
CHALLENGE PARTNERS: Quality Assurance Review Written Report

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| Name of School: | Wyndham Primary Academy |
| School Address: | Wyndham Street, Alvaston, Derby, DE24 0EP |
| Hub: | East Midlands North |

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| Telephone Number: | 01332 571153 |
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| Unique Reference Number: | 138443 |
| Local Authority: | Derby |
| Type of School: | Primary |
| School Category: | Academy Sponsor led |
| Age range of pupils: | 3-11 |
| Number on roll: | 452 |
| Head teacher/Principal: | Executive Headteacher: Angela O'Brien Head of school: Paula Baines Chambers |

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| Date of last Ofsted inspection: | 1-2 May 2014 |
| Grade at last Ofsted inspection: | Outstanding |

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| Date of Quality Assurance Review: | 16-17 March 2017 |
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils: Outstanding

Quality of Teaching, Learning and Assessment: Outstanding

Area of Excellence: Strategic Assessment to Achieve Outcomes through Distributed Leadership Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Wyndham Primary Academy is firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report of May 2014.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- Wyndham Primary Academy is a larger-than-average primary school and has expanded to being a two form entry school over the last few years.
- It has been a sponsored academy since 2014 as part of the Spencer Academies Trust. The school is a flagship within its Multi-Academy Trust working closely with 6 other primary schools under the wider support structures of the Spencer Academies Trust.
- The proportion of pupils eligible for pupil premium funding is well above that seen nationally.
- The proportion of pupils that speak English as an additional language and come from ethnic minority groups is above average.
- The proportion of pupils who receive support for special educational needs is above average, although those with a statement of special educational needs or an Education Health Care plan is below average.
- A much higher than average proportion of pupils arrive at times other than would be expected.

School Improvement Strategies

What Went Well

- The school is very well led by a visionary and highly respected executive headteacher and a very industrious head of school. They are both supported by a keen and hard working senior leadership team who drive school improvement at a high octane rate. They are passionate and creative, devoting much time and effort to sharing well thought out school improvement strategies that are having a significant impact on pupil progress.
- The school has a strong and evident culture of 'Great Expectations', which effectively underpins the school's ethos from Nursery to Year 6. This results in outstanding learning behaviours because pupils flourish and thrive in an extremely happy, caring, supportive, respectful and safe environment.
- The school is highly successful because of:
 - excellent strategic direction given by the executive headteacher and head of school;
 - regular analysis of multiple layers of assessment information used to target individual pupils;
 - very high expectations of all staff that pupils at this school are capable of achieving success;
 - an outstanding curriculum;
 - consistently good and outstanding teaching employing a wide range of learning strategies such as 'pre' and 'post' teaching;
 - excellent communication systems between all staff;

- all staff being clear about their roles; and
 - transparent systems of accountability and high staff morale.
- Leaders have produced clear, relevant, time-limited, strategic development plans based on realistic and rigorous self-evaluation. These plans drive forward school improvement and pupil progress.
- Staff know the main areas for improvement and progress towards these is regularly reviewed through rigorous analysis of data and pupil conferencing.
- The warm relationships developed through the different team models result in high motivation and engagement from teachers because everyone feels valued and knows that they make a valid contribution to the school's outstanding outcomes.
- School improvement is based on teachers knowing the children very well and targeting support effectively. It is adaptable to meet the needs of all groups identified through a careful analysis of learning of all groups of pupils.
- Staff, parents, children and governors contribute to the targets in the school development plan, with their input being sought in the summer in order to shape the plan in advance of the new academic year.
- Processes are in place to ensure inexperienced staff are swiftly inducted into the 'Wyndham Way' and supported in becoming outstanding teachers. This model involves regular in-house continuous professional development (CPD) for all, team teaching, observing other practitioners, the 'Weekly Weigh In' phase meetings and developing vulnerable group ambassador teams who intervene in accelerating progress.
- The school knows data around attendance very well and procedures are in place to support all children, particularly vulnerable groups, in getting to school on time.
- The school works very closely with parents to improve the outcomes of all children by building trusting relationships, modelling good practice and by creating opportunities to share learning. For example:
 - 'Book and Breakfast' sessions in Early Years Foundation Stage;
 - Class 'Dojo's';
 - Sending home a copy of the class novel every half term; and
 - Workshops for parents.
- The school has very high expectations of staff but balances this with well-being initiatives such as 'Well-being Wednesdays' where breakfast is provided and email is switched off after school working hours.
- Leadership is distributed effectively across the school. Middle leaders are knowledgeable about reasons for pupils' underachievement and what needs to be put in place to overcome them. Senior leaders provide strategic direction and middle leaders are developed well over time. This has resulted in a dynamic leadership team that confidently challenges and supports learning across the school.

Even Better If...

