

Inspection of a good school: Wolverley Sebright Primary Academy

Franche Road, Wolverley, Kidderminster, Worcestershire DY11 5TP

Inspection dates:

22 and 23 November 2022

Outcome

Wolverley Sebright Primary Academy continues to be a good school.

What is it like to attend this school?

Leaders at Wolverley Sebright Primary Academy have high expectations of all pupils. They have created a culture where pupils achieve well and engage enthusiastically in learning. Staff teach pupils about the characteristics of positive attitudes by promoting a group of fictional characters who act as role models. Pupils display these positive attitudes in all aspects of school life. For example, they are eager to 'have a go like Joe' – a mouse who represents willingness to take part.

Staff know pupils very well and care about them. If bullying or friendship issues do occur, adults sort them out quickly. This helps pupils to feel secure and safe at school. Pupils also look after one other. They learn how to 'spread kindness' by recognising and complimenting the strengths of others. 'Spread the kindness' awards are celebrated in weekly assemblies.

Pupils are proud to take part in a range of student leadership opportunities. Some are involved in important decision-making as part of the school council. Others are elected to the 'pupil parliament'. Some of these pupils also represent the school on the trust's 'children's council'. All of this teaches pupils about the democratic process and deepens their sense of belonging at the school.

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

Leaders regularly review the quality of the school's curriculum. They have adopted commercial schemes of work in some subjects, such as mathematics and reading. Subject leaders have developed the curriculum in other subjects. They have identified the key knowledge, vocabulary and skills that they expect pupils to know and remember. Pupils typically build their knowledge in small steps over time. For example, pupils practise using hatching, stippling and scribbling techniques in art. They then apply this knowledge to complete more complex pieces. However, in some subjects, leaders have not identified all

of the specific knowledge they want pupils to learn. This makes it more difficult for teachers to precisely check what pupils know and remember.

Teachers know how to teach the curriculum well. They explain information clearly and check that pupils understand. They also recap on essential knowledge to help pupils remember it. Staff use misconceptions – referred to as 'marvellous mistakes' - as an opportunity to deepen pupils' knowledge. They involve classes in looking closely at what went wrong and why. All this ensures that pupils make progress through the curriculum. Pupils, including those with special educational needs and/or disabilities (SEND) know and remember more over time. Pupils are very well prepared for the next stage of their education by the time they leave the school.

Staff prioritise teaching pupils to read. Children in the early years enjoy listening to stories, songs and rhymes. They begin learning phonics early in the Reception Year and practise reading regularly. Adults allow plenty of opportunities for children to apply their knowledge and read out loud. Almost all pupils, including those with SEND, are fluent readers by the time they reach Year 3. As a result, most pupils love reading. They speak passionately about their favourite texts and authors.

Staff recognise and reward pupils' positive behaviour. For example, pupils receive 'privilege cards' for doing the right thing. Pupils behave very well in lessons and at other times. They know what is expected of them and live up to these expectations. Routines are well established. For instance, pupils travel independently around the school without fuss or commotion. They listen carefully in lessons and are eager to learn. Disruption in lessons is very rare. Many lessons, particularly in Years 5 and 6, have a mature and scholarly atmosphere.

Pupils learn about the importance of equality in personal, social and health education (PSHE). They celebrate diversity and learn about the importance of respect and tolerance for other cultures. The school's curriculum prepares them well for life in modern Britain.

Pupils take part in a range of activities that extend beyond their academic studies. Many represent the school at sporting competitions. Some attend extra-curricular clubs after school. The pandemic has disrupted opportunities to attend school trips and visits. Leaders have made arrangements for visitors to lead workshops within school. They have also started to reintroduce some educational visits. However, the curriculum is not yet enriched to the extent that it has been in the past.

Leaders, including governors and trust executives, engage positively with staff. They are approachable and ready to listen. Staff appreciate this productive and collaborative approach to decision-making. Parents too express positive opinions about the school. There is a shared sense of community spirit. This benefits pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make the necessary checks on the suitability of adults before allowing them to work at the school. They maintain accurate records of these checks.

Adults are vigilant to any signs that a pupil may need help. They have a culture of 'it could happen here'. Staff act quickly to record such concerns and share information with leaders. Leaders then ensure that those pupils who need it, get the right help.

Pupils are taught about risks that may affect them at school and in life. For example, in PSHE, they learn about the negative effects of substance abuse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not been sufficiently specific about exactly what they want pupils to learn in some subjects. Sometimes it is difficult for teachers to check with precision, how well pupils make progress through the curriculum. Leaders should identify the specific knowledge they want pupils to know and remember.
- Pupils' opportunities to attend trips and visits have been disrupted by the pandemic. This means the curriculum is not enriched to the extent that it has been in the past. Leaders should continue their work to develop a coherent programme of trips and visits.

Background

When we have judged to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Wolverley Sebright VA Primary School, to be good in September 2013.

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

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| Unique reference number | 146074 |
| Local authority | Worcestershire |
| Inspection number | 10241608 |
| 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 | 184 |
| Appropriate authority | Board of trustees |
| Chair of trust | Wendy Taylor |
| Executive Headteacher | Shelley Reeves-Walters |
| Website | www.wolverleysebright.co.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school is voluntary aided by Sebright's Educational Foundation.
- The school is part of the Severn Academies Educational Trust (SAET).
- The number of pupils in each year group was increased in September 2021. The published admission number (PAN) for each year group is 30 pupils.
- The school operates a breakfast- and after-school club.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held discussions with the headteacher and other senior leaders. He also met with representatives of those responsible for governance and trust executives.
- The inspector carried out deep dives in early reading, mathematics and history. For each of these subjects, he 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.

- The inspector also spoke to staff about the curriculum in some other subjects.
- Through discussions with leaders, pupils and staff, the inspector considered how effectively pupils are safeguarded. He also looked at documents related to safeguarding, including the school's single central record of checks on staff.
- The inspector observed pupils' behaviour in a range of different classes and at different times of the day.
- The inspector considered responses to the online questionnaire, Ofsted Parent View. This included free-text comments. He also took account of responses to Ofsted's online staff survey and responses to Ofsted's pupil survey.
- The inspector visited the before-school provision and spoke to pupils who attend.

Inspection team

Jonathan Leonard, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
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