

# Inspection of Wookey Primary School

Wells Road, Wookey, Wells, Somerset BA5 1LQ

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Inspection dates:	21 and 22 January 2025
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Wookey Primary School is a welcoming and friendly school. New leaders have high expectations for all pupils' achievement. They have made a positive start to strengthening all aspects of the curriculum. However, the impact of their ambitious vision is not yet realised. There is more to do to ensure the quality of education that pupils receive is good.

Pupils attend well. They enjoy school and benefit from the kindness shown to them by staff. They know that staff will help them if they have any worries. Pupils' conduct around school is purposeful and sensible. In lessons, whilst some pupils' behaviour for learning is focused, others lose concentration. However, disruption to the learning of others is rare.

Pupils have opportunities to take on responsibilities in the school, through being 'play detectives' and lunchtime servers. They contribute positively to their locality, through involvement in community projects, such as an 'art eco project'.

Pupils enjoy attending extra-curricular activities including chess and sports clubs. Through these they develop their talents and interests. Pupils make visits to places of interest, many of which are linked to the curriculum. For example, pupils visit Cheddar Gorge to deepen their knowledge about early history.

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

Over recent months, the school has strengthened the design of the curriculum. It has focused on the most pressing areas that need development. For example, the school has made positive strides to strengthen the phonics programme. The books children read match the sounds that they know. The school promptly identifies pupils at risk of falling behind and supports them to catch up. Therefore, pupils develop increased fluency in the early stages of reading.

In some subjects, including reading beyond phonics, there is further work for the school to do. The school does not make sufficient checks on the way the curriculum is delivered or its impact on pupils' learning. In these subjects, the curriculum is not delivered securely. The school has not ensured that all staff have the knowledge they need to do this effectively. Consequently, the way that the curriculum is taught does not help pupils learn the intended knowledge.

In some subjects, what is known about pupils' understanding of the curriculum is used to make necessary adaptations. However, in other subjects, the checks made on pupils' learning do not identify the extent of pupils' knowledge. Therefore, some pupils move through the curriculum with ongoing gaps.

Pupils with special educational needs and/or disabilities (SEND) are identified promptly. Staff assess and meet their needs. However, shortcomings in curriculum design and delivery mean that pupils with SEND do not benefit from the intended curriculum. Along

with their peers, pupils with SEND do not develop detailed knowledge across the curriculum.

The school has a thriving pre-school. Many of the children who attend go on to join the school. The school has improved the learning environment both inside and outside. Resources are chosen to engage children's interests. Children are secure and happy. However, the curriculum in early years is not fully developed or delivered. Consequently, children do not build incrementally on what they already know.

The school has implemented a new policy for pupils' behaviour. Recently, incidents of poor behaviour have fallen significantly. However, high expectations for pupils to listen and participate in lessons are not consistent across school. This means that some pupils do not build positive attitudes to learning and develop gaps in their knowledge.

Pupils understand the importance of attending school regularly. Attendance is a high priority. The school has worked relentlessly with families to overcome any barriers to reduce levels of absence. This has had demonstrable impact on rates of attendance.

The school's work to broaden pupils' personal development is of a high quality. Pupils develop a sense of moral purpose through charitable initiatives. They are knowledgeable about other religions and cultures. Pupils appreciate the importance of the fundamental British values such as, democracy and the rule of law. They have an age-appropriate understanding of the protected characteristics and say that everyone should be treated with respect.

Governors share the school's ambitious vision. They are fully aware of areas of strength within the school and areas in need of further development. Governors are working with the school to address these swiftly. The school prioritises staff well-being and is mindful of staff workload. Staff feel valued and are proud to work at the school. Many parents value the school's nurturing quality.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school does not have sufficient oversight of some areas of curriculum responsibility. As a result, the curriculum is not always implemented consistently well. Where this is the case, pupils do not build their knowledge and skills as they should. The school should ensure that all school leaders have the knowledge they need to assure themselves that the curriculum is implemented effectively.

- In some subjects the curriculum is not delivered well. It does not help pupils reach the intended curriculum goals. The school should ensure that staff have the pedagogical knowledge they need to teach the curriculum securely.
- In some subjects, the checks made on pupils' learning do not identify the extent of pupils' knowledge. Therefore, some pupils move through the curriculum with ongoing gaps in their knowledge. Leaders should ensure that assessment is used to inform teaching and consolidate pupils' understanding.

## 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

<b>Unique reference number</b>	123669
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10344531
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Amy Donald
<b>Headteacher</b>	Laurie Davies
<b>Website</b>	<a href="http://www.wookeypriaryschool.co.uk">www.wookeypriaryschool.co.uk</a>
<b>Dates of previous inspection</b>	17 and 18 September 2019, under section 5 of the Education Act 2005

## Information about this school

- There is a school-run breakfast and after-school club.
- The school currently does not use alternative provision.

## 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders, the chair of the governing board, members of the governing body and the school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspectors also considered responses to the staff survey and responses to the survey for pupils.

### **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

Stewart Gale

Ofsted Inspector

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