

Inspection of South Wilford Endowed CofE Primary School

Main Road, Wilford, Nottingham, Nottinghamshire NG11 7AL

Inspection dates: 13 and 14 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected South Wilford Endowed CofE Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged South Wilford Endowed CofE Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Staff make the school a safe and happy place. Pupils are positive about their experiences. Staff and pupils live out the school's values of 'joy, fellowship, respect, encouragement, forgiveness and love'.

Pupils relish leadership opportunities such as being curriculum, resilience and trust parliament leaders. They are actively involved in the local community. They have strong links with the local church and are involved in charity events. Pupils lead an annual community action week.

Pupils enjoy being at school. They value the opportunities they have. They look after Fudge, Cupcake and Flapjack, the rabbits, and the other farm animals. Staff provide many enriching experiences for pupils' personal development. Pupils gain from opportunities that nurture their interests and talents.

Pupils are confident to share their worries. They appreciate that staff listen and help. Pupils know that staff sort out bullying when it occasionally happens. Staff have high expectations of pupils' behaviour. Pupils are welcoming, polite and respectful. Most pupils apply themselves well in lessons and focus on their learning.

The vast majority of parents and carers comment positively about the school. Typically, a parent said, 'My children are challenged and encouraged to "be at their best" in all areas.'

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

Leaders have planned ambitious curriculums in most subjects, including mathematics, geography and physical education. These curriculums identify the key knowledge pupils need to know and when. Pupils' learning is logically stepped to build on previous learning from Reception to the end of Year 6. For example, in history, pupils gain key knowledge and develop a mature appreciation of cause and consequence through time. However, leaders have not ensured that all subject curriculums are as ambitious as the national curriculum and that of other subjects.

Teachers deliver the intended curriculum well. They check pupils' learning and address misunderstandings and errors. Staff identify and support pupils with special educational needs and/or disabilities (SEND) very well. Leaders engage with specialist professionals to meet the needs of these pupils as required. As a result, all pupils secure rapid and deep learning in most subjects.

Reading is a priority. Leaders have established a strong culture through which they foster pupils' love of reading. Leaders make sure that children learn to read from the moment they start in Reception. Staff teach early reading consistently and effectively. They use resources well. Pupils learn and apply their phonic knowledge very well. They become fluent readers. This is reflected in the high proportion who meet the expected standards in the Year 1 phonics screening check. Pupils learn to

comprehend different texts and stories. Teachers bring stories to life. Staff nurture a love of literature and reading.

Children settle quickly to excellent early years provision. Staff form positive relationships with children. Staff establish routines, which children adopt. Staff set high expectations of behaviour, which children meet. Children understand what is expected of them. Leaders are highly ambitious for all, particularly children with SEND. Staff support children to make the most of every moment of learning. Children love the opportunities to play, explore and learn. They do so through well-thought-through activities. Children are cared for exceptionally well. They get off to a great start in early years.

Leaders have a strong focus on the personal development of all pupils. Leaders ensure that the school's values underpin the personal, social, health and economic (PSHE) education curriculum. Pupils benefit from varied opportunities to learn about physical and emotional health. They receive age-appropriate relationships and sex education. They learn about healthy relationships. They learn to value diversity and equality. For example, pupils learn about, and respect, different faiths by working in partnership with an Islamic school. Pupils deepen their understanding of right and wrong. They are very well prepared for life in modern Britain. Opportunities for pupils' personal development are exceptional.

Leaders lead with a strong moral purpose. The quality of pastoral care is very positive. Leaders set high expectations of pupils and staff. This leadership underpins the school's many strengths. Leaders secure staff's support and dedication. Staff feel, and are, valued. They appreciate the research and training opportunities available to them.

Governors and trustees support and challenge leaders appropriately. They fulfil their responsibilities well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their backgrounds very well. They take appropriate steps when they recognise concerns about pupils' welfare. They ensure that pupils are kept safe. They work with external agencies to provide additional help when needed. Staff receive regular training and understand their responsibilities.

Leaders regularly review their assessments of any risk, including regarding the school site. They ensure that the site is safe and secure. Pupils learn about potential risks and how to be safe, for example when online and in the community. Leaders adapt the curriculum to help pupils know how to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Parts of the science curriculum and some foundation subject curriculums are not as ambitious as they could be. Pupils are not consistently challenged in all aspects of these subjects. Leaders must ensure that all aspects of subject curriculums are suitably ambitious.

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	144548
Local authority	Nottingham
Inspection number	10228967
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	379
Appropriate authority	Board of trustees
Chair of trust	Peter Munro
Headteacher	Natalie Aldridge
Website	www.southwilford.nottingham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- South Wilford Endowed CofE Primary School converted to become an academy school in January 2018. When the predecessor school, South Wilford Endowed CofE Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of Transform Trust. The trust delegates some of its governance responsibilities to the local governing body.
- The school is a Church of England school with a Christian ethos. It received its Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection in May 2018. The next SIAMS inspection is not overdue.
- The headteacher took up the substantive post in January 2022, having been acting headteacher since December 2019. The senior leadership team was restructured earlier this year.
- The school does not use the services of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leaders. They met with governors, including the chair. They met with a trust officer. They spoke with a diocesan officer remotely.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers, met with pupils to talk about their learning, reviewed samples of pupils' work and listened to some pupils read.
- Inspectors looked at a range of other subjects, including French, music, geography, design technology, computing, PSHE and physical education. They visited lessons and reviewed curriculum plans and samples of pupils' work.
- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator and reviewed the school's provision for pupils with SEND. They met with the early years leader.
- Inspectors met with safeguarding leaders. They reviewed safeguarding policies and records. They scrutinised the single central record.
- Inspectors reviewed a range of documentation. They looked at the school's website and published information about the school's provision, policies, self-evaluation and development strategies.
- Inspectors considered the views of parents who completed the Ofsted survey, Ofsted Parent View, including free-text responses. They reviewed responses to Ofsted's survey for school staff.

Inspection team

Chris Davies, lead inspector	His Majesty's Inspector
Roxanne Fearn-Davies	His Majesty's Inspector
Ian Toon	Ofsted Inspector

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