

Inspection of John Wycliffe Primary School

Moorbarns Lane, Lutterworth, Leicestershire LE17 4QJ

Inspection dates: 25 and 26 April 2023

Overall effectiveness **Good**

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 are happy to attend John Wycliffe Primary School. It is an inclusive school. Pupils readily work and play together. The school values encourage all pupils to aspire to 'be brilliant'.

Teachers have high expectations for what pupils can achieve. Pupils try hard in lessons. They take pride in their achievements. Pupils enjoy the rewards they get when they do well. In lessons, pupils behave well. Disruptions to learning are very rare. Classrooms and corridors are calm.

Pupils say that they feel safe at the school. They say that bullying is very rare. Pupils know whom they can talk to if they are worried about anything. They trust that teachers and other adults will help them.

Pupils with special educational needs and/or disabilities (SEND) thrive in the same learning activities as the other pupils. Leaders know these pupils well. Leaders help teachers to provide extra support when pupils need it.

Many pupils attend clubs during and after school that cater for a wide range of interests, such as coding, laser tag, crafts and sports. Pupils are proud to take on roles of responsibility, such as being sports or well-being ambassadors.

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

The recently appointed headteacher, along with other leaders, has worked hard to develop an ambitious curriculum that meets the needs of all pupils. Curriculum plans describe the knowledge that pupils will learn and when. Subject leaders know their subjects well. They work hard to continue to develop their curriculums. Senior leaders and experts from the academy trust support them effectively. Leaders in the early years have planned a curriculum that prepares children for their next stages.

Children in the early years begin to learn to read as soon as they join the school. Leaders make regular checks to make sure that pupils at all stages get the lessons they need to progress quickly. In phonics and reading lessons, teachers help pupils to become confident readers. Pupils read often from books that match their stage of reading. Pupils who struggle with reading get extra support from teachers and other adults. Teachers read to pupils frequently. This helps pupils develop a love of reading.

Teachers have strong subject knowledge. In most lessons, they provide clear explanations. They give pupils activities to practise what they have learned. In those lessons, pupils try hard and learn well. In some lessons, teachers do not focus sharply enough on the knowledge that they want pupils to learn. When this happens, pupils lose focus. They do not learn the important knowledge as well as they should.

Teachers routinely revisit topics to help pupils recall important knowledge. They plan questions to help pupils remember what they have learned before. In lessons, teachers check pupils' work. They give pupils feedback that helps them to improve. On some occasions, teachers do not identify pupils' misconceptions quickly enough. This means that pupils do not get the help they need to deepen their understanding.

In the early years, teachers plan a variety of activities to inspire children to gain the skills they need to be ready for key stage 1. Children are excited about learning. They work and play confidently. Teachers know the children well.

The number of pupils with SEND in the school has increased recently. Leaders have worked hard to identify the support that they need. Teachers know how to adapt lesson activities so that pupils with SEND can achieve well.

Pupils show positive attitudes to learning. Teachers use clear routines to support them to behave well. When pupils do not behave as well as they should, teachers help them to correct their behaviour fairly and consistently. Pupils who struggle to regulate their own behaviour get good support from teachers and other adults.

Leaders have planned a curriculum for personal, social and health education (PSHE) to support pupils' wider personal development. In PSHE lessons, pupils learn how to keep themselves safe and healthy. Pupils also learn about fundamental British values, equality and diversity. In some cases, PSHE lessons do not help pupils develop a deep enough understanding of important topics such as British values. Some pupils do not remember what they have learned in PSHE lessons.

The school has improved rapidly since the appointment of the new headteacher. Leaders and teachers have worked together to deliver these improvements. The academy trust and the local governing body provide strong support. The vast majority of parents are positive about the changes the school has made.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff understand how to identify and share any concerns they have about the well-being of pupils. All staff receive regular training. They are knowledgeable about the risks pupils may face.

Leaders act quickly and effectively when they have concerns about pupils. They communicate well with parents and other agencies when they need to.

Pupils learn how to keep themselves safe, including online. They know very well how to respond in situations where they feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teachers do not provide activities that are sharply focused on the knowledge that they want pupils to learn. When this happens, some pupils become disengaged and do not learn as well as they could. Sometimes, pupils' misconceptions are not effectively addressed. Teachers need to ensure that lessons are directed at supporting pupils to learn the knowledge in the planned curriculum.
- There is a curriculum in place to support pupils' wider personal development. However, leaders do not ensure that all pupils gain an age-appropriate understanding of some important aspects of PSHE. Some pupils do not have a deep enough understanding of important topics such as British values. Leaders need to make sure that the curriculum supports pupils to be well prepared for their next steps in education and beyond.

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	144111
Local authority	Leicestershire
Inspection number	10240131
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	301
Appropriate authority	Board of trustees
Chair of trust	Graham Read
Headteacher	Lee Evans
Website	www.johnwycliffeprimaryschool.co.uk/
Dates of previous inspection	3 and 4 November 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in August 2022.
- The school uses no alternative provision.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders.
- The lead inspector met with the chief executive and other leaders from Inspiring Primaries Academy Trust.
- The lead inspector met a representative of the board of trustees and members of the local governing body, including the chair.

- Inspectors carried out deep dives in these subjects: reading, English, mathematics, geography, science and art. For each deep dive, inspectors discussed the curriculum intent 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 lead inspector listened to pupils read to a familiar adult.
- To inspect safeguarding, the lead inspector spoke to the headteacher and looked at the school's record of pre-employment checks. Inspectors also discussed safeguarding with trust leaders, trustees, governors, members of staff and pupils.
- Inspectors visited lessons in early years and spoke to leaders about the early year curriculum.
- Inspectors spoke to leaders, members of staff and pupils to inspect behaviour and attitudes and personal development. Inspectors also discussed curriculum plans for PSHE.
- Inspectors considered the responses to the online parent and staff surveys.

Inspection team

John Spragg, lead inspector	His Majesty's Inspector
Gary Fullwood	Ofsted Inspector
Kate Mann	Ofsted Inspector
Gary Nixon	Ofsted Inspector

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