

# Wyndham Primary Academy

Wyndham Street, Alvaston, Derby, DE24 0EP

## Inspection dates

1–2 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils of all abilities make excellent progress through the academy in English, mathematics and many other subjects. Standards are at least average by Year 6 and increasingly above that.
- Children in the Early Years Foundation Stage make an excellent start to their education and are extremely well prepared for Year 1.
- The achievement of those pupils in receipt of the pupil premium is outstanding and they reach standards which are similar to their classmates.
- Disabled pupils and those who have special educational needs also make excellent progress from their individual starting points. They work with confidence and independence.
- The quality of teaching is outstanding. Pupils' read widely, write at length for many reasons and solve mathematical problems well in response to the thorough and systematic development of their skills and inspiring opportunities to apply them.
- Pupils' behaviour is exemplary and they feel very safe. They take pride in their work. Their personal development and physical well-being is promoted extremely well through many high quality and challenging creative and sporting experiences.
- The academy works very effectively in partnership with the sponsor academy trust and with other local schools to improve the quality of education. Senior staff increasingly take a lead role in training and development initiatives across the partnership.
- The Principal's persistent drive and ambition for the academy is fully complemented by the highly committed senior and subject leaders and very effective governing body. It instils a love and passion for learning so that every pupil wants to succeed and is proud of the academy's achievements. As a result, all aspects of academy life, particularly pupils' achievement and the quality of teaching, have improved very well since the academy opened and are well placed to continue to do so.

## Information about this inspection

- The inspectors observed 15 lessons or parts of lessons, including several observed jointly with the Principal and other members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to them read.
- Discussions were held with several groups of pupils, the Chair of Governors and other members of the governing body, the chief executive of the academy trust and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 15 responses to Ofsted's online questionnaire (Parent View), the results from the school's own regular consultations and communications from parents. The responses from staff questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Kathleen Gisborne	Additional Inspector
Renee Robinson	Additional Inspector

## Full report

### Information about this school

- The academy is about average size for a primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is average.
- The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils who receive the pupil premium funding is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The majority of pupils are of White British heritage.
- An average proportion of pupils are of minority ethnic heritage.
- A small proportion of pupils speak English as an additional language.
- The academy opened in September 2012 as part of the Spencer Academies Trust.

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

- Build on the already very good partnerships with other schools to further improve the quality of education both within and beyond the academy.

## Inspection judgements

### The achievement of pupils is outstanding

- Children start the Early Years Foundation Stage with skills and understanding which are generally well below those typical for their age. They make outstanding progress through the Early Years Foundation Stage in all areas of learning, especially their personal, social, number and communication skills and now reach above average levels. Children are eager to learn, inquisitive and increasingly self-assured.
- Pupils' achievement through the rest of the academy is outstanding. They make excellent progress from their starting points to reach standards which are increasingly above average. Pupils are extremely well prepared for the next stage of their education.
- Disabled pupils and those who have special educational needs make outstanding progress from their starting points. In particular, they acquire good mastery of reading and writing skills which enable them to tackle a wide range of subjects and succeed well.
- Pupils known to be eligible for free school meals make outstanding progress and the gap between their achievement and that of other pupils is rapidly reducing. In the 2013 national tests for Year 6 pupils their results were similar to and sometimes above those of other pupils in all subjects.
- Most able pupils make excellent progress from their starting points. They have very positive attitudes to learning and excellent skills for improving their own work which contributes extremely well to the progress they make.
- Pupils read very fluently and widely. Pupils of all abilities tackle new and unfamiliar words very well because they develop a thorough understanding of letters and their sounds and are close to national averages and increasing in checks for these skills in Year 1. By Year 6, pupils read with confidence, expression and enthusiasm. They have a very good knowledge of the style of different authors and the way they use language to develop plot and characters.
- Pupils' writing skills are outstanding. There is a strong focus on ensuring accuracy in basic skills such as spelling and grammar and making imaginative use through, for example, play scripts, scientific and historical reports, letters and leaflets. They make very good use of information and communication technology to communicate their ideas. Work is extremely well presented and handwriting is a strength of the work of pupils of all abilities.
- Pupils' mathematical skills are very well developed. They rapidly and securely develop good recall of number and use mental calculation facts to a good degree of accuracy. Pupils in Year 2 for example, explain how they use 'column' addition and subtraction to make sure calculations are correct and in Year 6 they create precise frequency graphs and pie charts to show outcomes in their work on probability.
- The pupils' speaking and listening skills are a significant strength of their learning. They regularly articulate their thinking and reasoning in many different subjects and explain precisely what they aim to achieve. The strong focus on communication skills throughout the academy contributes to the very good progress made by pupils with English as an additional language.
- Pupils' physical and creative skills are very well developed. They are competitive and successful in team and other games. They use a range of different media in well-observed art work.