... there was a seamless approach to identifying information on outcomes of key groups from Raiseonline and the inspection dashboard more clearly in the school development plan and the school self-evaluation form; and identifying success criteria in the school development plan to show how impact of actions taken will be measured.

Pupil Outcomes

- As the school is expanding there has been an increase in the proportion of pupils whose first language is not English as well as an increasing mobility and these factors need to be taken into consideration when looking at pupils' outcomes.
- The school has very robust and detailed assessment and tracking systems to ensure that new arrivals are assessed on entry to ensure that correct starting points are identified.
- Children enter the school with skills well below those seen nationally.
- 2016 national data shows that children's 'Good Level of Development' (GLD) at the end of Early Years Foundation Stage (EYFS) was in line with the national average. However, disadvantaged pupils did not perform as well as other pupils nationally (56% compared with 69% national). In-school data indicates that interventions are having a positive impact to diminish the difference.
- There was an in-school gender difference in EYFS in writing. The school recognises this and puts this down to a disproportionate number of boys with special educational needs which impacted on outcomes.
- All groups of pupils did really well in the Year 1 phonic screen and outcomes were in line with national outcomes with year on year improvement.
- Pupils who have special educational needs and are supported within school as well as those who are at the early stages of language acquisition (EAL) did especially well because of the well targeted interventions led by achievement leaders.
- At the end of Year 2, pupils achieved at least the expected standard in reading writing and mathematics. However, pupils with expected prior attainment were well below the national figure for working in greater depth.
- In-house data shows that only 55% of the current Year 3 pupils have been at the school since EYFS, this has to be considered when scrutinising progress measures.
- By the end of Key Stage 2, pupils did exceptionally well in reading and writing. The combined measure places the school in the top 21% of all schools nationally for attainment.
- In-house data shows that all groups of pupils make excellent progress throughout the school in reading, writing and mathematics.

- The proportion of pupils working at greater depth was in line with the national average for reading and writing. However, the high scaled score in mathematics was below the national average and, most notably, no boy achieved a high scaled score.
- Progress of all pupils with average prior attainment was in the top 10% of schools nationally in reading and mathematics. The reason for pupils' rapid progress is due to:
 - 'Pre' and 'post' teaching;
 - Excellent analysis and use of data;
 - Consistently good and outstanding teaching over time;
 - High aspirations from all staff;
 - Excellent systems of tracking data and using information to plan next steps; and
 - Early language intervention for pupils who struggle with their communication skills.
- Pupils are very happy and proud of their school. They think the school is an exciting place to be. They talk confidently about how teachers help them with their learning.
- Learning behaviours throughout the school are outstanding and pupils are becoming highly skilled independent learners who know what they need to do if they get stuck in lessons.

Quality of teaching, learning and assessment

What Went Well

- There is culture of high expectations throughout the school and the school's core purpose of 'working together to achieve personal greatness' underpins all aspects of school life. The staff, at every level, have a commitment and passion to ensure that no child is overlooked. Each child is treated as an individual and their needs are addressed with staff going that extra mile to ensure success.
- The vision of the executive headteacher is implemented throughout the school by the highly focussed leadership of the headteacher whose 'steel like' determination for the success of all pupils is demonstrated by highly rigorous systems of developing future leaders, supporting capacity building and taking part in evidenced base research to develop teaching.
- Responsibility for teaching and learning runs through the staff team with performance management and appraisal systems used to reinforce expectations.
- Marking and feedback is effective and in line with the schools policy and pupils are confident in setting their own learning objectives on how to improve their learning. They have excellent attitudes to learning that make a positive impact on their progress.
- The pace and structure of lessons are appropriate, providing a careful balance of teacher modelling, talk partner and written work. As a result, pupils make rapid progress.

