

Inspection of a good school: Waingroves Primary School

Waingroves Road, Ripley, Derbyshire DE5 9TD

Inspection dates: 12 and 13 July 2023

Outcome

Waingroves Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy to attend Waingroves Primary School. Leaders have created a caring culture based on mutual respect. Everybody is made to feel welcome in the school. Staff and pupils share high expectations for behaviour and for what pupils can achieve. Pupils try hard and behave well in lessons. They work and play together enthusiastically.

Pupils enjoy positive relationships with teachers. They say that they feel safe and cared for. Pupils know who they can talk to if they are worried about anything. They trust that teachers and other adults will help them resolve any problems quickly. Vulnerable pupils and pupils with special educational needs and/or disabilities (SEND) get the help they need to thrive. Pupils value the support they get for their mental health.

Pupils are proud to take on positions of responsibility in the school such as team captains, playground buddies and librarians. Pupils elected to the school council help to raise money for school projects. They help leaders to decide how to spend the money to enrich learning and provide activities for playtimes. The school provides further opportunities to develop pupils' character through trips and visits. All pupils take part in weekly forest school activities.

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

Leaders have placed a priority on reading. In the early years and key stage 1, pupils gain the knowledge they need to quickly learn to read. In phonics lessons, they eagerly practise reading and writing the sounds they are learning. Teachers check pupils' understanding. They give feedback that helps pupils to correct any misconceptions quickly. Teachers provide support for pupils who need extra help with reading. Across the curriculum, pupils read from quality texts. Teachers help them to develop reading fluency to be ready for secondary school.

The mathematics curriculum identifies the knowledge that pupils will learn. This helps teachers to teach topics in the right order so that pupils deepen their understanding over

time. Teachers present new knowledge clearly. They ask pupils questions to check their understanding. Pupils learn the vocabulary they need to discuss their learning with each other. Teachers give pupils daily opportunities to practise what they have learned before. This helps pupils to remember what they have learned so that they can solve more complex problems.

For other subjects, leaders have based the curriculum around interesting topics and quality texts. Leaders support teachers to plan learning activities so that pupils gain the knowledge they need. In some subjects, the important knowledge is not yet defined precisely enough in the curriculum. This means that some lessons do not help pupils to learn and remember the important knowledge as well as they might.

In history lessons, teachers encourage pupils to think like historians. For example, pupils look at a range of historical artefacts. This helps them to understand how historians have learned about the Vikings. Pupils use the skills they learn to carry out their own 'personal study' in topics that interest them.

Pupils benefit from many opportunities to work with others. In the early years, teachers plan activities for children to work together. This helps them to develop important social and communication skills. In key stages one and two, pupils have many opportunities to work with 'learning partners'. Pupils gain the confidence to talk about their own ideas and to listen to others. They display mature attitudes and are respectful of each other. Pupils with SEND access the same curriculum as other pupils. Teachers and other adults adapt activities and provide support when it is needed.

Leaders have planned a curriculum for personal, social and health education (PSHE). In PSHE lessons, pupils learn how to keep themselves healthy. They learn about relationships and how to avoid risky situations. There are not enough opportunities in the curriculum for pupils to learn about important British values such as individual liberty or the rule of law.

Classrooms are calm and orderly. Pupils say that almost all pupils behave well all the time. When pupils do not behave as well as they should, teachers deal with it fairly. Leaders provide support for a small number of pupils that struggle to regulate their own behaviour.

Teachers are happy and proud to work at the school. They say that leaders help them to manage their workload. The school receives effective support as part of Embark Federation multi-academy trust. Teachers value the opportunities they get to collaborate with teachers from other schools in the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured a vigilant safeguarding culture in the school. They make all appropriate checks on employees and visitors. Staff receive regular safeguarding training updates. They are knowledgeable about the risks pupils might face.

All staff know how to identify when pupils may need help. They know how to record and report their concerns. Leaders work tenaciously to make sure that the most vulnerable pupils get the help they need. They work well with families and other agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculums do not contain enough detail about the knowledge that pupils should learn. As a result, pupils do not reliably gain the knowledge they need to deepen their understanding over time. Leaders need to make sure that curriculums identify precisely what pupils need to know. Furthermore, teachers need to make sure that lesson activities help pupils learn and remember the important knowledge.
- There are not enough opportunities for pupils to learn about fundamental British values. Pupils do not have an age-appropriate understanding of concepts such as the rule of law, individual liberty, mutual respect and tolerance. Leaders need to make sure that pupils learn these values so that they are well prepared for their lives in modern Britain.

Background

When we have judged a school 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 second ungraded inspection since we judged the predecessor school of the same name to be good in July 2015.

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	148018
Local authority	Derbyshire
Inspection number	10298547
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	205
Appropriate authority	Board of trustees
Chair of trust	Sarah Armitage
Headteacher	Amarjeet Challand
Website	www.waingroves.derbyshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Waingroves Primary School converted to become an academy school in December 2020. When its predecessor school, also called Waingroves Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Embark Federation multi-academy trust.
- The school does not use any 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 their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs coordinator and other school leaders.
- The inspector met with the chair of trustees and other representatives of the Embark Federation multi-academy trust.
- The inspector met with the co-chairs and other members of the governing body.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector 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 observed some pupils reading to their teacher.
- The inspector also looked at the curriculum for some other subjects.
- The inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks, reviewing other records and holding discussions with leaders, staff and pupils.
- The inspector looked at behaviour and attendance records and discussed these with leaders.
- The inspector considered the responses to parent and staff surveys.
- The inspector spoke with pupils, parents and staff to hear their experiences of the school.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

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