

Name of School:	Wyndham Primary Academy
Head teacher/Principal:	Paula Baines-Chambers
Hub:	East Midlands North
School type:	Primary
MAT (if applicable):	The Spencer Academies Trust

Estimate at this QA Review:	Outstanding
Date of this Review:	19/03/2018
Estimate at last QA Review	Outstanding
Date of last QA Review	16/03/2017
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	01/05/2014

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Accredited
Previously accredited valid Areas of Excellence	Strategic assessment to achieve outcomes through distributed leadership, 16/03/2017
Overall Estimate	Outstanding

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.

1. Information about the school

- Wyndham Primary Academy is a larger than average-sized primary school located in the Boulton area of Derby, an area of high social deprivation. The school became an academy in 2012, joining the Spencer Academies Trust and is also a member of the George Spencer Teaching School Alliance.
- The proportion of disadvantaged pupils in the school is three times higher than the national average.
- The majority of pupils are from White British backgrounds but the proportion of pupils from minority ethnic groups has risen in the last three years to be above the national average. Similarly, the proportion of pupils for whom English is an additional language (EAL) has increased and is also above average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is just above the national average.
- The proportion of pupils who leave or join the school at other than the usual times is above average.

2.1 School Improvement Strategies - Follow up from previous review

- Leaders have successfully addressed issues raised on the last Challenge Partners review regarding the school development plan and self-evaluation form. Impact of actions taken to illustrate improvements in outcomes are clearer and the analysis of the performance of groups is more evident in this documentation.

2.2 School Improvement Strategies - What went well

- The inspirational headteacher and her dedicated senior leadership team (SLT) have driven the school to achieve consistently high outcomes. There is no hint of complacency because leaders constantly strive to sustain and exceed their already high standards.
- Underpinning the work of the SLT is a dynamic group of middle leaders who share the same vision. They work tirelessly to support their senior colleagues, as well as the staff in their phases. Together, all leaders have combined to create a high-achieving school, a school that cares and nurtures each individual.
- The school development plan (SDP) is explicit in identifying the key priorities for continued improvement. It states clearly and succinctly how the objectives are to be achieved. Everyone in school is involved in contributing to the plan, including pupils, and parental feedback is another vital aspect in securing developments. Running through each strand is a core objective – to continue to have educational excellence to ensure personal greatness is achieved by all pupils – which was evident in all areas of the school.
- Teachers use a range of sources to collate data about each pupil, including OTrack, Progress in Reading Assessments (PiRA), Progress in Understanding Mathematics Assessments (PUMA) and work in books so that progress can be tracked. Following discussions with phase leaders, the appropriate interventions

are initiated. This enables pupils to accelerate their progress because leaders are confident that their decisions will secure improvement. These discussions take place on a weekly basis so that close monitoring can bring about the relevant support.

- Rapid improvement plans indicate how modifications in teaching will bring about improvement and successfully raise the outcomes of groups that require additional support. They are linked closely to the key aims of the SDP so that these areas can be more frequently monitored. This shines the spotlight on specific cohorts and groups so that interventions are more bespoke and thus, have greater impact.
- There is a very strong culture of sharing good practice across the school so that all staff gain expert help to develop their own practice. The philosophy of 'open door, open data, open books' effectively engenders a spirit of mutual support. There is a genuine thirst for knowledge among the staff who 'go the extra mile' to improve their practice so that they can challenge all pupils to achieve success.
- The curriculum is based on a creative model, leading to a wide range of learning experiences for all pupils in all year groups. Its breadth and balance are well-suited to the needs of pupils at Wyndham. This is supplemented by a wide-ranging extra-curricular programme.

