Inspection of a school judged good for overall effectiveness before September 2024: Wrockwardine Wood Infant School and Nursery

Church Road, Wrockwardine Wood, Telford, Shropshire TF2 7AH

Inspection dates: 15 and 16 October 2024

Outcome

Wrockwardine Wood Infant School and Nursery has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

The school expects pupils to be kind, honest and work hard. These three simple and well-understood expectations flavour all of school life. In the classroom, staff guide and support pupils to learn a lot in different subjects. On the playground and at other times of day, pupils look after one another and make sure no one feels left out. The school is a happy, safe and ambitious place to be.

The school's high expectations for pupils' behaviour and work show in many ways. Pupils and staff respect one another and bullying is not accepted. If any problems occur, then adults act quickly and calmly to sort things out fairly. Indeed, the school's guiding motto of 'love, laugh, learn' is clearly apparent in everyone's actions and attitudes. Pupils achieve well in different subjects, with standards in reading being particularly strong.

Throughout the school day, adults take time to notice the little things that pupils do. Each week, the school recognises kind words and thoughtful behaviour in special celebrations that build self-esteem and positive attitudes. The school invites parents to share in these, to attend workshops and get involved in school life. Parents appreciate this and speak highly of the school.

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

This school continues to give pupils a strong start to their education. Since the previous inspection, leaders have built further on existing strengths. They have developed the wider curriculum and ensured solid academic standards.

Leaders are well informed about what children need to develop their language and communication skills. In the Nursery, children learn to listen carefully and to take care with words. Across early years, staff use stories, rhymes and songs with deliberate repetition to build familiarity with sounds and language. In addition, a whole-school phonics programme supports all to keep up, and to catch up, so that pupils are well prepared for reading at junior school. Furthermore, clear guidance and quality reading resources reduce teacher workload. They also support teaching and assessment to be consistent and manageable. Everyone benefits from this and staff feel supported in their work. Similarly, a new approach to handwriting is already beginning to make its mark, although it is not yet having a consistent impact on all pupils.

Other subjects also support pupils' language and reading. In science, for example, the curriculum has an informed focus on subject-specific vocabulary and the big ideas that sit behind words. Lots of discussion, guided by adults, steers pupils to articulate their thoughts and practice using what they know. Notably, in different subjects, the curriculum does not rush ahead or get overloaded with unnecessary content. Instead, it focuses firmly on what pupils need to know. In addition, regular recaps at the start of lessons serve to check and embed learning. Consequently, in subjects such as science, art and design and geography, pupils remember key ideas.

Alongside reading, there is a keen focus on number. In the early years, lots of counting and practical activities build firm foundations. The key stage 1 curriculum builds on these and standards are generally in line with expectations. Even so, the approach to building number fluency does not have the same reliable consistency and quality resources as phonics teaching.

The school does much to identify and support pupils with special educational needs and/or disabilities. Staff work closely with different services and adapt their teaching so that all can participate and achieve.

The school supports pupils' personal development well. Visits to different places of worship and heritage sites, for instance, support pupils' learning about Britain today, and the past. Pupils learn about changes over time, and how different people live. The school's high-quality personal, social, health and economic education programme also adds much to pupils' broader development. From learning how to brush their teeth to what makes a respectful relationship, the school guides pupils to make safe, healthy choices.

The school's consistent expectations for behaviour help pupils to feel good about themselves and others. For example, on Fridays, in a special assembly, the school recognises pupils who have demonstrated a particular quality. A pupil-led safety squad helps to share important safety messages. At playtimes, pupils watch out for one another and are quick to help if anyone is upset. It is a very supportive and friendly school culture.

The school's work to promote regular attendance has had a marked impact on reducing unnecessary absence. Through firm but supportive messages, the school makes

expectations clear to parents. Staff also liaise with different services to assist families. As a result, most pupils attend school regularly.

This school has maintained and strengthened its performance. This is because thoughtful, reflective and effective leadership calmly steers the school on a journey of continual improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to building pupils' number fluency is not as consistent as it could be. Many pupils achieve well but some do not get enough practice to develop sufficiently rapid recall of number facts. The school should review its approach to supporting routine recall and practice of number facts.
- The school has recently introduced a new way of teaching letter formation and handwriting. This is not yet firmly established so pupils, particularly those in key stage 1, have a mix of habits. The school should continue to support everyone to develop correct pencil grip and a consistent approach to writing letters and numbers.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in September 2019.

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	123406
Local authority	Telford & Wrekin
Inspection number	10343844
Type of school	Infant
School category	Community
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair of governing body	Gillian Stubbs
Headteacher	Jenny Gascoigne
Website	www.wrockwardinewoodinfant.org.uk
Dates of previous inspection	10 and 11 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a Nursery that takes children from two years of age.
- The school provides childcare at a before-school breakfast club.
- The school does not use any alternative provision.

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 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector considered published performance data about the school. The inspector also looked at a range of school documents. These included information about pupils' behaviour, attendance, the curriculum, extra-curricular activities, school improvement planning, governance and documents published on the school's website.

- During the inspection, the inspector met with the headteacher, other leaders, school staff, pupils, the chair and vice chair of governors, the school's attached education adviser and a local authority officer.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 talked with pupils, parents and staff to gather general information about school life. He took account of the responses to Ofsted's surveys of staff and parents' views.
- The inspector observed pupils' behaviour in classrooms, in assembly, at lunchtime, on the playground, at breakfast club and at other times during the school day.

Inspection team

Martin Pye, lead inspector	Ofsted Inspector

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