

Inspection of Wroxall Primary School

Castle Road, Wroxall, Ventnor, Isle of Wight PO38 3DP

Inspection dates:	1 and 2 July 2025
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

What is it like to attend this school?

Pupils and their families are incredibly proud of this welcoming and friendly school. Many refer to the school as being at the heart of the community. Parents and carers value the communication they receive, which informs them about what and how well their children are learning. They speak highly of the school's transition procedures, which mean that children in early years are happy and settled.

The school has high expectations for pupils' behaviour through the rules of being respectful, ready and safe. Most pupils live up to these high standards and are hardworking, polite and kind. Pupils in positions of responsibility, such as house captains, model these behaviours to younger pupils. There is shared joy when pupils receive 'reward points', which lead to book prizes and postcards home.

The school has high ambitions for pupils' academic outcomes. Many pupils achieve well across the curriculum and enjoy their learning. They talk with enthusiasm about their learning and achievements. The school prepares pupils well for their next educational steps.

Pupils enthuse about their opportunities to participate in residential trips. These incorporate cultural, social and outdoor activities on the island and in London. These experiences build their levels of confidence and independence.

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

Since the last inspection, the school has been through turbulent times, including a consultation about school places. Recent changes have brought more stability and instilled an unrelenting focus on securing improvements. There is an ambitious and coherent curriculum in place for all subjects. The school ensures that this curriculum builds on the start of children's learning journey in the early years. The positive impact of this work is evident in pupils' achievements across the curriculum, particularly in English and mathematics. This demonstrates that pupils' outcomes have improved since the school's last published results.

Teachers have the subject knowledge they need to teach the curriculum well. They ensure that pupils have access to resources that support their learning, including pupils with special educational needs and/or disabilities (SEND). The needs of pupils with SEND are identified quickly. Pupils are supported well by adults and through appropriate adaptations to the curriculum.

Children in the early years get off to a strong start. They show enthusiasm for their learning and curiosity about the world around them. Children work together well, sharing resources and showing sustained levels of concentration to complete activities that build on their learning. For example, they create repeating patterns with a range of resources, building on their mathematics learning. Children are encouraged to be independent and imaginative in their art and design activities. They take great pride in sharing and talking about their individual and joint creations.

Pupils become fluent readers. This is because skilled staff support them in learning to read using a phonics-based approach. Pupils who need extra help receive the support they need to catch up. The school promotes a love of reading. Pupils enjoy immersing themselves in the wide range of books and texts they encounter. They rise to the challenge set by their teachers to 'show their reading in their writing'. By the end of Year 6, many pupils are skilled writers, showing flair and control in the way they write to an audience.

The school has robust systems to check how well pupils learn in English and mathematics. Subject leaders support teachers well through a coaching and collaborative culture. These systems are not as well established in other subjects. This means that in some subjects in the wider curriculum, the school does not have a clear picture about how well pupils are developing the knowledge and skills they need.

Pupils show respect and care towards each other. They play together happily at break and lunchtimes, enjoying the adventure playground and making up their own games. Pupils are attentive in their lessons and listen carefully to instructions. The school's 'happiness heroes' help to promote kindness and empathy. Pupils value using their journals to reflect on their emotional well-being and resilience.

Pupils benefit from the school's personal development programme. They experience wider opportunities and interactions with the local community and through trips. Visitors to the school support pupils to learn about the people and organisations who help to keep them safe. Pupils learn about road and water safety, as well as how to identify risks when they are using the internet.

The governing body is committed and knowledgeable. It knows the school's strengths and areas for development, and it supports and challenges leaders appropriately. Staff value the consideration given to their workload and well-being. As a small team, staff appreciate their networking opportunities when they work collaboratively with other schools.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school has not established effective systems to check how well pupils learn the curriculum. This means that subject leaders do not know whether the curriculum is being delivered as intended. The school should strengthen subject leadership and ensure that there are effective systems in place to evaluate the impact of the curriculum so that it leads to further improvements in 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

Unique reference number	118173
Local authority	Isle of Wight
Inspection number	10379786
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair of governing body	Jenny Johnston
Headteacher	Tara Hopkinson
Website	www.wroxallprimary.co.uk
Dates of previous inspection	29 and 30 November 2022, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- There has been a change in headteacher since the last inspection. The current headteacher took up post in September 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspection team met with senior school leaders and with representatives from the governing body and the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 spoke to pupils to gather their views.
- The inspectors analysed responses to the staff survey and spoke to staff about their views of the school.
- The inspectors took account of the responses to Ofsted Parent View and the additional free-text responses. An inspector also spoke with parents at the start of the second day of the inspection.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

Vickie Farrow

Ofsted Inspector

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