

Wolverton Primary School

Address: Wolverton Fields, Norton Lindsey, Warwick, Warwickshire, CV35 8JN

Unique reference number (URN): 125760

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	     
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Early years

Expected standard 

Teaching in the Early Years is more consistent and shows the positive impact of leaders' improvement plans. Children benefit from clear routines, purposeful learning and high-quality interactions that move learning on. The curriculum is well planned to meet the mixed-age class. It is embedded and meets children's needs well, including those who require additional challenge or extra support. Phonics teaching is secure, with clear routines and effective assessment that identifies and addresses misconceptions quickly.

Children's work is of a high standard, and they make steady progress from their starting points. They secure the basics they need in early reading, writing and mathematics to be well prepared for their next steps. Teachers have a detailed understanding of each child's next steps and plan learning that supports them to achieve well. Children develop a rich vocabulary and can explain their learning well. Welfare requirements are fully met, and leaders have an accurate view of the provision. Although the outdoor space is limited, staff use it well to support learning and development.

Inclusive practice is evident, and children with special educational needs and/or disabilities receive effective support. Overall, children are well prepared for Year 1 and demonstrate positive attitudes, sustained concentration and secure foundations for the future.

Needs attention

Achievement

Needs attention 

Achievement varies across the school. While current outcomes in national tests are broadly in line with national averages, many pupils do not reach the standards they are capable of, particularly in writing. Pupils' work shows that expectations are not consistently high and that opportunities to deepen their thinking are sometimes limited. Pupils develop foundational skills in reading and mathematics, but writing skills such as handwriting and spelling are inconsistent. Higher-attaining pupils do not consistently achieve the standards they are capable of because they are not routinely provided with sufficient challenge to deepen and embed their learning.

Additional support for pupils with special educational needs and/or disabilities and those who may be disadvantaged has not always been delivered due to staffing constraints, limiting the progress they make.

Over time, across the curriculum, gaps in pupils' knowledge and skills remain evident, which reduces how well some pupils achieve.

Attendance and behaviour

Needs attention 

Attendance over time has been below national averages. Recent improvements show that leaders' actions are beginning to have a positive effect, bringing current attendance broadly

in line with national figures. Most pupils attend well, but a small number continue to miss too much time. Leaders monitor attendance closely and work with external agencies to support families. However, when attendance continues to remain a concern, leaders have not exhausted all possible actions to bring about improvement.

Behaviour is variable across the school. While some pupils show positive attitudes to learning, others do not focus fully on their work. Some become off-task and occasionally disrupt the learning of others. Leaders have introduced a new behaviour policy and provided training. They closely track any incidents of poor behaviour. There are early signs of improvement, but the approach is not yet fully embedded. Where teaching is consistent and effective, pupils show more positive attitudes and high levels of motivation. Pupils who need additional support to help them manage their feelings and emotions receive caring and effective support. Bullying and discriminatory behaviour are extremely rare and dealt with appropriately.

Curriculum and teaching

Needs attention 

Over time, curriculum implementation has been inconsistent due to multiple staff changes. Improvements in teaching are very recent. As a result, learning activities do not always match pupils' needs, and some pupils are not challenged to reach their full potential or supported effectively if they fall behind. Teachers do not consistently check understanding well enough, and misconceptions sometimes go unaddressed.

Despite these weaknesses, leaders have put effective curriculum plans in place and begun to stabilise teaching. Teachers have secure subject knowledge, and lessons are now delivered as leaders expect, although consistency is not yet secure. Where staffing is more stable, teaching over time is effective, with purposeful learning, high expectations and appropriate adaptations for pupils with additional needs.

Phonics teaching is effective, and most pupils gain the skills they need to become confident, fluent readers. However, pupils have limited opportunities to edit or improve their writing. Many have not yet secured the basics needed to become competent writers, including stamina, fluent handwriting and accurate spelling.

Leaders have an accurate view of teaching quality. They are taking effective action to stabilise staffing and provide the support needed to secure a consistent approach, although this work is still in its early stages.

Inclusion

Needs attention 

Provision for pupils with special educational needs and/or disabilities (SEND) is improving but remains inconsistent. Adaptive teaching is not yet embedded, and planned interventions to help pupils close gaps in learning have not always taken place due to staffing instability. As a result, some pupils do not receive the timely help they need.

Leaders have strengthened systems by refining the approach to identifying pupils with SEND and establishing clearer thresholds. They work with staff and external professionals to improve the quality of pupils' individual targets and the support they receive. However, many developments are at an early stage and not yet fully implemented. The involvement of

parents and carers in reviewing pupils' progress is not consistent. Support for disadvantaged pupils is also variable. Leaders have appropriate plans to use funding to reduce barriers to learning and close gaps in achievement, but staffing instability has slowed progress.

Where support is well matched and staffing is consistent, pupils with SEND achieve well and learn alongside their peers. However, this is not yet consistent across the school.

Staff build positive relationships with pupils and families. Pupils known or previously known to social care receive careful support. Leaders ensure that any alternative provision used is safe, appropriate and regularly checked to ensure it meets pupils' needs.

Leadership and governance

Needs attention 

Leaders have faced significant challenges. Staffing instability has slowed the pace of improvement across the school. As a result, key initiatives, including curriculum development, special educational needs and/or disabilities (SEND) systems and assessment improvements, remain at an early stage. Leaders' capacity to drive strategic change is limited because they have had to take on additional operational and teaching responsibilities during a period of recruitment difficulty. This has also affected staff development, and the professional development programme is not yet sufficiently established to secure the improvements needed.

