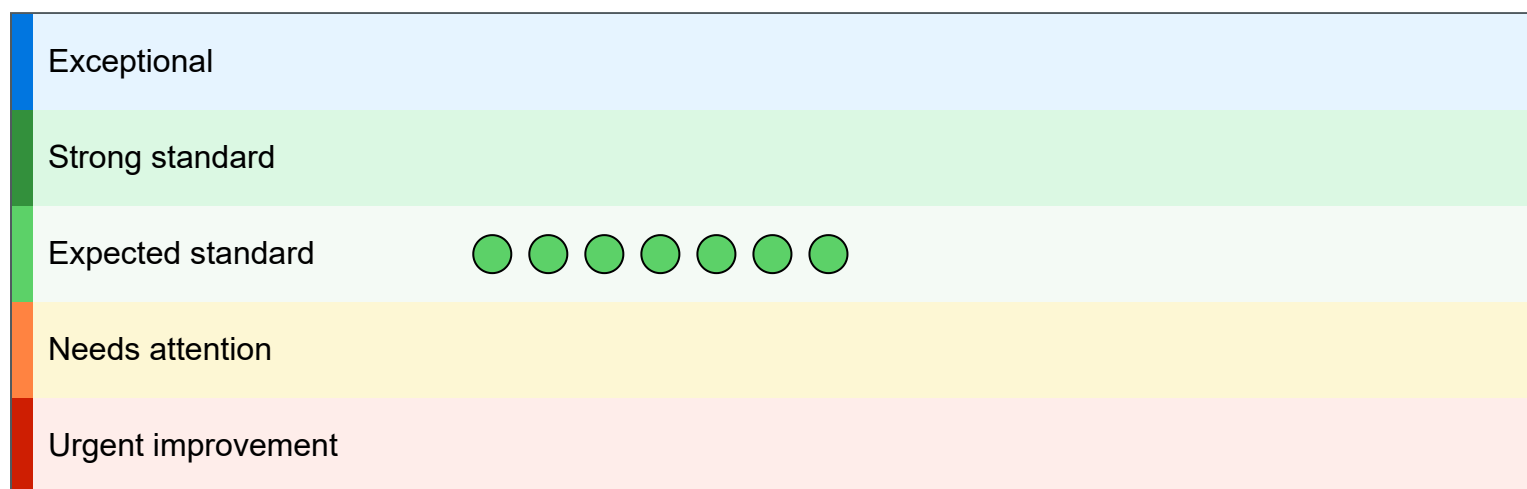


Lowe's Wong Infant School

Address: Queen Street, Southwell, Nottinghamshire, NG25 0AA

Unique reference number (URN): 145642

Inspection report: 10 March 2026



✔ **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

Achievement

Expected standard 

Pupils achieve well overall and are ready for their next stages of learning, including their transition to junior school. Mostly, pupils develop into fluent and enthusiastic readers. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities receive effective support to make suitable progress. Pupils develop the knowledge to write well. They can compose and punctuate sentences with accuracy. Pupils gain a secure understanding of number, so they can compare and calculate with confidence. However, inaccuracies in their handwriting and number formation are not routinely addressed. This means that these errors persist over time.

Mostly, pupils learn the knowledge intended across the curriculum, including pupils who have barriers to learning. For example, many pupils talk with enthusiasm and depth about the moon landings, countries and their capitals and important historical events, such as the Great Fire of London. Sometimes, unsuitably designed lesson activities hinder pupils from demonstrating the extent of their knowledge.

Attendance and behaviour

Expected standard 

Overall, pupils' attendance is above the national average. Leaders and staff work collaboratively and effectively with parents and carers to establish regular and punctual attendance habits. Leaders monitor patterns of attendance closely. They are proactive when they spot any concerning trends. Leaders recognise that disadvantaged pupils' attendance has been too low over time. They work sensitively with families, providing bespoke support to reduce absences. This has helped increase the attendance of disadvantaged pupils recently to be closer to that of their peers. Leaders are working hard to ensure that improvements are sustained.

Since the last inspection, leaders have worked methodically to ensure that pupils behave well. They started by ensuring that pupils really understand the rules and expectations. Staff teach pupils exactly how to follow each rule, using child-friendly language. Leaders ensure that staff fully understand the approach to supporting pupils' positive behaviour and how to apply it. Leaders closely monitor pupils' behaviour and provide additional training for staff when necessary. Staff are consistent in their support and in addressing any poor behaviour. Consequently, the school is a calm and purposeful environment. Pupils demonstrate positive attitudes and learn without disruption. Pupils learn that bullying and unkindness are not acceptable. Incidents are uncommon and dealt with effectively.

