

Inspection of Wordsworth Primary School

Victor Street, Shirley, Southampton, Hampshire SO15 5LH

Inspection dates: 28 and 29 March 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Wordsworth pupils are happy at school. They enjoy their many opportunities to hold positions of responsibility. The Year 6 house captains are proud of having been elected through a democratic voting system. Members of the school council and eco-council know why their work is important. They take their responsibilities seriously when representing the views of their classmates.

Pupils feel safe and well looked after through the relationships they build with their trusted adults. They recognise that sometimes bullying occurs and know how to seek help. Leaders deal appropriately with these infrequent incidents. They are determined to improve outcomes. Most pupils are attentive in their lessons and achieve well across the curriculum. However, there are times when learning is disrupted because some pupils do not behave well. This occurs because pupils do not fully understand the school rules and staff do not consistently implement them.

Music provision is strong across the school. There are many opportunities for pupils to learn how to play musical instruments. Participation in the school orchestra allows pupils to demonstrate their growing musical skills. Pupils enjoy being able to join one of the three school choirs. They share their passion for singing through concerts and at community events.

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

Leaders have taken effective action to strengthen the curriculum to tackle below-average key stage 2 outcomes in 2022. In all subjects, teachers are clear about what to teach and when. As a result, pupils achieve well. This is particularly evident in the teaching of reading, which sits at the heart of the whole curriculum. From the moment children start their Reception Year they learn how to read using a phonics-based approach. Across the school, staff are well trained to teach reading. This means that pupils read with increasing fluency. When needed, older pupils receive extra reading sessions and therefore they catch up quickly.

Pupils benefit from their regular story times. They greet familiar and new books with excitement, and listen carefully. Teachers use skilful questioning to help pupils analyse a wide range of diverse texts. Recent author visits have inspired pupils with their reading and writing. Many older pupils now aspire to be authors themselves.

Children get off to a strong start in early years. This is because staff know the children extremely well. They support them with their learning, alongside their social and emotional development. This means that children are happy and engrossed in their activities. They learn to share, take turns and interact well with each other. Children know their routines. They particularly enjoy their 'discovery time' where they are supported to develop their skills of independence and resilience.

Across the curriculum, teachers have strong subject knowledge. In many subjects they are supported by expert leaders. This results in a consistent teaching approach. For example, in mathematics and music, teachers show pupils what success looks like through demonstration of methods and techniques. In all subjects, teachers routinely recap and check pupils' prior learning. This helps pupils to make sense of what came before and recognise how it links with their current learning. Teachers adapt the curriculum if pupils have gaps in their knowledge. In a few subjects, this adaptation is needed more frequently as pupils do not recall their prior learning well. Leaders are aware that this is a result of more recent curriculum work in these subjects.

Leaders ensure that teachers know how to identify and help pupils with special educational needs and/or disabilities. This means that all pupils access the full curriculum with appropriate support. Pupils are accepting in their outlook on diversity and difference. They enjoy weekly assemblies which focus on teaching them about a particular language or culture. Pupils show compassion and understanding towards their classmates who speak English as an additional language.

Staff do not always receive clear direction and support from school leaders. There is a lack of clarity about how behaviour should be managed, both within lessons and at breaktimes. This means that staff and pupils are not clear about the school rules and how they should be implemented. This inconsistent approach results in some pupils not engaging fully with their learning. In addition, when pupils raise concerns about behaviour over lunchtimes these are not always effectively addressed.

Governors and trustees have clear ambition for pupils at the school. Their actions to secure improvement are rooted in the shared belief that Wordsworth Primary is 'all about the child'. They are highly reflective and determined to work alongside school leaders to further strengthen improvement work. They recognise the urgency needed to review and communicate the school's behaviour systems.

Safeguarding

The arrangements for safeguarding are effective.

School leaders and the governing body are thorough in all aspects of their safeguarding work. Staff are well trained and know how to identify and report any concerns. Leaders have keen oversight of this reporting system and check for themes and recurring concerns. They appropriately refer to external agencies and then show tenacity in securing the right support for children and families. Pupils know if they have any worries they can tell a trusted adult or use their class worry boxes and jars. They understand the risks involved with using the internet and the measures they can take to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that their systems for managing behaviour are well understood by staff, pupils and parents. This means that pupils' behaviour sometimes falls short of their expectations. Leaders must ensure that all staff follow a consistent approach so that pupils behave well in their lessons and during unstructured times.

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

Unique reference number	141494
Local authority	Southampton
Inspection number	10242194
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	647
Appropriate authority	Board of trustees
Chair of trust	Alice Wrighton
Headteacher	Julie-Anne Palfrey
Website	www.wordsworthprimary.co.uk
Date of previous inspection	20 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school converted to academy status in 2014 and is part of the Hamwic Education Trust.
- The school currently uses one alternative provider.
- The school has an above average number of pupils who speak English as an additional language.
- The school has had significant staff changes since the last inspection.

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 the evaluation of the school.
- The inspection team carried out deep dives into these subjects: early reading, mathematics, science, history and music. For each deep dive, the 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.

- Pupils across the school were observed reading to a familiar adult by the lead inspector.
- Inspectors took account of parents' responses to Ofsted Parent View and parents' written comments. Inspectors also talked with groups of parents on the morning of the first day of inspection.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff questionnaire.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times. They also took account of responses to the pupil survey.
- The inspection team met with the headteacher and other school leaders as part of the inspection process. The lead inspector met with representatives from the trust and the chair of the local governing body.
- The lead inspector met with the school's designated safeguarding leader. Safeguarding records and procedures were checked and tested through document review and in discussions with pupils and staff.
- The inspection team reviewed a range of documentation, including the school improvement plan and school self-evaluation.

Inspection team

Kate Fripp, lead inspector	His Majesty's Inspector
Deirdre Crutchley	Ofsted Inspector
Matthew Rixson	Ofsted Inspector
Simon Francis	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 2023