Despite these constraints, leaders have a clear and accurate understanding of the school's strengths and areas for improvement. They place the best interests of pupils at the centre of their decision-making. They have taken decisive action to stabilise systems, improve safeguarding processes and strengthen provision for pupils with SEND. Governors have the knowledge and skills to fulfil their statutory duties effectively. They provide appropriate challenge and support and have an accurate view of the school's context, including the impact of recruitment difficulties.

Parents and carers hold positive views of the school and value the caring and nurturing environment. Staff feel that the school is now more stable and appreciate leaders' consideration of workload and wellbeing. Leaders engage positively with parents and carers and the wider community. Overall, skilled leaders are taking the right actions to improve the school, but sustained capacity is needed to secure long-term improvement.

Personal development and wellbeing

Needs attention 

The school's personal development programme is developing. Leaders acknowledge that the wider offer is not yet fully planned or sequenced. While pupils do benefit from enrichment opportunities, including trips and visits, these are not strategically planned to enhance learning or ensure that there is something on offer for all pupils. Similarly, some pupils hold positions of responsibility, such as being an ambassador or a member of the school council. However, the opportunities for pupils to share and implement their ideas have been affected by staffing changes over time.

Pupils' understanding of diversity and life in modern Britain is limited, and leaders recognise the need to strengthen this area. The school promotes fundamental British values, but pupils' understanding is not yet secure.

Despite these weaknesses, pupils benefit from a caring and nurturing environment. They speak positively about their experiences and enjoy a range of outdoor learning opportunities that support their social development and wellbeing. The core curriculum provision, including personal, social and health education, is generally effective. Pupils are taught about relationships and sex education in an age-appropriate way. They talk confidently about staying safe online and offline and show an age-appropriate understanding of healthy relationships and how their bodies change as they grow.

Leaders have appropriate ambitions for personal development and are beginning to strengthen the programme. Plans include expanding social and cultural opportunities and increasing visits to places of worship to improve pupils' moral and cultural understanding. Pastoral support is highly effective, and staff know pupils very well. Leaders recognise the need for a more structured approach so all pupils develop the knowledge, confidence and character they need to be well prepared for their next steps.

What it's like to be a pupil at this school

Pupils have experienced a turbulent period due to numerous staffing changes, despite many recent improvements. Throughout this time, the nurture and care provided for pupils have remained consistent. Leaders and governors remain determined to stabilise staffing so pupils can experience all that the school offers. Across the school, relationships between staff and pupils are warm and supportive, creating a caring and inclusive environment that pupils value. They speak positively about the sense of community and enjoy a wide range of play opportunities that support their physical and social development. Pupils feel safe and know who to speak to if they have worries. Bullying is extremely rare and pupils are confident that adults address any concerns appropriately.

Many pupils show positive attitudes to learning. They follow routines confidently, respond respectfully to adults and enjoy coming to school. However, this is not consistent across the school. Some pupils occasionally lose learning time when attention drifts or low-level disruption occurs. Attendance is improving, although a small number of pupils continue to miss too much time, which interrupts their learning.

Pupils benefit from wider experiences, including trips and sporting events. However, these are not always planned systematically to enhance learning or ensure that all pupils benefit. Opportunities to develop cultural awareness and understanding of diversity are also limited.

Some pupils achieve well, particularly those with secure early foundations. However, expectations and achievement in writing are less well developed. Where support for pupils with additional needs is well-matched, they make steady progress, but this is not yet consistent in reducing barriers to learning for all pupils.

Next steps

- Leaders should embed adaptive teaching so that activities meet the needs of all pupils, including those with special educational needs and/or disabilities and higher-attaining pupils.
 - Leaders should strengthen assessment practice so teachers check understanding, address misconceptions and identify gaps promptly, ensuring effective support is in place.
 - Leaders should review and embed their approach to the teaching of writing so pupils gain the foundational knowledge needed to become fluent, competent writers.
 - Leaders should ensure that expectations for behaviour and attitudes to learning are consistently high by embedding the new behaviour policy to reduce low-level disruption so that all pupils focus fully on their learning.
 - Leaders should develop the personal development programme so pupils gain a secure understanding of diversity and fundamental British values and are well prepared for life in modern Britain.
 - Governors should continue to support the school to ensure that leaders' plans are realised.
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About this inspection

The chair of the board of governors is Neil Brown.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other leaders. They also spoke with representatives from the governing board and the local authority.

Inspectors confirmed the following information about the school:

The school makes use of 2 alternative provisions, including one that is unregistered.

The school has experienced changes in leadership over recent years, including the appointment of the headteacher and special educational needs coordinator. All classes have experienced a number of staffing changes over time.

Headteacher: Anna Rogers

Lead inspector:

Catherine Young, His Majesty's Inspector

Team inspector:

Gary Richards, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 June 2026

School and pupil context

Total pupils

74

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

9.46%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.70%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.57%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	61%	Close to average
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	42%	61%	Below
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	73%	Below
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	58%	73%	Below
2022/23 (final)	69%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25		47%	

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25		63%	
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25		59%	
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25		61%	
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25		69%	
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25		78%	
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.8%	13.0%	Close to average
2023/24 (3 term)	6.8%	14.6%	Below
2022/23 (3 term)	3.9%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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