

Inspection of a good school: Great Witley CofE Primary School

Worcester Road, Great Witley, Worcester, Worcestershire WR6 6HR

Inspection dates:

14 and 15 May 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Kate Ramsey. This school is part of The Rivers 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), Matt Meckin, and overseen by a board of trustees, chaired by Andy Jobbins.

What is it like to attend this school?

Great Witley CofE Primary School is a delightful place to be. Teachers are excellent role models for pupils. They have high expectations for pupils' achievements and provide frequent opportunities for pupils to think hard and learn well. Pupils' behaviour is exemplary. They speak respectfully and politely to adults and to each other.

Pupils look out for each other. Mental health champions provide a listening ear and a quiet spot for other pupils who need a chat. Older pupils are also play leaders and house captains. This helps to promote the family feel of the school. Pupils take on positions of responsibility such as 'CREW', school council and the sustainability group. Pupils take these responsibilities seriously and take the opportunity to improve the life of the school.

Pupils and adults model the school's 'STARS' values exceptionally well. For example, staff trust even the youngest children to take responsibility for doing the right thing without being asked. As a result, pupils are kind to each other and put things right if they go wrong. The school promotes 'courageous advocacy' and listens to pupils when they raise issues that affect them. For example, pupils have raised issues about recycling, food waste and outdoor learning, and staff have helped pupils to respond to these. The responsiveness of leaders helps pupils learn about the importance of speaking up and speaking out in the right way.

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

The school's curriculum is carefully planned and sequenced. Teachers have identified the important knowledge that pupils need in each subject and make sure that it is taught in the right order. They meticulously adapt the curriculum so that it meets the needs of all pupils in the class. As a result, pupils achieve exceptionally well across the curriculum.

Teachers use consistent lesson structures to support pupils' learning. They receive training from expert subject leaders and, as a result, have excellent subject knowledge in all areas of the curriculum. Teachers encourage pupils to think deeply about what they are learning, and pupils use their secure subject knowledge to solve tricky problems. For example, in mathematics, 'pink questions' encourage pupils to think about how to approach mathematical problems in lots of different ways. Children in the Reception Year use numbers confidently and fluently, doubling numbers and using a number line with ease.

Pupils show great joy in their learning. They are keen to have a go and to learn from the mistakes that they may make. This means that pupils secure knowledge quickly and are eager to learn more. Children in Reception show a zest for learning. This, coupled with the well-considered early years curriculum, provides a very secure foundation for their next steps.

The school prioritises reading. Staff deliver the phonics curriculum with expertise. They quickly identify pupils who may be struggling to learn certain sounds and put support in place quickly so that pupils keep up with their peers. As a result, pupils learn to read fluently. Pupils continue to enjoy reading. They value borrowing books from their class library, often choosing a book recommended by pupils in their class. Pupils speak eagerly about the books their class reads together.

Pupils who need additional support, including those with special educational needs and/or disabilities (SEND), are identified quickly. The school makes sure the right support is put in place. This quick response to pupils' needs makes sure that all pupils achieve highly.

The school is focused on making sure that pupils are well prepared to 'live as global citizens in an ever-changing world'. Alongside the school's well-established Christian ethos, pupils learn about how their actions make a difference to others. Pupils speak eloquently about their role in supporting other people. This extends from helping out their friends to contributing to the local foodbank in a 'reverse advent calendar' each year.

The school is very well led. Leaders know the school well and understand the benefits and drawbacks of being in a small rural school. The school works hard to build on the positives and to make sure that pupils have every opportunity to have a wide range of experiences. As a result, pupils are confident, articulate and caring.

Parents are extremely positive about the school. They say that their children are noticed and challenged to do well. Staff enjoy being part of the school community. They know that their professional development is supported by the school and the trust. The trust,

through the lead headteacher, knows the school well. The trust provides appropriate levels of support and challenge. This helps to make sure that the school flourishes.

Safeguarding

The arrangements for safeguarding are effective.

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 school to be good in June 2013.

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	142706
Local authority	Worcestershire
Inspection number	10344072
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	Board of trustees
Chair of trust	Andy Jobbins
Headteacher	Kate Ramsey
Website	www.greatwitley.worcs.sch.uk/
Date of previous inspection	5 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Rivers CofE Multi Academy Trust.
- The school uses one unregistered alternative provider.
- The school is a Church of England school. It received its last section 48 inspection in June 2022.

Information about this inspection

- 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 COVI-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to the headteacher and other senior leaders, the special educational needs coordinator, the CEO, the school's lead headteacher, and to two trustees.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited

a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- The inspector looked at a sample of pupils' books across the curriculum.
- The inspector listened to some pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector 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 inspector reviewed the school's documentation.
- The inspector took account of the online staff survey.
- The inspector spoke with pupils and took account of the online pupil survey.
- The inspector spoke with parents, including at the school gate, and took account of the views of parents on Ofsted Parent View.

Inspection team

Claire Price, lead inspector

His Majesty's Inspector

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