

Inspection of Wood End Primary School

Wood Street, Wood End, Atherstone, Warwickshire CV9 2QL

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| Inspection dates: | 4 and 5 February 2025 |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Outstanding |
| Previous inspection grade | Good |

The associate headteacher of this school is Joanne Smith. This school is part of Communities Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Philip Hamilton OBE, and overseen by a board of trustees, chaired by Simon Atkins. There is also an executive headteacher, Moira Cross, who is responsible for this school and one other.

What is it like to attend this school?

Pupils enjoy attending Wood End Primary School. It is an inclusive and welcoming place. Pupils value being part of the 'Wood End jigsaw puzzle'. Their individual needs are recognised and their uniqueness celebrated. One captured this well stating, 'everyone fits together like a jigsaw and together we are complete'.

The school has high expectations for what pupils can achieve. Pupils behave well. They are polite and well-mannered. There is a calm and purposeful environment in classrooms and around the school. This begins in early years, where children quickly learn and follow daily routines. Pupils leave the school well equipped for the challenges of secondary education.

Pupils feel safe. They show high levels of respect for each other. Relationships are positive between adults and pupils. Pupils identify trusted adults within their own personal network. Pupils are confident that adults listen to them and support them with any worries.

The personal development offer in the school is of an exceptionally high quality. Pupils, as well as parents and carers, value the wide range of extra-curricular clubs and activities on offer. Innovative opportunities, such as parkour and zorbing, enhance pupils' strengths, talents and well-being. They are accessible for all pupils and participation is high.

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

The school has designed a broad and ambitious curriculum. Learning is carefully sequenced, so pupils build on their knowledge as they move through the school. There are regular opportunities for pupils to recap on previous learning. The curriculum makes links to the local area. For example, pupils carry out geography field work in the locality. They study maps of the school and the surrounding area. The school plans an extensive programme of trips, visitors and activities. This enriches the curriculum and brings learning to life.

The curriculum starts in the early years where children get off to an excellent start. It supports children to develop their understanding in all areas of learning. Children develop positive learning behaviours, independence and resilience. They interact well with each other and concentrate on tasks for sustained periods of time. Children in early years learn confidently both inside and in the outdoor setting. Throughout the school, learning is adapted carefully to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Staff know pupils' individual needs well. As a result, pupils with SEND learn the same curriculum as their peers.

The curriculum is still being embedded and is not yet implemented consistently. Due to some staffing changes the school has not yet been able to ensure that all staff have the subject knowledge and expertise to teach the curriculum in the depth expected. As a result, pupils' knowledge is more developed in some areas of the curriculum than in

others. For example, pupils can recall historical facts from periods of history they have studied. However, they are less confident when designing a fair science investigation.

Reading is at the heart of the curriculum. Pupils begin to learn to read as soon as they start school. There is a sharp focus on developing children's communication and language skills in the early years. This helps them to gain the vocabulary they need for future learning. All staff have the expertise to ensure that there is a consistent approach to the teaching of phonics and reading. The school regularly checks pupils' phonics knowledge and identifies those who need extra support. These pupils receive the help they need. Reading books match pupils' phonics knowledge accurately. This supports pupils to read with fluency. Teachers read and discuss high-quality texts with their classes. As a result, pupils develop their reading skills and a passion for reading.

The curriculum is successfully designed to enrich pupils' lives and develop their character. Pupils are very well prepared for life in modern Britain. They talk confidently about what British values mean and how they relate to their own lives. Pupils understand about healthy relationships and know what it means to be a good friend. Pupils enjoy taking on leadership responsibilities across the school. For example, play leaders organise games on the playground. Health ambassadors lead assemblies promoting the importance of staying physically and mentally healthy. These roles make pupils feel proud and help them to set a positive example to others.

Staff are very positive about the school. They work closely together and support each other well. There is a collective vision to support every individual pupil who attends the school. The trust maintains an effective oversight of the school. This helps to ensure that school leaders are accountable for the quality of education at the school. Governors know the school's strengths and areas for improvement well. They provide good support and challenge to the school. Parents are very positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the intended curriculum is not yet consistent. As a result, some pupils do not yet build their knowledge as well as they could. The school should ensure that the curriculum is implemented effectively to ensure pupils learn well over time and progress as well as possible through the curriculum.

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

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| Unique reference number | 140418 |
| Local authority | Warwickshire |
| Inspection number | 10344032 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 160 |
| Appropriate authority | Board of trustees |
| Chair of trust | Simon Atkins |
| CEO of the trust | Philip Hamilton OBE |
| Headteacher | Moira Cross |
| Website | www.wood-end-primarieschool.co.uk |
| Dates of previous inspection | 12 and 13 March 2019, under section 5 of the Education Act 2005 |

Information about this school

- The school is part of the Communities Academies Trust.
- The school does not use any provider of alternative provision.
- The school operates its own nursery provision for three-year-olds.
- The school runs a breakfast and after-school club for pupils.

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 and/or sixth form 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors met with a range of leaders, including those responsible for the curriculum, teaching and learning, behaviour, attendance, personal development and safeguarding.
- The lead inspector met with the chief executive officer from the trust, the chair of the board of trustees and a member of the trust executive team.
- The lead inspector met with representatives from the local governing body.
- 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 carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in a range of other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted Parent View, and by talking to some parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty's Inspector

Helen Large

Ofsted Inspector

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