

Inspection of Whitgreave Primary School

Goodyear Avenue, Low Hill, Wolverhampton, West Midlands WV10 9JP

Inspection dates: 25 and 26 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

At Whitgreave, pupils achieve great things. They achieve well in all subjects because leaders and staff have the highest of expectations. Staff know their subjects well and teach exciting and inspirational lessons.

This is a learning community where the school motto of 'Learning Together, Achieving Forever!' is a central backbone. Leaders have created a series of lessons that build on what pupils already know and understand. From this, pupils rise to staff's expectations and achieve exceptionally well.

Pupils keenly participate in lunchtime and after-school events. They eagerly anticipate events and competitions in sports, science, health and safety and music. During the inspection, pupils proudly shared songs from their Young Voices performance at a national event.

Pupils know what bullying is. Leaders investigate all reported incidents of bullying and act quickly to resolve them. Pupils feel safe in school. Staff positively reward pupils' behaviour throughout the day, and pupils appreciate this. Pupils' behaviour in lessons and around school is exemplary.

Pupils have a voice at Whitgreave Primary, and staff listen to their ideas. Pupils take on a range of leadership roles, and they are active in shaping their school. Whitgreave is a school where pupils succeed and thrive. As one parents said, 'it's a great school'.

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

Leaders are tireless in their drive for improvement at Whitgreave Primary. They make sure that the education for everyone, including those pupils with special educational needs and/or disabilities (SEND), is of the highest quality. Leaders' work on staff well-being and workload has been recognised with a national award. Staff are proud to work in such an inspirational environment.

The curriculum is exciting and extremely ambitious. Leaders and staff emphasise deepening pupils' knowledge and understanding in all subjects. For example, in English, pupils call themselves 'text detectives'. They say that by looking at a piece of text in detail, they learn how to write like an author.

Reading has the highest priority. From the beginning of the early years, children get off to a speedy start, learning sounds and listening to books, chanting rhymes and retelling stories. Children meet with success as readers because staff know and follow the school's reading programme closely. Pupils who need extra help are expertly supported by skilled staff and access the right resources. Pupils enjoy listening to stories. Staff make sure that developing pupils' language skills is a key

priority. As a result, pupils love reading. This helps them to develop as skilled writers, with plenty to write about.

Across the curriculum, leaders ensure that learning is meticulously sequenced and planned. Leaders' knowledge of the curriculum from early years to Year 6 is exceptional. Leaders make sure staff training is a priority. They check that all staff are confident in teaching the key curriculum knowledge. New staff say how much they appreciate the coaching and mentoring provided by leaders.

Teachers check what pupils know and understand. Pupils are taught to persevere and reflect on what they know. They work together to think through their ideas. Staff skilfully make sure that any gaps in learning or where pupils are a bit confused are addressed quickly in lessons and through extra sessions. Pupils learn to express what they know and how they can demonstrate their learning.

The standard of work in books and around school is very high. Staff have high expectations in all subjects. This is because the curriculum is ambitious. Pupils develop as skilled mathematicians. They apply their learning in other subjects. For example, in map work in geography or when planning a budget for a pilgrimage to Mecca.

Pupils with SEND blossom at Whitgreave. Support is targeted to their individual needs. Staff understand their needs well and adapt their lessons accordingly. Pupils with SEND access the full curriculum offer, which is designed to enable them to succeed.

Leaders have developed a bespoke 'Whitgreave Wheels' curriculum, where all pupils access what pupils describe as 'learning for life'. All pupils learn basic first aid. During the inspection, pupils in Year 2 and 5 were buzzing with excitement about their mathematics problem-solving days in school. Pupils say the 'Whitgreave Wheels' curriculum helps them become great learners who can socialise with others.

Pupils keenly take on leadership roles. Pupils meet with success as young leaders in roles such as science ambassadors, lunchtime buddies, attendance ambassadors, junior leadership team members, safety representatives, cyber cops, eco-warriors or a pupil voice team member.

Prefects lead assemblies for pupils. For example, during the inspection, two prefects led a school assembly on respect, exploring themes of equality and diversity. Pupils are polite, well mannered and thoughtful speakers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that everyone understands the importance and priority of safeguarding. Staff are trained to note small changes in pupils' behaviour. Leaders monitor safeguarding with meticulous care.

Staff know what to do if they have a concern about a pupil. Leaders regularly update training for staff and governors. Leaders work closely with external professionals to enable pupils and their families to access support.

The curriculum for pupils teaches them about keeping themselves safe in school and in the community, as well as online. Pupils are knowledgeable about safety.

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	104297
Local authority	Wolverhampton
Inspection number	10256822
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	462
Appropriate authority	The governing body
Chair of governing body	Jayne Pownall
Headteacher	Sarah Redfern
Website	www.whitgreaveprimary.co.uk
Date of previous inspection	3 and 4 November 2015, under section 8 of the Education Act 2005

Information about this school

- In September 2018, Whitgreave Infant school and Whitgreave Junior school amalgamated and became Whitgreave Primary School.
- The school manages a before-school provision.
- The school does not use 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, deputy headteachers, assistant headteachers, subject leaders, early years leader and the special educational needs coordinator.
- Inspectors met with staff and governors.
- During the inspection, inspectors carried out deep dives in the following subjects: early reading, English, mathematics, history and physical education. For each deep dive, inspectors met with subject leaders, visited lessons, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at school documents, including information about the school's curriculum, behaviour, attendance and governors' minutes.
- To check the effectiveness of safeguarding, inspectors reviewed the school's policies and procedures. Inspectors met with safeguarding leaders and spoke to pupils, staff, parents and governors.
- Inspectors reviewed information published on the school's website.
- Pupils' behaviour was observed around school, in classes and at social times.
- Inspectors reviewed and discussed records of pupils' attendance.
- The lead inspector spoke with a representative of the local authority.
- Inspectors spoke to parents at the end of the first day of the inspection. Inspectors reviewed responses to Ofsted Parent View and considered the free-text comments.
- Inspectors took account of the responses to Ofsted's survey for staff and pupils.

Inspection team

Pamela Matty, lead inspector	Ofsted Inspector
Jayne Thorpe	Ofsted Inspector
Susan Plant	Ofsted Inspector

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