Curriculum and teaching

Expected standard 

Leaders have an astute understanding of the quality of curriculum and teaching. Since the previous inspection, they have worked closely with the trust and with staff to improve the curriculum. They have identified the precise knowledge that pupils need to learn in all subjects and sequenced it to build coherently over time. Starting from the beginning of the early years, there is a sharp focus on pupils developing important knowledge in language, reading, writing and mathematics. Leaders ensure that pupils get the support they need to

secure this knowledge, mostly. However, the focus on letter and number formation is not consistently precise. Overall, staff deliver the phonics programme effectively. Leaders are strengthening this further to support pupils in achieving more highly.

Leaders ensure that staff receive the right support to develop their expertise. Consequently, staff know the curriculum sequence well and are confident in organising learning. They explain new knowledge and use resources effectively, emphasising important vocabulary. Largely, staff make appropriate adaptations for pupils with special educational needs and/or disabilities. They check pupils' learning regularly and generally have a sound understanding of pupils' knowledge. However, staff do not use this information consistently to ensure that learning activities are suitable or to adapt their teaching to address pupils' misconceptions. This sometimes means that pupils are moved on to complex writing or mathematical problems too quickly.

Early years

Expected standard 

Leaders ensure that children make a successful start to their education. The early years curriculum carefully sequences the key knowledge and skills children should learn across all areas of learning. Leaders ensure that it is delivered effectively so that children learn well and build secure foundations overall. Reading is a priority, and children soon learn how to read and spell words with accuracy. They demonstrate increasing confidence in writing labels and captions. Staff make sure children hold pencils correctly and engage them in activities, such as threading and drawing, to support their growing dexterity. Recently, leaders revised the approach to the teaching of letter formation. This is in the earlier stages of being embedded.

The early years environment is well organised with engaging and purposeful activities. Clear routines enable children to gain independence. Stories and language development are a central focus. Staff encourage children to use key phrases from stories throughout all aspects of their play. Children play cooperatively with others. They enjoy dressing up and pretending to be the characters from familiar stories. Staff support children well through purposeful conversations, where they model key language. Leaders and staff work in close partnership with parents and carers to support children's development. As a result, children are well prepared for their next stage.

Inclusion

Expected standard 

Leaders and staff are determined that all pupils will achieve and thrive. Recently, leaders strengthened their processes to identify pupils' additional needs and any barriers to learning quickly and accurately. They work closely with parents and carers at every stage. Parents speak highly of how well leaders know their children and how they consider parents' views sensitively.

Since the last inspection, leaders have ensured that pupils with special educational needs and/or disabilities receive the right support to access a broad curriculum and achieve well. They support staff to develop suitable approaches for these pupils, setting precise targets for pupils' learning. Through leaders' work with external agencies and with support from the trust, staff receive a wide range of training to implement these approaches well. This has ensured that staff largely address pupils' barriers to learning.

Leaders carefully check how pupils are progressing towards their targets and evaluate the effectiveness of the specific strategies used to support them. They use this information to revise support as needed. Leaders take a similar individual approach for the few disadvantaged pupils. Overall, they use additional funding well to address these pupils' specific academic and personal development needs.

Leadership and governance

Expected standard 

Leaders know their school and the community that they serve very well. They acted promptly and positively to address the improvements needed following the previous inspection. This includes by working closely with staff, the trust and local governors. Consequently, leaders have successfully enhanced the curriculum, pupils' behaviour and the support for pupils with special educational needs and/or disabilities.

Leaders and the trust have an accurate understanding of the school's strengths and which aspects of the school need further work. They are sustaining improvements and the continued success of the school by developing leadership further.

Those responsible for governance fulfil their statutory duties well, for example overseeing safeguarding systems. They maintain a sharp focus on leaders' progress with improvements and provide a healthy balance of support and challenge. They have a clear strategic vision and ensure that decisions are made in the best interests of pupils, including those who are most vulnerable.

Working with the trust, leaders provide a quality professional learning programme for staff. It is informed by the latest research and well matched to the school's improvement journey. Consequently, staff are confident to implement curriculum changes and support pupils. Staff feel valued and appreciate how leaders consider their views. Leaders take account of staff workload and morale when making changes. Staff are highly positive and proud to be part of the school.

