

# Inspection of Wolston St Margaret's CofE Primary School

Brookside, Main Street, Wolston, Coventry, Warwickshire CV8 3HH

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Inspection dates: 25 and 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Pupils are proud to attend this welcoming and inclusive school. There is an ambitious vision for the school that is articulated from leaders at all levels, including governors. They want pupils to achieve their best. The pupils love to learn and follow a broad curriculum. They take pride in their work and achieve well.

There is a real sense of community between pupils, staff, parents and carers. Pupils understand their school values of 'be ready, be safe and be respectful'. They demonstrate these throughout the school day during lessons and with their friends on the playground. Pupils are also proud of their school ethos, 'let your light shine', with one pupil describing this as the importance of being yourself.

Leaders set high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). However, sometimes, these are not as well realised through targeted teaching for those who require more support than others.

Pupils feel safe and cared for. They are friendly and polite. Pupils' behaviour in lessons and throughout school is positive. They trust staff to sort out any unkind behaviour.

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

Leaders know the strengths and weaknesses of the school. They have prioritised the right things to drive further school development. This has included redeveloping the curriculum for many subjects. Leaders have ensured that the revised curriculum matches their ambitions for what they want pupils to know and understand. This builds on what children learn in the early years.

Teachers work hard to deliver enriching lessons. They ask questions to check that pupils understand what they have been taught. Pupils explain how their learning links together, and this is evident in lessons. They like the way their lessons and learning are set out. There is a real excitement for what they are learning.

Early reading is a priority that starts in the early years. Teachers use their expert subject knowledge to present learning accurately. Pupils engage well in their lessons and experience success in becoming confident and fluent readers. However, pupils' love of reading is not fully embedded across the school. Consequently, some older pupils are more reluctant to read more widely outside of their lessons.

The early years are integral to all parts of school life. The learning environment enables children to access and benefit from a rich set of resources. There are a range of learning activities provided that support children's learning and development. Teachers work together to deliver a connected curriculum that best prepares children for key stage 1.

Staff identify pupils' additional needs early. Leaders ensure that pupils receive the right support to access their learning. These pupils take part in all aspects of school life, including extra-curricular activities. Pupils usually achieve well in relation to their starting points. For some pupils with SEND, the quality of the extra help they receive can vary because staff have not identified accurately enough the most important knowledge that pupils need to know.

Leaders have developed a positive approach for promoting pupils' good behaviour. The child-centred ethos is understood by all. The school's 'tweak of the week' encourages positive behaviour and conduct. Pupils enjoy this and say that it helps to keep you safe. For pupils who require a more personalised approach, leaders have involved staff and parents in developing individualised strategies. Most pupils enjoy coming to school and have good attendance. Some pupils do not attend as often as they should, and miss what the school has to offer.

The planned curriculum promotes pupils' wider development. Pupils take part in assemblies and collective worship. They discuss important themes and topics, and how to apply the things they learn into daily life. Pupils learn to understand what fairness is and what rules help people to work together. The way they follow the school rules shows that they respect and understand the rule of law. Pupils also learn about diverse beliefs and cultures. This supports them in becoming respectful and active citizens.

There are a range of clubs on offer that pupils enjoy attending, such as magic, dance and art. These are currently only offered to pupils in key stage 2. Physical health and healthy eating are promoted, and the regular morning 'wake and shake' supports pupils to be involved in physical exercise and a fun activity before they enter school.

The vast majority of parents are very positive about all aspects of school life. Teachers are proud of pupils; they say they are a joy to be with.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders state that safeguarding is everybody's responsibility. They have developed a clear process for staff to raise and report concerns, and staff follow this well. Leaders secure the right help for pupils and families when they need it. They ensure that all required pre-employment checks for staff are completed.

Staff have an appropriate understanding of safeguarding risks to pupils. They teach pupils about how to keep safe in assemblies and in personal, social, and health education lessons. Pupils also take part in planned safety days where they learn about road, fire and online safety from external visitors.

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

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

- Persistent absence remains high for some pupils and they miss too much school. These pupils are not learning as much as they should. Leaders should continue to look at different ways to improve pupils' attendance that builds on the work they have already undertaken.
- Some pupils do not read as often as they should. As a result, these pupils do not consolidate their reading skills through enough practice and do not develop a wider enjoyment of reading. Leaders should make sure that developing a love of reading is promoted more widely.
- Sometimes, staff do not establish precise enough targets for pupils with SEND. This means that the support that is given to these pupils does not always enable them to make as much progress as they could. Leaders should ensure that extra support for pupils with SEND is well targeted, effective and meets their needs.

## 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>	125676
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10227947
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Samantha Burbury
<b>Headteacher</b>	Michelle Clemons
<b>Website</b>	<a href="http://www.wolstonprimary.org.uk">www.wolstonprimary.org.uk</a>
<b>Date of previous inspection</b>	22 March 2017, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher and chair of the governing body have been appointed since the last inspection. They joined the school in September 2022.
- The school is part of the Diocese of Coventry. It was last inspected under Section 48 of the Education Act 2005 in December 2017. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school has a breakfast and after-school club. This provision is managed by the school.
- The school does not use any alternative provision.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During this inspection, inspectors met with the headteacher, other leaders, staff and members of the governing body, including the chair. They also spoke with pupils.
- The lead inspector scrutinised a range of documentation relating to safeguarding. The inspectors checked the single central record and met with the school's safeguarding leaders. Inspectors spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.
- The lead inspector reviewed a range of documentation, including the school's self-evaluation, improvement plans, minutes of governing body meetings, school policies and information on the school's website.
- The lead inspector reviewed responses to Ofsted Parent View and the pupil and staff surveys.
- Inspectors talked to parents at the school gate.
- Inspectors evaluated safeguarding and pupils' behaviour during breaktimes, lunchtimes and while in lessons.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. For each deep dive, 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.

### **Inspection team**

Gemma Mann, lead inspector

Ofsted Inspector

Roulla Gabriel

Ofsted Inspector

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Piccadilly Gate  
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