

# Inspection of Wombridge Primary School

Hartshill, Oakengates, Telford, Shropshire TF2 6AN

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Inspection dates: 8 and 9 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils and staff work together well at Wombridge Primary School. Leaders foster a warm and caring ethos, where all pupils are valued, respected and included. Most pupils enjoy school and are very happy to attend. They feel safe in school.

The school's motto, 'LEAD', promotes learning, enjoyment, aspiration and determination for everyone. Pupils reflect these aims in the way they speak and act. They are eager to learn and to take part in lessons. They enjoy a broad range of subjects and are proud of their work.

Pupils' positive behaviour makes the school a friendly and welcoming place. They are polite and well-mannered to each other and to adults. They learn about the school's 'BUDDY' rules and aim to make school enjoyable for everyone. On the rare occasion that bullying happens, pupils are confident that adults will sort it out quickly.

Pupils enjoy a range of responsibilities in school. Some pupils are 'safeguarding ambassadors'. They complete daily tasks to promote key messages about safety. Others are elected to be 'class ambassadors'. Pupils gain a sense of independence by taking part in these opportunities. They gain confidence by making their own decisions about life in school.

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

The headteacher leads the school very well. She has made many positive changes to school provision since joining the school. This work has included building a new leadership team and recruiting many new teachers. Leaders have acted quickly to improve the quality of the curriculum at the same time. They have clearly set out the key information they expect pupils to know and remember in each subject. Pupils learn this information in small, manageable steps. This approach is helping pupils to build their knowledge of the subjects they learn.

Teachers know how to teach the curriculum well. They give clear explanations and demonstrations when teaching. These explanations help pupils to grasp new concepts and remember key information. Teachers also plan purposeful tasks that allow pupils to practise using new methods and techniques. In addition, they adapt these tasks to ensure that pupils with special educational needs and/or disabilities learn key curriculum outcomes. As a result, all pupils learn well in lessons.

The curriculum is having a positive impact on what pupils know and remember. Pupils are building their knowledge over time. However, a legacy of past weaknesses in the curriculum, along with the disruption of the pandemic, has left significant gaps in pupils' learning in some subjects. Pupils do not yet know and remember the essential information that leaders expect them to. Teachers know this and work determinedly to help pupils learn the planned curriculum. Leaders have begun to

check the impact of curriculum improvements on what pupils know and remember. However, their approach is not fully developed in some subjects.

Leaders place great emphasis on instilling a love of reading in all pupils. They have introduced a new approach to teaching phonics and ensured that teachers know how to teach it well. Children learn phonics and practise reading right from the start of Reception Year. Staff regularly check on what pupils know, and provide extra help to those who need it. Teachers use every opportunity to remind pupils about the letter sounds they have already learned. This approach helps pupils to remember key information and become better readers over time.

Staff are consistent in their approach to managing behaviour. Pupils understand the school rules and think they are fair. They are eager to do their best, and aim to achieve the daily 'good to be green' behaviour target that all pupils are set. This ensures that classrooms are calm and orderly. Pupils listen carefully and pay attention. This helps all pupils to focus on learning.

Staff work together to promote pupils' confidence and self-esteem. The school's pastoral team provides additional nurture and support for some pupils. This caring approach – coupled with information pupils learn in the curriculum – develops pupils' sense of well-being and awareness of positive relationships. Pupils learn about, and understand, the importance of tolerance and respect for others who are different to them.

Governors have supported leaders during a period of considerable change at the school. They facilitated a restructure of staff responsibilities and supported leaders in work to improve the quality of education. Most parents express very positive opinions about the changes that have been made.

## **Safeguarding**

The arrangements for safeguarding are effective.

Adults know pupils and their families well. They are alert to signs that a child might need help and know how to report their concerns. Leaders work well with families to ensure that pupils receive such help. They maintain regular communication with social workers and external agencies if appropriate.

Leaders understand that their safeguarding duties include ensuring that pupils attend school regularly. They promote positive attendance and challenge persistent absence.

Pupils learn how to identify risks and keep themselves safe. They understand the potential dangers when using the internet and are aware of what to do if they encounter these.

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

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

- Pupils do not yet fully know and remember the key information that leaders expect in some subjects. This limits them in reaching their potential. Leaders should continue their work to improve the quality of the curriculum so that pupils know and remember the important information they need.
- Leaders' work to check the impact of the curriculum in some subjects is not yet fully developed. This makes it difficult for them to identify what is working well and what is working less well. Leaders should further develop their approach to checking the impact of the curriculum.

### 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.

### 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>	123404
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10241869
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Seaton
<b>Headteacher</b>	Eileen Solomon
<b>Website</b>	<a href="http://www.wombridgeprimary.co.uk/">www.wombridgeprimary.co.uk/</a>
<b>Date of previous inspection</b>	3 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The senior leadership team has been restructured since the school was last inspected. The team consists of three leaders. The headteacher joined the school in September 2021. A safeguarding and inclusion manager started in November 2021 and an assistant headteacher was recruited in September 2022.
- The staff model was restructured from September 2022. The school no longer employs teaching assistants. Nine new teachers have joined the school since September 2021.
- Classes were restructured in September 2022. This restructure has resulted in smaller class sizes in most year groups.
- The school operates a breakfast and after-school club.

## Information about this inspection

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

- This was the first routine inspection the school 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.
- Inspectors held discussions with the headteacher and other senior leaders.
- Inspectors carried out deep dives in early reading, mathematics, geography and physical education. For each of these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to staff about the curriculum in some other subjects.
- The lead inspector held a meeting with the leader responsible for safeguarding. He also reviewed safeguarding records and checked the school's single central record.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. They spoke to pupils about their opinions of behaviour at the school.
- Inspectors spoke with members of staff individually and in groups. Inspectors took account of responses to the pupil and staff surveys, as well as to Ofsted Parent View.
- Inspectors visited the before-school provision and spoke to pupils who attend.

## Inspection team

Jonathan Leonard, lead inspector	His Majesty's Inspector
Justine Lomas	Ofsted Inspector
Katy Kent	Ofsted Inspector

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