

Inspection of Wheelwright Lane Primary School

Wheelwright Lane, Ash Green, Coventry, West Midlands CV7 9HN

Inspection dates: 12 and 13 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a nurturing and welcoming school. Staff and pupils follow the motto of 'be kind, be safe, be fair'. Pupils know that adults will listen to any worries and quickly deal with problems. Pupils are happy and feel safe. They are excited about their learning. They say about their experience at school that 'you work hard, but it is fun here'.

There are high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils meet these expectations and achieve well. There is a calm and purposeful atmosphere. Pupils understand and follow the well-established routines. They behave exceptionally well around the school. Pupils talk confidently to visitors, hold doors open for adults and have impeccable manners. Pupils play happily during social times. Breaktimes and lunchtimes are enjoyable for all.

Pupils enjoy regular trips. These give them a range of experiences to enhance their learning. For example, they learn about animals at the zoo and visit different places of worship. Older pupils work as a team to overcome outdoor challenges on a residential trip. Pupils attend clubs to develop interests in different sports and activities, such as computer coding and performing arts.

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

The school has ensured that there is a well-planned and ambitious curriculum in place. Leaders have set out the order in which pupils learn information so that they build on previous learning. Staff have identified the important knowledge they want pupils to remember. This helps the school to deliver the curriculum well.

Teachers provide tasks to help pupils recall prior learning. For example, in mathematics, pupils regularly practise their learning and use 'flashbacks', which ensures that they build their knowledge over time. Pupils enjoy solving mathematical challenges, which really make them think, and they apply their knowledge to solve problems. Teachers make effective adaptations to their teaching to meet the needs of pupils. Pupils, including those with SEND, progress well through the curriculum. Teachers have secure subject knowledge. They explain new learning clearly.

In reading and mathematics, teachers check what pupils have remembered. They quickly spot and address gaps in pupils' learning. However, the school does not always have a clear overview of what pupils remember in some subjects. Assessment systems are still being developed in these subjects.

Children get off to a flying start in early years. Staff in the Nursery and Reception classes work together to ensure that the activities they provide are purposeful. Adults in the early years are skilled at using questioning and conversation to

encourage children to communicate. For example, adults use puppets to model descriptive language. This encourages children to use similar rich vocabulary. Pupils with SEND are identified quickly, and the school works alongside families to support them. Pupils with SEND speak positively about how they are supported. They say this makes a difference and helps them to learn.

Reading is a priority. Teachers encourage pupils to discuss what they have read and recommend books to each other. Pupils and parents regularly visit the school library. In Nursery, there is a focus on songs, rhymes and vocabulary until children are ready to start learning the sounds that letters make. In Reception, children immediately begin to learn phonics. Pupils who need extra help with reading receive support so that they catch up.

The school has developed a set of appealing characters to help pupils to learn how to become independent and effective learners. Pupils find these engaging, and even the youngest pupils understand how they can use characteristics like resilience to improve their learning. Teachers look for these learning behaviours in the classroom, and they celebrate them. As a result, pupils' attitudes to learning are positive.

The school has been successful in improving attendance. Staff take a supportive approach and work with families to get children into school. Parents and carers appreciate the pastoral support they receive from staff. Leaders have ensured that there is a strong and effective culture of safeguarding.

The school provides pupils with opportunities to take on meaningful leadership roles, such as school councillors. The junior road safety officers are instrumental in teaching their peers about road safety. This has resulted in the school winning an award for this work. The curriculum develops pupils' characters well. Pupils learn to work cooperatively and share ideas. Pupils respect the views of others. They understand other faiths and respect beliefs and opinions that are different from their own. Pupils have a secure understanding of fundamental British values. They can explain how these apply in school and in the wider world.

Governors are effective and well trained. They regularly monitor areas such as safeguarding practice to ensure that it remains robust. They check that all pupils are learning equally well.

Staff, including those at an early stage of their careers, appreciate the training and support they receive. They know that leaders are mindful of their workload and well-being. They are proud to work here.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment arrangements in some foundation subjects are at an early stage of development. This means that the school does not always have a clear understanding of the gaps in pupils' knowledge or how well they are achieving in these subjects. The school should develop effective assessment systems in all foundation subjects so that pupils' understanding can be checked and gaps in their learning addressed.

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	125510
Local authority	Warwickshire
Inspection number	10256915
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair of governing body	David Groves
Headteacher	Stacey Rutherford
Website	www.wheelwrightlane.warwickshire.sch.uk/
Date of previous inspection	29 November 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2022.
- The school does not make use of any alternative provision.
- The school operates a breakfast club and after-school club.

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. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, geography and physical education. For the deep dives, inspectors discussed the curriculum

with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The inspectors held meetings with the headteacher, the deputy headteacher, curriculum leaders, the designated safeguarding leaders and the special educational needs coordinator. The lead inspector met representatives of the governing body and spoke with a representative from the local authority.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to attendance and pupils' behaviour.
- 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 a positive and open culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with groups of staff and took account of views shared through the staff survey.
- During the inspection, inspectors met with groups of pupils both formally and during less structured parts of the day.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View. The lead inspector spoke informally with parents on arrival to school.
- The lead inspector listened to a sample of pupils in Years 1 to 3 read to a familiar adult.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

Janice Wood

Ofsted Inspector

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