- The highly effective learning environment contributes to pupils becoming curious and passionate about learning. There are many opportunities for the children's work to be displayed and celebrated and each display has a clear learning purpose both in the classrooms and in communal areas.
- The classroom environment is used effectively to support learning throughout the school. Displays reflect current learning with key questions and relevant vocabulary. Working walls, posters and displays scaffold learning so that pupils independently use prompts to continue the flow of learning.
- There is a consistency of application by all staff regarding the teaching techniques which are firmly embedded in each classroom. The use of think, pair, share, mastery sunglasses, talk boost, and Kagen's structures are clearly evident and used consistently to good effect.
- There are many opportunities to develop thinking skills through philosophy for children. These strategies are firmly embedded in classroom learning and are having a positive impact on pupils' ability to express themselves when they are explaining, convincing, proving and applying their learning to a range of situations. As a result of this, pupils collaborate well in groups solving problems and explaining why they chose a particular line of enquiry.
- A strong feature of the creative curriculum is the link that is made to other subjects. This brings the learning alive and has a very strong effect on pupils' engagement in lessons.
- Support staff and the use of 'pre' and 'post' teachers, which the school has heavily invested in, has helped to drive standards and created consistency within teaching. There is a seamless line of accountability and all teachers have excellent knowledge of the curriculum and the steps that pupils need to take in order to overcome their barriers to learning.
- Work scrutiny shows that all teachers follow the expectations of the school marking policy. All children are aware of the marking policy and are using this effectively to enable them to make progress. Teachers quickly pick up next steps in learning and this enables pupils to make accelerated progress.
- The teaching and the use of ICT throughout the school is a strength and engages all groups of pupils in learning; in particular the use of the 4D room which creates moments of awe and wonder for pupils' learning.
- Forensic analysis of information from assessment is used to have an immediate impact on learning. Each teacher evaluates the progress of each child against taught objectives on a central electronic system. This is reviewed with senior leaders weekly so that all staff are aware of the progress all children are making. Consequently assessment is fine tuned to meet the needs of all learners.
- Assessment of pupils' understanding is evident within lessons. Immediate feedback is given, focusing explicitly on how pupils can move on and improve.
- The assistant head teachers make an exceptionally valid contribution to leading learning and developing middle leaders. Even though they are new to their roles

they have already embraced the excellent systems that the school has for moving the children on in their learning.

Even Better If ...

... there was more consistency in the way time is maximised in some lessons to ensure that pupils get to executing tasks more quickly.

... teachers paid greater attention, especially in Years 1 and 2, in ensuring that the presentation policy is followed in all subjects.

... tasks set in guided reading provided more challenge for all groups of pupils.

Quality of Area of Excellence

What is your area of excellence?

Strategic assessment to achieve outcomes through distributed leadership.

Why have you identified this as a strength?

Wyndham has a proven track record of attaining outstanding outcomes in reading, writing and mathematics. The school's context presents complex barriers to learning, as it is in the lowest deprivation index at 0.39 compared to 0.21 nationally. The school currently has 54% FSM, 24% EAL, 16.5% SEND and only 71.2% stability; however, the results at the end of KS2 in 2016 were above those seen nationally in all subjects.

The school has very tight tracking systems in place that ensure interventions are put in place to have the most impact. These are monitored and evaluated weekly by the assistant headteachers to check impact.

The school's distributed leadership structures ensure regular communication between all layers of the teaching team – classteachers, learning ambassadors, pre/post teachers and senior leaders.

Everyone is aligned to the shared goal of securing outstanding outcomes for all children and working hard as a team to achieve them.

What actions has the school taken to establish expertise in this area?

- Clear communication systems ensure data is shared so that interventions can be applied with immediate effect;
- Staff know all children and all vulnerable groups well; support is targeted on a weekly basis based on discussions around pupil progress;
- 'Weekly Weigh In' - all phases meet every week on a Monday morning to discuss pupil progress and areas of concern to inform targeted support that week;
- Pre/Post teacher model – experienced teachers focus on pre-teaching and post lesson consolidation to move the learning on of vulnerable groups;

- 'Position statements' track changes in data on a monthly basis and allow comparisons with whole school progress;
- Half-termly visuals of a bus circulated to all staff and displayed around the school showing who is on track to reach targets;
- 'Rapid Impact Plans', which link to the SDP, are written and reviewed half-termly by phase leaders;
- SLT meet with Phase Leaders weekly to pull together all discussion threads, to interrogate data and to finely tune interventions;
- Vulnerable Group Ambassadors ensure teams across the school focus on different groups (EAL, SEN, PP, boys, girls). The teams meet fortnightly and their meetings feed directly into planning and teaching;
- Staff assess by triangulating classroom performance, attainment graded and scores in standardised tests (PUMA, PIRA) and use these to alter curriculum planning;
- Fine tuning of the assessment of SEND pupils links to individual, personalized target setting;
- Staff inset days are used to evaluate the process; and
- Staff offer critical feedback to ensure the provision is best fit for the children they teach.

What evidence is there of the impact on pupil's outcomes?

- Despite very low starting points, in EYFS 70% of children reached GLD which was in line with the national figure at 69%;
- 82% of children meet the expected standard in the Year 1 phonics check, in line with the national figure.
- In Key Stage 1 writing at 76% and mathematics at 80% exceeded national figures and reading was in line at 74%;
- In Key Stage 2 the school exceeded the national averages in all areas: reading at 81%, writing at 84%, SPAG at 72%, mathematics at 81%;
- The Key Stage 2 combined score for reading, writing and mathematics was 69% compared to the national figure of 53%;
- In Key Stage 2 progress measures the school is identified as being in the top 25% for progress measures and in the top 5% for mathematics and reading;
- The staff share these systems with the schools that they support.

What is the name and email of the staff lead in this area?

Tammy Elward - Assistant headteacher

Telward@wyndhamacedmy.org

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.