programme in the school's dedicated specialist units.

Leaders have high expectations for all. Standards in English and mathematics are rising, despite the impact of the COVID-19 pandemic. Leaders make sure that everyone has the support that is just right for them.

Leaders provide many exciting learning opportunities. Pupils have the chance to elect their own pupil parliament. There are 20 'cabinet members', including a well-being minister. Leaders and governors have ensured that welfare is a top priority for pupils, staff and the wider school community.

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

Leaders have designed an ambitious curriculum. It is broad and extensive. They have thought carefully about the sequencing of learning in each subject. Teaching is well matched to the intended curriculum. Where the pandemic has disrupted the sequence of planned learning, leaders have addressed this. Leaders have prioritised missed curriculum content to ensure that pupils make sense of later work in the curriculum. For example, teachers have taught pupils about the geographical features of Europe so that they can better understand the role geography played in invasion during the Second World War.

'Time for Twos', pre-school and Reception are well resourced, staffed and organised. A stimulating environment and good curriculum mean that children learn well and are prepared for their transition to the next phase.

The school's approach to teaching early reading and phonics is consistently strong. Consequently, children are well placed to read words and simple sentences by the end of the year. Not enough children have previously achieved a good standard in literacy and numeracy from their very low starting points. However, standards are rising. All staff are well trained to teach early reading. Staff foster a love of reading. They read to pupils regularly from a range of texts, including new books, familiar authors and books that appeal to the children. Pupils read books that are well matched to the letters and sounds they know.

Pupils enjoy mathematics and achieve well. They have an instant recall of number facts, such as number bonds and multiplication tables, appropriate to their year group. Leaders and teachers adapt planning well in mathematics to make sure that it is appropriate for every pupil. This includes those with special educational needs and/or disabilities (SEND).

Leaders check regularly how well pupils are doing and what they need to do next. This is especially so in English and mathematics, physical education and science. It is less well embedded in some subjects, including geography.

The curriculum in art, and in design and technology has been well planned and sequenced. However, it is at an earlier stage of implementation compared with those for other subjects.

Lessons are typically free of any low-level disruption. Pupils demonstrate a consistent readiness and eagerness to learn. Leaders manage behaviour extremely well, particularly for those pupils with SEND who are at risk of exclusion.

Leaders' provision for pupils' personal development is exceptional. This is despite the restrictions imposed by the pandemic, and the barriers and challenges many pupils face. Staff encourage pupils to recognise and respect differences in lifestyles and cultures. There is a very strong focus on fundamental British values. Pupils spoke proudly about how they voted democratically for their ministers in the pupil parliament. They have also raised funds for their local food bank. They are mature in their discussions of relationships and sex education and health education.

Leaders are passionate about their school, ensuring that pupils attend regularly. They have very high aspirations for their pupils to succeed, which pupils themselves embrace. Governors know the school very well and provide just the right balance of support and challenge. Leaders and governors are very mindful of staff welfare, workload and well-being. They have reduced the burden of assessment and given staff more opportunities to plan together.

Parents and carers and staff are highly positive about the work leaders do to support them.

Safeguarding

The arrangements for safeguarding are effective.

Staff are relentless in keeping pupils safe. They quickly identify pupils who need early help or who are at risk. They secure help promptly for pupils, including from external agencies. Staff, including designated safeguarding leads, are well trained in their duties. Staff are recruited safely. Systems to respond to any allegations or complaints are secure. Leaders inform pupils about how to keep themselves safe. For example, pupils know not to create easily identifiable, weak passwords. They know about the risks of sexual abuse. They are confident that they would report incidents to trusted adults. Governors hold leaders rigorously to account for their safeguarding responsibilities.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet fully implemented their curriculum plans in art and in design and technology. As a result, pupils have not completed the programmes of study in these subjects. Leaders should ensure that the curriculum is fully implemented in all subjects, for all pupils.
- Systems for checking how well pupils are doing to identify next steps are not consistently effective in all subjects. Consequently, leaders are not sufficiently aware which pupils have learned and remembered the intended curriculum content for every subject, and which have not. Leaders should ensure that assessment systems are in place consistently across all subjects.
- Not enough children leaving early years have achieved a good standard in literacy and numeracy by the end of Reception. Therefore, some still require additional catch-up support in later years. Leaders should ensure that more children are confident in reading and mathematics so they are well prepared for the start of Year 1.

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

Unique reference number	103823
Local authority	Dudley
Inspection number	10211026
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	511
Appropriate authority	The governing body
Chair of governing body	Gill Abrahams
Headteacher	Sarah Parkes
Website	www.wrens-nest.dudley.sch.uk
Date of previous inspection	22 November 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed as substantive headteacher in March 2020, having previously been acting headteacher and, before that, deputy headteacher.
- Other members of the senior leadership team were appointed at the same time as the headteacher, including the deputy headteacher and assistant headteacher.
- The school has a provision for two-year olds, called 'Time for Twos'.
- The school has two specially resourced provisions for pupils with SEND. 'The Pod' caters for seven pupils with social, emotional and mental health needs, and 'Shooting Stars' meets the needs of 12 pupils with complex learning difficulties. At the time of the inspection, the school had 37 pupils with education, health and care plans and 27% of all pupils on the SEN register.
- The school is not using any alternative provision at present.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

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

- Inspectors held meetings with the headteacher, other senior leaders, subject leaders, the coordinators for SEND and early years, and other members of staff.
- They spoke to pupils, including a separate group of girls, and representatives of the pupil parliament.
- Inspectors met virtually with the chair of the governing body and in person with two other members of the governing body.
- They met with a representative of the local authority.
- Inspectors took account of 19 responses to the Ofsted Parent View, including 19 free-text comments. There were no responses to the Ofsted pupil survey or staff survey. At the time of the inspection, the school was holding two parents' evenings on consecutive days.
- Inspectors considered information on behaviour, personal development, safeguarding and child protection.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics and geography. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. As a result of the parents' evening on the first day of the inspection, an inspector met with a representative group of teachers from across the deep-dive subjects on the second day.
- Inspectors also discussed with leaders pupils' work in art, design and technology, music, physical education and science.

Inspection team

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