## **The quality of teaching**

## **is outstanding**

- Pupils pay careful attention and are keen to learn new skills and concepts through the effective use of puppets, drama, games, ICT and quick-fire quizzes. 'Learning walls', often created from the pupils' own work, act as points of reference and guidance. Classrooms, corridors and outdoor spaces are alive with vibrant, well-mounted displays of pupils' work and highly engaging learning activities.
- Children are eager to learn in the Early Years Foundation Stage because staff engage children through extremely well planned activities and attractive resources which interest all groups of learners. There is an excellent focus on quickly developing children's speaking, listening and social skills to support the development of reading and writing skills. Children rise to very high expectations such as making complex number patterns to 20 and beyond to create colourful necklaces for dolls.
- Throughout the academy, pupils are ambitious and aim very high. This is the result of clearly-stated high expectations of all pupils. Pupils' learning skills, such as resilience and precision, are promoted through excellent example and direct teaching. This contributes to the outstanding achievement of all groups of pupils including the most able and those who find learning difficult.
- Disabled pupils and those with special educational needs receive excellent support from staff through the use of extremely precise and very regular assessment of their academic, physical, emotional and social development and activities to develop their skills. The work in the NEST nurture unit makes a very significant contribution to their learning.
- Pupils who are new to English, including a few who start school at times other than Reception, learn well in response to speedy checks of their needs and support in their heritage language.
- The most able pupils often make excellent progress because staff ensure such pupils quickly engage in work which fully challenges them throughout the day. Pupils use an excellent precise vocabulary in different subjects and develop a deep understanding of new ideas through adults thoughtful and incisive questioning. Nothing less than clearly spoken, full and thoughtful answers are rarely accepted, which contributes to rapid improvements in speaking and listening skills.

## **The behaviour and safety of pupils**

## **are outstanding**

The behaviour of pupils is outstanding. Relationships between pupils and with adults are excellent. Pupils are polite and very considerate towards each other and they respond well to the excellent example all adults set consistently for them through the school's agreed "GREAT expectations.

- Pupils' pride in their school is evident in their smart appearance and the extremely careful presentation of their work and very tidy books. They value the care staff take in ensuring they work in attractive and orderly classrooms with high quality displays of their own work.
- Pupils are keen to come to the academy and are punctual and well prepared for the day's learning. Attendance is now above average. The academy works very closely with parents to encourage the best levels of attendance and ensure pupils are punctual and prepared for learning.

- The academy's work to keep pupils safe and secure is outstanding. Pupils feel very safe and extremely well looked after. Parents are fully confident that their children receive the highest levels of care.
- Pupils have an excellent understanding of how their behaviour affects others and that they should be kind and considerate. Staff make good use of a wide range of stories, songs and rhymes to reinforce positive attitudes and to promote excellent social skills. Assemblies strongly reinforce these messages. Consequently, pupils have a very good knowledge of potential bullying situations including racial and homophobic concerns. They are certain that very little takes place and any events are successfully managed by the staff. This is confirmed by the academy's good record keeping procedures. There have been no recent exclusions.
- Pupils learn to take appropriate risks and to keep themselves safe. They enjoy adventure on residential and other visits but know the dangers and how to stay safe. The academy has worked closely with the academy council to design and improve play facilities for pupils including the construction of the exciting 'Wyndham Towers' trim trail.

### **The leadership and management are outstanding**

- The Principal's excellent vision and planning for academy improvement is fully shared by all staff, governing body and parents. There is an imaginative and continuous pursuit of high standards in every aspect of the academy's work. This is very evident in the excellent culture and environment for learning and high quality assessment procedures which underpin rapid academy improvement.
- The Principal and other senior staff are excellent role models for all staff and highly skilled in observing teaching and setting targets for others to aspire to. They are well supported by effective subject leaders and the supportive academy trust. As a result, all staff, including those new to the academy and the profession, quickly and consistently establish high expectations for all pupils.
- The academy's use of rigorous procedures to check and measure pupils' progress is at the heart of rapidly improving standards and achievement. Almost daily analysis of outcomes in reading, writing and mathematics ensure that pupils are regularly working to their maximum potential and any additional support needed is rapidly provided.
- Pupils make outstanding progress in a range of subjects because teaching is well informed through continuous high quality training delivered both through the academy and the partnership of schools. The senior staff and subject leaders often lead on this, for example, in aspects of assessment and Early Years Foundation Stage. It is exploring ways to extend this partnership further. Excellent use is made of staff with specialist skills such as in work with disabled pupils and those with special educational needs and in mathematics and writing.
- Staff are held fully accountable for the progress their pupils make and are subject to fulfilling stringent criteria linked to pupils' achievement to reach the next salary level.
- A key factor in the quality of learning is the academy's commitment to providing varied and exciting learning opportunities. Subjects are interwoven through central themes and supported by a wide range of residential and other visits as a core to pupils' enquiries. There are sporting, artistic and musical clubs and events for all pupils to participate in.
- The academy makes very good use of the new primary school sports funding to improve

teachers' skills and support pupils' sporting and other achievements. This has already contributed to the development of teachers' skills in physical education, increased participation in clubs and revived success in inter-school competitions.

- The academy works closely with parents and keeps them fully informed through newsletters, blogs and the academy's website. As a result, parents rightly hold the academy in high regard.
- The academy tackles any issues of discrimination well, it promotes equality of opportunity very successfully and this contributes to the harmony within the academy's community.

■ **The governance of the school:**

- The governing body is extremely well led and managed. Governors are kept fully informed through detailed reports from the Principal linked to the academy improvement plan; their own frequent and systematic checks on the academy's work. They regularly receive up to date and precise information on pupils' achievement and the quality of teaching. They make very good use of this information to hold leaders to account. Governors ensure that the academy's aims for the quality of learning are at the core of its work and the drive for the highest standards. They ensure that all safeguarding requirements are met in full and supported by excellent record keeping. Governors are fully involved and well informed in making decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the Principal. The governing body manage finances very well and receive excellent support from the academy trust in securing additional funds. The governors ensure the budget is used to promote high achievement, evident in the effective use of pupil premium funding and establishing the structure of leadership throughout the academy.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	138443
<b>Local authority</b>	Derby
<b>Inspection number</b>	424937
<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Harrison
<b>Principal</b>	Angela O'Brien
<b>Date of previous school inspection</b>	N/A
<b>Telephone number</b>	01332 571153
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