

Inspection of a good school: Wanborough Primary School

The Beanlands, Wanborough, Swindon, Wiltshire SN4 0EJ

Inspection dates:

11 and 12 October 2022

Outcome

Wanborough Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this welcoming and inclusive school. They get on well together and with their teachers. Pupils learn a broad curriculum. They are motivated to learn and they take pride in their achievements. As a result, this is a happy place for pupils and staff to learn.

Leaders and staff want every pupil to do as well as they can, academically and socially. Pupils say that there are many opportunities to take part in before- and after-school clubs, such as those for arts, cookery and sports. They use the school's motto, GROW (grow, resilience, outstanding and wonder), every day at school.

Pupils say that this is a friendly school. They know the difference between falling out with friends and bullying. If bullying happens, pupils are confident that leaders and staff will sort it out quickly.

Parents and carers are overwhelmingly positive about the school and pleased with the quality of education their children receive. They describe it as a place where children thrive. There is a calm, nurturing atmosphere that enables children to feel happy and settled.

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

Leaders place reading at the heart of the curriculum. From the start of Reception Year, children learn the sounds that letters represent. Pupils at the early stages of reading use books containing the sounds that they know. Pupils who are at risk of falling behind get additional support to build their accuracy and fluency. As a result, they catch up quickly.

The strong focus on reading continues with older pupils. Leaders ensure that staff inspire pupils to read for pleasure by introducing them to exciting books and new authors. Pupils speak knowledgeably and enthusiastically about the books they read. Reading challenges encourage pupils to read regularly. Pupils know how important it is that they read often.

Leaders have identified what they want pupils to learn. It is clear how knowledge should build on what is learned in early years. Most of the curriculum is well sequenced and includes memorable experiences, such as visitors to the school and trips. Pupils talk confidently about their knowledge and achievements in many subjects. For example, in science, younger pupils remember what they have learned about how animals and plants change. Older pupils know about scientific testing and analysis of results from experiments.

In English and mathematics, leaders use assessment effectively to check what pupils know and can do. They use this information to ensure that pupils learn the most important knowledge and skills. Pupils enjoy their learning. However, some subject leaders do not have a sufficiently detailed understanding of how well pupils learn the curriculum from early years to Year 6. Assessment is in the early stages of development in these subjects.

Staff make sure that pupils with special educational needs and/or disabilities (SEND) get the support they need. For example, in mathematics, teachers break learning into manageable smaller steps to help pupils learn. Leaders use external support when necessary, such as speech and language therapists, to develop pupils' early communication and language skills.

Staff and pupils develop strong relationships with one another. This supports a positive, calm learning environment. Lessons flow smoothly. Low-level disruption is rare. Staff apply the school rules well in lessons and at lunchtime.

Leaders provide a range of opportunities to enhance pupils' personal development. For example, pupils enjoy the 'Small steps to a better world' project. Younger children plant new trees in the school meadow. Older pupils are eager to visit the partner school in St Cyr to bring the project together. Pupils, including those with SEND, relish opportunities to represent the school in sports competitions. Pupils learn to respect different faiths, cultures and lifestyles. They are confident to challenge discrimination. Pupils care about the feelings of others.

The relationship between staff and leaders is based on mutual respect and trust. Staff say that leaders are considerate of their well-being. Leaders are taking steps to reduce staff workload. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have the appropriate training to recognise potential risks to pupils. Staff know how to spot pupils at risk and report concerns to leaders promptly. Leaders work with other agencies to provide support to pupils and families when necessary.

Governors take their responsibilities seriously. They keep effective oversight of the safeguarding systems at the school. Rigorous and well-kept records ensure that adults are safe to work with pupils.

Through the curriculum, pupils are well informed about how to stay safe. This includes when using the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check how well pupils have learned the curriculum. As a result, they do not always close gaps in pupils' understanding. Leaders should make sure that teachers check what pupils know and can do in all subjects.

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 January 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126231
Local authority	Swindon
Inspection number	10227068
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Carl Porter
Headteacher	Andrew Drury
Website	www.wanboroughprimary.org
Date of previous inspection	23 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast- and after-school club.
- The school does not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, assistant headteachers and three representatives of the local governing body. He also held telephone conversation with a local authority representative.
- The inspector carried out deep dives in early reading, mathematics and science. As part of each deep dive, he looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspector also looked at curriculum plans and spoke to leaders about other subjects, including history.

- The inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. The inspector considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. The inspector talked to pupils, staff and governors about safe working practices.
- The inspector considered 54 responses to the online survey, Ofsted Parent View, including 54 free-text comments. He also considered 20 responses to the staff survey and 139 responses to the pupil survey.

Inspection team

Richard Vaughan, lead inspector

Ofsted Inspector

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