Leaders see their close working relationships with parents and carers as fundamental in ensuring that pupils thrive. They proactively communicate the school's work and rationale. Parents are overwhelmingly positive about the school.

Personal development and wellbeing

Expected standard 

Pupils' personal development and wellbeing are a fundamental element of school life. Leaders have thought carefully about the knowledge and experiences they want pupils to gain. There is a clear programme to support pupils' learning about physical and mental health, as well as healthy relationships. Pupils learn how to manage their feelings and resolve disagreements with their friends. They learn about various risks to their wellbeing and how to keep safe. For example, pupils speak with confidence about internet safety and when they should seek help.

Pupils understand fundamental British values such as tolerance and democracy and what these mean in school life. They know the difference between right and wrong and can talk about this in relation to the school rules. Pupils learn to behave responsibly, for example

being 'helping hands' in the classroom. Members of the school council are proud to help devise the school rules. They support their peers on the playground.

Leaders are keen for pupils to understand cultural diversity. Staff encourage pupils to talk about their home lives, families and personal heritages. Pupils respect each other and enjoy hearing about different cultural and religious celebrations. Following an assembly story about the Good Samaritan, pupils explained that they should be kind and help others, regardless of their different beliefs or backgrounds.

Leaders provide well-considered opportunities to broaden pupils' horizons and give each pupil the chance to shine. In addition to a range of clubs, there are exciting trips, for example to a farm and a country park. Year 2 pupils look forward to an overnight trip to Sherwood Forest. For some, this is their first experience away from home. Leaders ensure that all opportunities are inclusive, supporting financially or helping sensitively with practical arrangements. They track pupils' participation to ensure that disadvantaged pupils benefit fully from the personal development programme.

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

Lowe's Wong Infant School lives up to its vision for everyone to 'learn happily together'. Pupils arrive at school with smiles on their faces each morning. They attend school regularly and say they enjoy having great fun while they learn.

The school is a very welcoming and friendly community, where all pupils develop a firm sense of belonging. Pupils benefit from caring staff knowing them well and providing the right support when they need it. Pupils value the support they receive for any additional needs they may have and the help provided to overcome barriers to their learning or wellbeing. For instance, pupils are proud to have learned actions to accompany words, so everyone can participate in assembly songs.

Pupils recognise that everyone knows and follows leaders' carefully chosen rules. Across the school, pupils behave well. They have positive attitudes towards their learning. Staff support pupils promptly if they need reminding about their high expectations. Pupils feel secure because staff swiftly deal with any rare occasions of bullying or unkindness.

Playtimes are fun and active. Pupils form good friendships. They know that if they feel lonely, sitting on the 'friendship bench' will alert members of the school council so that they can step in. Staff encourage pupils to be helpful, positive citizens in their local community.

Pupils get off to a positive start with their education and go on to achieve well overall. They speak with great enthusiasm and detail about their learning of the ambitious and carefully designed curriculum. The school prepares pupils well for junior school and supports them effectively with this transition.

The school provides a breadth of enriching experiences to support pupils' learning and wider development. Extra-curricular clubs are well matched to pupils' interests, from learning Spanish, to country dancing and being a footballing 'lioness'.

Next steps

- Leaders should ensure staff use assessment information and their knowledge of pupils' needs consistently well to adapt their teaching and design suitable learning activities, enabling pupils to develop secure knowledge and skills across the curriculum.
 - Leaders should ensure that staff consistently address gaps in pupils' handwriting and number formation with precision so that errors and inaccuracies do not persist.
-

About this inspection

This school is part of Minster Trust for Education, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Matthew Parris, and overseen by a board of trustees, chaired by Moira Hepworth.

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.

Inspection activities:

Inspectors spoke with the headteacher and trust leaders. The lead inspector met with members of the board of trustees, representatives of the local governing body and with the CEO.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Aly Speed

Lead inspector:

Claire Stylianides, His Majesty's Inspector

Team inspectors:

Kelly Royle, Ofsted Inspector

Kate Rouse, 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 10 March 2026

School and pupil context

Total pupils

169

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

210

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)

9.49%

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

0.00%

Well below 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

7.10%

Well below 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).

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 (2 term)	3.8%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.5%	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 (2 term)	6.2%	13.3%	Below
2023/24 (3 term)	10.0%	14.6%	Below
2022/23 (3 term)	6.6%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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