

Inspection of Wollaston Primary School

College Street, Wollaston, Wellingborough, Northamptonshire NN29 7SF

Inspection dates: 10 and 11 October 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	Requires improvement

The headteacher of this school is Zoe Richards. The school is part of INMAT, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Williams, and overseen by a board of trustees, chaired by Linda Brooks.

What is it like to attend this school?

This is a school where everyone is welcome. Pupils say that the school's values help them to learn and live well together. For example, pupils explain how the statement 'we include' reminds them to look beyond their immediate friendship groups when they seek others to play with. Playtimes are happy times, when some pupils enjoy vigorous games and others relax and chat with their friends. Any disputes are quickly sorted out.

A lot has changed at this school in a short amount of time. Expectations are higher now, and pupils are better prepared for what they will learn next. Everyone is determined to continue to improve the school. Many parents and carers are pleased with these changes. Parents of children with special educational needs and/or disabilities (SEND) say that their children get the support they need.

Pupils are proud of their school. Those who are 'reading leaders' say that they like helping other pupils to develop a love of reading. Pupils feel listened to. They say that 'teachers are open to our feelings'. Pupils appreciate the chance to pause and reflect during mindfulness sessions. The school is a calm place to be, and pupils treat each other with respect. They understand and value each other's differences.

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

Children in early years get off to a great start. Parents appreciate the 'special bag of activities' that children can do before they start in the Reception class. They say staff get to know the children really well. Relationships between staff, parents and children are rapidly established. Staff quickly spot any additional needs that children may have. They make sure that these children get the right help straight away. As a result, children settle swiftly into clear routines.

Once children start school, they begin learning phonics straight away. There is an ambitious curriculum in place. The books that pupils read closely match the sounds they know. They read them frequently to become more fluent. Staff value the help they receive to teach phonics well. Regular coaching helps them to improve. Occasionally, pupils do not join in as well as they might and lose the chance to practise important learning.

Teachers help pupils to choose the best words to bring their writing to life. The youngest children learn new words to help them to communicate better. Teachers plan opportunities for children to practise using these. For example, children describe the colours and shapes of the flowers that they are drawing.

The school has put in place a broad curriculum. In some subjects, such as mathematics, this is deeply established. Pupils build on what they have learned before. For instance, pupils can explain how the multiplication facts they learned the year before help them to work with larger numbers and more complex problems. Pupils enjoy reading challenging texts and can talk about the new authors who have

inspired them. Teachers build opportunities into lessons for pupils to recap recent learning. They plan lessons so that pupils with SEND work alongside their peers. Teachers know what pupils with SEND need to learn next. They help these pupils secure these important next steps.

There is still some work to do to improve the curriculum further. Sometimes, pupils do not consistently use what they know, for example to write in a fluent and legible style. In some subjects, the school has not yet identified what pupils should know and remember over time.

There is a range of opportunities for pupils to broaden their knowledge of the world around them. Pupils learn about British values and can explain the importance of tolerance and respect. They discuss thoughtfully how opportunities to play football should be organised at lunchtime. Pupils understand that families can also be organised in different ways. They have less knowledge about the diversity of beliefs and cultures in modern Britain.

Many parents feel that the school supports their children well. There is some useful information on the school's website, and there are opportunities for parents to meet staff. However, some parents do not feel that communication with the school is effective or that they know enough about what their children are learning.

Teachers value the training that they receive to build their subject knowledge. Staff feel well supported by trust and school leaders during a time of significant change. Most feel that their workload and well-being are well considered. Those responsible for governance understand how leaders' actions are making a positive difference to pupils. Governors have clear plans to continue to develop this further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always spot when pupils are not actively engaged with their learning. Opportunities to check pupils' knowledge or enhance their vocabulary are sometimes lost. The school should ensure that expectations of all pupils remain high, so that pupils benefit from every opportunity to practise using important knowledge.
- The curriculum in some subjects is more refined and established than in others. In a few areas, pupils do not recall or consistently use what they have learned as well as they might. The school should continue to further develop the curriculum so that all staff know precisely what the really important knowledge is and how to check that this is having the desired impact on pupils' learning over time.

- Not all parents feel that they know what their children are learning. The school should continue to develop ways of working with all parents so that parents know the effective work of the school and how they can support their children.
- Pupils are tolerant and respectful. However, some pupils do not have sufficient knowledge of different faiths and cultures to prepare them for life in modern Britain. The school should continue to develop opportunities for pupils to deepen their knowledge of the diversity of religious and non-religious traditions.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144170
Local authority	North Northamptonshire
Inspection number	10298517
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	298
Appropriate authority	Board of trustees
Chair of trust	Linda Brooks
CEO of the trust	Helen Williams
Headteacher	Zoe Richards
Website	www.wollastonprimary.org.uk
Dates of previous inspection	21 and 22 September 2021, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- Since the previous inspection, a number of staff have left and joined the school.

Information about this inspection

- Inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the second routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, art and design, English, history and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke with some pupils

about their learning and looked at samples of pupils' work. The lead inspector heard pupils reading to a familiar adult.

- Inspectors spoke with leaders and teachers about the support they give to pupils with SEND. Inspectors considered a range of documentation and visited lessons.
- During the inspection, inspectors spoke with groups of pupils both formally and during less structured parts of the day.
- Inspectors spoke with the senior leadership team and trust officers. The lead inspector spoke with members of the local academy committee and trustees.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents were considered through conversations with them at the beginning and end of the day and through reviewing written comments and opinions expressed on Ofsted Parent View.
- Inspectors spoke with staff during the inspection and considered views expressed through the staff survey.

Inspection team

Hazel Henson, lead inspector	His Majesty's Inspector
John Craig	Ofsted Inspector
Liz Moore	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