

Inspection of Wreningham VC Primary School

Ashwellthorpe Road, Wreningham, Norwich, Norfolk NR16 1AW

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| Inspection dates: | 1 and 2 April 2025 |
| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Outstanding |

What is it like to attend this school?

Wreningham VC Primary is a highly inclusive school and is a happy place to learn. Everybody is welcome and looked after. The school has a simple motto of TEAM 'Together Everybody Achieves More'. This motto is lived out by staff and pupils alike. Pupils say they love coming to school because they learn lots of exciting things. They also said that the teachers care for them really well. This helps them a lot.

Many pupils achieve well. This is because the school has crafted a challenging curriculum. Year 6 published outcomes indicate that pupils achieve positively in reading, writing and mathematics. Pupils develop their leadership skills and character. This helps to prepare them for their next steps. Pupil leadership roles, such as eco warriors, peer mediators and lunchtime supervisors, give pupils opportunities to contribute to their school community.

Pupils are exceptionally well behaved. They know what is right and wrong. Pupils are polite and respectful of other people. They display positive attitudes to their learning. This is because the school has high expectations of pupils' behaviour. Pupils readily rise to these expectations. Older pupils often support younger pupils with kindness. This reflects the caring culture that the school has established.

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

The school has implemented an ambitious curriculum for all pupils. This provides opportunities for pupils to build on their learning over time. Teachers provide interesting activities that immerse pupils in their learning. Pupils become confident learners. They are keen to share what they know. However, pupils' recall of key knowledge is not consistently or sufficiently secure. This is because the school has not yet identified all the essential knowledge pupils need to remember in some subjects, for each year group.

The school has a clear vision. Staff ensure that pupils become independent learners and achieve the best they can. The school makes thoughtful use of outside training providers to help it to improve its work. It makes sure that staff can access a wide range of further training too. Consequently, staff have gained the required knowledge and skills to teach the curriculum successfully.

Children in the early years learn the sounds that letters make. This helps them to start reading simple words. Older pupils use the strategies that they are taught to read new books successfully. They receive a reading curriculum that enables them to use their reading skills in different subjects. Staff provide precise, skilful support for pupils who are at the early stages of learning to read. This support helps these pupils to gain the necessary skills and confidence. Consequently, many pupils become fluent and expert readers.

Pupils with special educational needs and/or disabilities (SEND) receive exceptional support. The school accurately identifies pupils' additional needs. Teachers adapt their lessons incredibly well. This helps to ensure that pupils' needs are met. Pupils with SEND

access the same ambitious curriculum as their peers. They achieve well from their various starting points.

Personal development is exceptional. For example, during lunchtimes, older pupils provide sporting activities for younger pupils to take part in. This provision helps to develop the younger pupils' sporting abilities and social skills. There is an impressive offer to cater for pupils' wider development. This includes extra-curricular clubs, such as crochet, choir and multi-sports. Pupils also compete in various sporting tournaments. The pupils are rightly proud of the high number of awards the school has won.

The early years curriculum is thoughtfully planned and supports children's individual needs. Staff have created a calm and nurturing learning environment. Relationships between children and staff are warm and positive. Children get on well with each other. They share the resources and take turns. Consequently, children are ready for Year 1.

The school has high expectations of pupils' behaviour and conduct. This ensures that the rules and routines are well established. Throughout the school, pupils behave well and treat others with respect. Children in the Reception Year work well with each other and show good manners. Pupils' attendance is high. This is because leaders and staff work well with families.

Staff enjoy their work and are proud to work here. They are passionate about what they do and are well supported by leaders, including with their workload. Staff feel that they can ask for help. They receive effective support and guidance when needed.

The governing body fulfils its duties well. It makes sure that it carefully reviews the information that the school gives them about its work. Governors provide suitable support and challenge to school leaders. They share a strong sense of pride in 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)

- In some foundation subjects, the school has not clearly identified the knowledge that pupils need to learn in each year group. This means that pupils have some gaps in their subject knowledge. The school should ensure that it identifies the essential knowledge that pupils should learn for all subjects in each year group.

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 | 121095 |
| Local authority | Norfolk |
| Inspection number | 10378489 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 108 |
| Appropriate authority | The governing body |
| Interim chair of governing body | Katie Burrell-Rennie |
| Headteacher | Robert Jones |
| Website | www.wreningham.norfolk.sch.uk |
| Dates of previous inspection | 1 and 2 April 2025, under section 5 of the Education Act 2005 |

Information about this school

- The school uses one unregistered alternative provision.
- This is a Church of England school and is a member of the Diocese of Norwich. The school's last section 48 inspection was in November 2019. The next section 48 inspection will be in eight years of this date.

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.
- The lead inspector met with governors, including the interim chair of governors, a representative of the local authority and a representative of the diocese.
- Inspectors met with the headteacher, deputy headteacher, school leaders, staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. 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.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- 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.
- Inspectors considered responses to Ofsted's pupil and staff surveys. They also considered responses to Ofsted Parent View, including the free-text comments.

Inspection team

Benjamin Axon, lead inspector

His Majesty's Inspector

Sue Child

Ofsted Inspector

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