

# Inspection of Wolvey CofE Primary School

Bulkington Road, Wolvey, Hinckley, Leicestershire LE10 3LA

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Inspection dates: 7 and 8 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

This school is at the heart of its community. Pupils are very happy. They feel safe and well cared for. The school serves a diverse community including families from military backgrounds, Gypsy, Roma and Traveller communities and families from local villages. Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND), and their families feel welcomed and included in school life.

Leaders have high expectations of all their pupils. Staff model these expectations consistently. As a result, pupils' behaviour is exemplary. Pupils know how to behave well. They want to learn and do not waste opportunities to do so. Staff teach pupils to respect each other. Pupils play happily together. In addition, the presentation of work in pupils' books and on display around the school is of a very high standard. Pupils are proud of their school and the different cultures and traditions that make up the school community.

Bullying is not accepted in school. Pupils know they can share any worries with adults. Staff deal with issues swiftly and effectively. This makes pupils feel safe.

Parents are overwhelmingly positive about the school, its leaders and staff. Parents' comments included: 'It's a community that makes every child feel safe and valued.'

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

Leaders know their pupils, families and communities extremely well. They have created a broad curriculum that meets their pupils' needs and encourages them to love learning. Leaders have planned the curriculum carefully. They have prioritised the acquisition of vocabulary throughout. They have made sure that the teaching of new knowledge builds on past learning. Pupils receive much support and encouragement from teachers. This helps them to achieve their best, and many do. Pupils make good progress in different year groups and over time. Their attainment by the end of Year 6 is high. Pupils are well prepared for the next stage of their education.

Leaders help pupils learn to read well. Pupils enjoy reading. From the moment children join school in the early years, they enjoy a multitude of rhymes, songs and stories. Language development is a key focus in all learning. Pupils learn to read quickly with books that are well matched to the sounds they know. In phonics lessons, leaders use assessments consistently to support pupils' progress. This also helps them to identify and provide any extra support, if necessary.

Children in the Pre-school and Reception classes learn well. They are happy and settled. They confidently talk to visitors and each other. They learn to take turns and share. Well-established routines help them to settle. They quickly become independent and enjoy learning. During the inspection, for example, Reception-age

children were happily composing their own music using repeating patterns and moving to the beat. They enjoyed following rhythms on their drums and showed excellent self-control in putting aside the drums when asked.

Leaders plan the curriculum so that it builds on what children learn in the early years. In subjects such as mathematics, writing, science and physical education, leaders plan effective assessments of learning and set clear end points to aim for. This ensures that teachers identify any gaps in learning or misconceptions quickly. Pupils' achievement is strong. In a few other subjects, leaders have not tuned assessment with the same precision. Because of this, leaders cannot confidently identify how much of the intended curriculum pupils have learned.

Leaders quickly identify the needs of pupils with SEND. They support these pupils well. As a result, pupils with SEND make good progress. Parents are very positive about the support their children receive and the difference it makes.

Pupils are very proud of their school, the grounds and outdoor equipment. Early years outdoor provision is high quality and purposeful. Staff use it well to help younger children develop their social, language and physical skills.

Staff use the school's dedicated, secure forest school area very well. Planned work supports learning in different subject areas. It allows pupils to be creative, adventurous and to develop a range of useful skills.

Pupils benefit from a range of visits and visitors, including a residential trip to France. In school, pupils can apply for roles and responsibilities. They respond well to the school's Christian ethos and show respect for others. They know and live by the school's values and rules, which helps lessons to run smoothly. Pupils enjoy opportunities to take part in sport and competitions, music and performances.

Leaders, staff and governors are proud of the school and pupils. They work well as a team and have brought about rapid improvements to the school. Staff value the way leaders consider their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, staff and governors take safeguarding very seriously. They know their families and pupils' unique needs and circumstances. Leaders take every possible step to engage with pupils and their families to ensure that pupils are kept safe. Staff receive effective training and quickly deal with any signs of concern. The school's record-keeping is robust.

Leaders ensure that the school site is kept secure. They plan the curriculum to ensure pupils know how to look after, for example, their mental health and well-being, and how to keep safe when working online.

The required checks on adults in school are completed.

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

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

- In a few foundation subjects, leaders' use of assessment is underdeveloped. Currently, assessments do not check how much learning has taken place or what pupils have remembered. Leaders should continue to refine the use of assessment in foundation subjects so that it informs them about what pupils know, can do and have remembered over time.

## **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>	125677
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10268251
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Antony Humphreys
<b>Headteacher</b>	Andrew Edwards (Executive headteacher)
<b>Website</b>	<a href="http://www.wolveyschool.co.uk">www.wolveyschool.co.uk</a>
<b>Date of previous inspection</b>	23 June 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is federated with The Revel Primary School as part of the Ignite Federation.
- The current head of school was appointed permanently in March 2021.
- The date of the school's most recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) was October 2017. The next section 48 inspection will be within the prescribed period.
- Leaders do not make use of any 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 the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, head of school, other leaders, teaching and non-teaching staff. The lead inspector also met with four members of the governing body including the chair.
- The lead inspector met with key staff responsible for safeguarding and checked the single central record and procedures for the recruitment of staff. She discussed procedures and policies relating to safeguarding and the welfare of pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and art and design. 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.
- Inspectors also spoke to leaders about the curriculum in some other subjects and looked at some pupils' books.
- Inspectors watched pupils' behaviour in class and at other times during the day. They spoke with parents, staff and pupils about behaviour.
- The lead inspector spoke with a local authority commissioned external adviser and a school improvement leader from the local authority.
- An inspector spoke with parents at the end of the school day. The lead inspector considered responses, including free-text comments, to Ofsted's Parent View online questionnaire and staff questionnaire.
- The lead inspector studied the school's website and public information about the school.

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### **Inspection team**

Tina Willmott, lead inspector

Ofsted Inspector

Mike Onyon

Ofsted Inspector

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