2.3 School Improvement Strategies - Even better if...

...leaders embedded the strategies being used to raise the percentage of pupils achieving greater depth in all subjects.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- New approaches to various aspects of teaching and learning have been successful in raising the degree of challenge in lessons. Different strategies in the teaching of reading have led to improvements because teachers have employed more targeted questioning to stretch pupils' understanding. 'Convince Me Glasses' is a strategy that has been introduced in class so that pupils are instantly challenged to provide greater depth in their answers.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Consistently high-quality teaching and learning is commonplace at Wyndham and undeniably contributes to strong outcomes. Staff plan exciting lessons which stimulate and motivate pupils to learn, and they do so in the knowledge that they have the licence to take risks in their teaching. This encourages them to experiment with new topics and approaches. As one leader stated, "our teachers take the ordinary and make it extraordinary."

- Teachers know their pupils extremely well so are able to adjust the learning to suit their needs. Strong subject knowledge and an insistence on the use of subject-specific vocabulary improves pupils' understanding and impacts positively on their progress.
- Displays in classrooms and in corridors celebrate pupils' work and also provide clear aids to learning in the shape of working walls and banks of 'wow' words. These help pupils to work independently, with less reliance on the teacher or other adults in the room for help when they become stuck.
- Classroom routines are well established, ensuring no time is lost. Pupils know what to do at each stage of the lesson so that transition from one phase to the next is seamless. This was striking in a Foundation Stage class, when the sound of the 'mission impossible' theme music was the signal for some of the youngest children in the school to hurriedly pack everything away, which they accomplished independently and confidently.
- High levels of engagement are a key feature in all classrooms. Pupils' behaviour for learning is exemplary, particularly when teachers introduce active learning opportunities. They are eager to learn and because teachers have high expectations, they enjoy pushing themselves to match them.
- Pupils thrive on discussing their work with their partners as well as contributing to whole-class discussions. They develop resilience to keep working on a task and empathy when things become difficult. In a discussion about the subjunctive mood in a Year 6 lesson, a boy became confused when answering but had the courage to say, "I'm sorry but I don't know where I'm going with this answer." His peers were swift to help him.
- Challenge and questioning in class are major strengths of the teaching and learning at Wyndham. Teachers skilfully pitch questions that stretch pupils' understanding and, by consolidating prior learning, build successfully on pupils' knowledge. This ensures that progress is rapid.
- Additional adults make a positive contribution to pupils' learning by providing valuable support to pupils who require it.
- Teaching is effectively monitored using a termly 'teacher on a page' system that focuses closely on performance in all aspects that teachers should view as non-negotiables. Any areas that require support are highlighted so that teachers can be sign-posted to good practice in other areas of the school.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...teachers considered how the extra adults in the classroom could better support learning during the teacher-input section of the lesson.

4. Outcomes for Pupils

- Baseline assessments indicate that children enter the Early Years Foundation Stage (EYFS) with starting points that are much lower than would be typically expected. By the time they leave EYFS, they have made strong progress. In

2017, the measure for those achieving a good level of development continued a three-year rising trend and was well above the national benchmark. A high proportion of disadvantaged and EAL children also reached age-related expectations.

- In the Year 1 phonics screening check, figures for those passing the test were well above the national average. Disadvantaged and EAL pupils also performed well, achieving results that were above the national figures for those groups and very close to the measure for all pupils nationally. Almost all pupils pass the test by the end of Year 2.
- At the end of Key Stage 1 in 2017, the figures for pupils achieving the expected standard in reading, writing and mathematics were all above the national expectation, as were the percentages of pupils gaining the greater depth level in all three areas. The combined figure of all three subjects was comfortably above the national average.
- In last year's Key Stage 2 statutory assessments, the percentages of pupils gaining the expected standard in all three subjects were well above the national expectations. At the greater depth standard, reading was below average, writing was above, and mathematics was broadly in line. It must be stated, however, that mathematics improved more than threefold at this level. The combined score was above the national figure at the expected level but below in the greater depth standard. The score in the spelling, punctuation and grammar test improved dramatically over the 2016 figure but remained just below the national benchmark.
- Disadvantaged pupils' scores in Key Stage 2 were above the national average at the expected level in reading, writing and mathematics but below at the greater depth standard.
- Progress data indicated sound progress, with the figures for reading and writing just above the national averages but well above in mathematics.
- Current indications suggest that pupils across the school in all year groups are on track to make solid progress, with headline measures from EYFS through to Key Stage 2 to exceed national expectations once again in the summer. Because leaders monitor pupil performance forensically, this enables them to confidently predict how pupils will achieve by the end of the year or key stage. This has been especially valuable in diminishing the differences between groups, for example, leaders suggest that the difference in the performance of disadvantaged pupils will be virtually closed this year.

