

# Inspection of Wootton Wawen CofE Primary School

Alcester Road, Wootton Wawen, Henley-in-Arden, West Midlands B95 6AY

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Inspection dates: 27 and 28 February 2024

<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

The head of school is Jessica Jones. This school is part of Arden Forest CofE Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Adam Walsh, and overseen by a board of trustees, chaired by Nick Moon. There is also an executive headteacher, Sally Morris, who is responsible for this school.

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

Staff warmly welcome pupils to Wootton Wawen CofE Primary School each day. The school is calm and orderly. Clear routines and high expectations of behaviour are set right from the start. This means pupils know what is expected of them. Pupils are polite, courteous and well behaved. They are kind and respectful to one another at social times. Older pupils support younger pupils to play games and develop friendships. Incidents of poor behaviour are rare. The school takes effective action to resolve any worries or concerns pupils have. Pupils are safe.

The school does all it can to ensure that pupils attend school regularly and on time. Pupils are attentive and hard-working in lessons. They achieve well, particularly in reading. Pupils enjoy attending clubs such as choir and sports clubs. They have many opportunities to take on responsibilities in school, for example as digital leaders or playground monitors.

The vast majority of parents are positive about the school. One parent's comment on Ofsted Parent View was typical of many when they said: 'There is a real sense of community and nurture. I am thankful for the solid foundation my child has received. He is ready to confidently move on to secondary school.'

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

The school has an ambitious curriculum that sets out the knowledge all pupils need for future success. It is planned and sequenced so that pupils build on their knowledge and skills over time. Teachers have the subject knowledge they need to teach the curriculum. They make regular checks on pupils' learning and identify any misconceptions. However, in some subjects, there is inconsistency in the delivery of the curriculum, particularly in some mixed-age classes. This means that in these subjects pupils do not always learn the curriculum the way subject leaders intend.

The reading curriculum is rigorous and well taught. Staff have the knowledge and skills needed to teach early reading, including phonics, very well. Pupils practise and apply their phonics knowledge when reading books that closely match the sounds they learn. A range of high-quality texts and daily story-time sessions help pupils to develop a love of reading. Pupils who fall behind are well supported. They read daily in school and catch up quickly. All of this means that pupils read with the confidence and accuracy expected for their age.

Pupils with special educational needs and disabilities are included in all aspects of school life and achieve well. They are identified early and assessed accurately so that they get the help they need to be successful in school. Pupils are well supported to access the curriculum. For example, work in lessons is modified or pupils receive additional specialist support such as occupational therapy.

Children in the early years have settled well into school routines. They learn to share and take turns. Children are beginning to manage their own feelings and behaviour.

Learning is carefully planned and sequenced. Staff are knowledgeable about the areas of learning they teach. For example, early reading and mathematics are taught following the school's approach. However, children do not have enough opportunities to deepen their learning so that they confidently know and understand the curriculum well enough. There are not enough opportunities for children to practise and apply their learning and vocabulary, particularly when working independently. This is because the opportunities in the continuous provision do not enable pupils to develop the high levels of curiosity and concentration expected.

Pupils' broader development beyond the academic has been carefully considered. They know how to keep their minds and bodies healthy. For example, pupils 'self-regulate' using 'the hand of five' strategy. The 'SMART' rules help pupils to learn about right and wrong. Pupils learn about different faiths and cultures. They take part in multi-faith dance workshops and South Asia New Year festivities and celebrate harvest festival. This helps them recognise difference and celebrate diversity. Pupils learn about how to keep safe near water and online. The school's ethos of 'nurture, inspire, achieve' permeates the school curriculum. Pupils learn about inspirational people. They find out about the careers of people in the school community, for example an emergency call handler, farmer and electric car-pod engineer. This helps pupils to think about their future aspirations. Pupils have many opportunities to take part in competitions and to celebrate success.

Leaders, including trust leaders, know the school well and maintain clear oversight of its work. Staff are very positive about the support from leaders to help manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some subjects are not taught as well as others. This is because, in some mixed-aged classes, there is inconsistency in the delivery of these subjects. In some cases, they are not being implemented the way subject leaders intend. The school should support subject leaders to evaluate the consistency of curriculum delivery and put in place the steps needed to ensure that in all subjects pupils consistently learn and remember more of the curriculum.
- Children in the early years do not have enough opportunities to practise and apply important knowledge and skills, particularly when working independently. This means that they do not always deepen their learning in a way that builds on what they know and understand. The school should ensure that children build important knowledge and skills in a way that helps them to learn well so that they have a secure foundation across all areas of learning.

## 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

<b>Unique reference number</b>	148514
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10294722
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	95
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nick Moon
<b>CEO of the trust</b>	Adam Walsh
<b>Headteacher</b>	Jessica Jones (Head of School)
<b>Website</b>	<a href="http://www.woottonwawenprimaryschool.co.uk">www.woottonwawenprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The head of school took up post in September 2023.
- The school provides before- and after-school provision.
- The school does not use alternative provision.
- The school is part of the Church of England Diocese of Coventry. The school's last section 48 inspection was in May 2017. The school's next inspection will be within eight years of the previous inspection.

## Information about this inspection

The 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 education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the

school and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at samples of pupils' work and held discussions with leaders about the history, music and computing curriculum.
- The inspectors observed children reading to a familiar adult and reviewed reading resources.
- The inspectors reviewed a range of documentation on the school's website.
- To evaluate the effectiveness of safeguarding, the 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 inspectors observed children's behaviour in lessons and at other times during the day.
- The inspectors held meetings with the executive headteacher, the head of school, the designated safeguarding lead and curriculum leaders. The lead inspector met with representatives from the trust, including the CEO, and held a telephone conversation with a representative from the diocese.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View, and staff survey.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

Rebecca Cox

Ofsted Inspector

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