5. Area of Excellence

Mindfulness and well-being.

5.1 Why has this area been identified as a strength?

Staff at the school have developed a growing awareness of the effects of positive mental health on pupils' learning and their social development. This has resulted in extensive work to establish a range of strategies to support pupils and staff alike. This has led to

mental health and well-being having an increased profile in the school. Earlier in the year, a mental health practitioner who worked with staff remarked how they had gone far beyond what would normally be expected in supporting the mental health needs of the pupils. This affirmation reinforced the feeling that leaders were working positively to support everyone connected with the school. Staff place pupils' well-being at the centre of all they do, with the intention that pupils should have no barriers to learning and reaching their potential.

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

Staff realise that many pupils are from challenging backgrounds, often culminating in low aspirations. They have adopted an approach to 'encourage all pupils to aim high, find their talents and dream big!' To achieve this objective, providing a creative curriculum and rich learning experiences have become embedded, as have the school's core values; the GREAT values.

Good to talk, even better to listen

Respect myself, school and the community

Enjoy and achieve safely

Able to make mistakes and learn from them

Together we aim high

A 'dream corridor' has been created for every class to portray their star wishes. To create an environment of high achievement, every class is named after inspirational and aspirational sportsmen and women. There is also a 'hall of aspirations' where every pupil has a picture on the wall of what they want to become. There is an atmosphere of total immersion in aspirational messages and the raising of pupils' self-belief and self-confidence. A staff well-being champion rigorously pursues measures to support the health and well-being of staff and pupils at Wyndham. Continuing professional development has been arranged to encourage staff to value pupils as individuals, and pupil Mindful Mentors have been appointed and trained to lead on this aspect in all key stages.

Leaders have structured the week so that it begins with Mindful Mondays, where pupils make a settled start to the week using peer massage, mindful meditations and walking. Later in the week, 'linking our thinking' (LOT) time enables pupils to reflect on what they have learned and talk about any concerns they may have. The strength of this provision in the school emanates from the fact that that pupils now have a platform where they can freely discuss any problems or worries they may have and that it is ok to do so. Parents have really engaged in the well-being agenda and are encouraged to play an increasing role in their child's learning. The headteacher has a view that, "We want our parents to be immersed in our ethos, so they too believe that their children can achieve."

Mindfulness and well-being also extends to staff, where 'well-being Wednesdays' allows staff to have breakfast together to grow a stronger bond and enjoy each other's company. This culminates in a ban on emails that evening, allowing some time when

work does not intrude on their time at home. This is just a small indication that the teachers' work/life balance is valued.

5.3 What evidence is there of the impact on pupils' outcomes?

There is no question that outcomes have improved over time and this can be attributed to pupils being more settled in class, but also to the fact that they can openly share any problems or concerns that may be barriers to learning. Disadvantaged pupils have specifically improved their outcomes, suggesting they have really benefited. This initiative allows pupils time to speak about, reflect on, and seek guidance on any issues that causes them upset or anxiety. They have great assurance that they will be listened to and support will be available to help them. Never has the saying, "A problem shared is a problem halved" been more clearly exemplified.

5.4 What is the name, job title and email address of the staff lead in this area?

Katie McCabe

Health and well-being leader, Key Stage 1 leader

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

Leaders would like to reflect on what help they may require in the future.

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.