

Wainwright Primary Academy

Harrop White Road, Mansfield, Nottinghamshire NG19 6TF

Inspection dates

25–26 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching, learning and assessment is not yet consistently good across the school. Some pupils, therefore, do not make the progress they should.
- At times, teachers do not adapt their teaching well enough to meet pupils' needs. This is especially true for the most able pupils. The most able pupils are too rarely required to learn at a greater depth, which they are capable of.
- Teaching assistants do not provide some pupils with the extra support they need. At times, disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) do not make the progress they should.
- Pupils do not consistently develop their skills and deepen their knowledge and understanding across the wider curriculum. Leaders' checks on how well pupils are doing in some subjects are not precise enough.
- Overall, leaders increase pupils' spiritual, moral, social and cultural awareness. Some pupils, however, do not have a good enough understanding of different faiths and cultures.

The school has the following strengths

- The new headteacher, together with senior and middle leaders, has worked with determination and a high level of commitment to improve many areas of the school. Leaders are taking effective action to further improve the school.
- Leaders have created an inclusive and safe community. Relationships between staff and pupils are strong. Pupils enjoy coming to school and their attendance is good. They behave well in lessons and around the school.
- Children get off to a good start in the early years and make good progress. New teaching approaches are now being embedded to further develop children's skills.
- The academy trust provides the school with strong support and guidance. Trustees hold leaders to account effectively for improving the school.
- Parents and carers are positive about the school. They say their children are happy.

Full report

What does the school need to do to improve further?

- Further improve leadership and management, by ensuring that leaders:
 - better develop pupils' subject-specific skills, knowledge and understanding in subjects other than English and mathematics
 - check on pupils' progress more precisely across the full range of subjects
 - increase pupils' spiritual and cultural awareness.
- Eliminate the inconsistencies in the quality of teaching so pupils make consistently good progress across the school, by ensuring that teachers:
 - are supported in sharing the most effective teaching practice within the school
 - adjust the teaching programmes to provide activities which more accurately meet the needs of pupils, especially by increasing the level of challenge for the most able
 - work with teaching assistants to provide disadvantaged pupils and those with special educational needs and/or disabilities with more effective, targeted support to close the gaps in their learning.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, staff team, governors and trustees have high aspirations for the school. They have created a happy, inclusive and caring school community. This is underpinned by positive and respectful relationships.
- The headteacher and deputy headteacher have wasted no time in taking effective action to improve the school. Despite improvements, inconsistencies in teaching, however, have not been eliminated during their short time in post. Senior leaders have an accurate view of the school's strengths and areas for improvement.
- Middle leaders, most of whom are new to their roles, have been empowered by senior leaders. They have responded well to the training leaders and the academy trust have provided to develop their expertise. Middle leaders are passionate about improving their areas of responsibility. They are effective in leading improvements within the school.
- Leaders at all levels check on the quality of teaching and pupils' progress. They work closely with a range of partners to provide teachers with tailored programmes of professional development and support. Leaders provide teachers with helpful feedback on how to improve. They methodically follow this up to check that teachers act on the advice given. Staff appreciate the support they receive. Some teachers, however, do not yet have sufficiently well-developed skills to ensure that teaching is consistently good across the school.
- Leaders have improved the school's assessment procedures. Teachers understand the purpose of the assessments they use, and relevant training has improved the accuracy of the assessments. Leaders meticulously analyse pupils' assessment information in reading, writing and mathematics. Sometimes teachers use this information well to ensure that teaching supports pupils to make good progress. This is not, however, sufficiently widespread to meet the needs of some pupils. Leaders checks, on subjects other than reading, writing and mathematics, are not thorough enough.
- Leaders have taken effective action to build positive relationships with parents and carers. They provide parents with a wealth of information about their children's learning and what is happening in the school. Leaders also explain the new school initiatives to parents and offer support and guidance regarding issues within the local community.
- Leaders' use of the extra funding provided for disadvantaged pupils and pupils with special educational needs and/or disabilities has improved over the last year. Although some of these pupils make good progress, at times their progress is not as strong as it should be. A sharper focus on these groups of pupils is improving the progress they make.
- Despite the school's inclusive and diverse nature, some elements of pupils' spiritual, moral, social and cultural understanding are not as well developed as they could be. Pupils have a strong awareness of what is right and wrong. Their understanding of different faiths, beliefs and cultures, however, is not wide enough.
- The curriculum is not as balanced as it could be. Leaders have primarily focused on

increasing pupils' knowledge and understanding of, and developing their skills in, reading, writing and mathematics. Opportunities for pupils to learn about other subjects, therefore, have been restricted.

- Leaders are now making better use of the primary school physical education (PE) and sport funding. Pupils engage in regular physical activity and a variety of different sports. They also take part in sporting competitions and games festivals with other schools.

Governance of the school

- The academy trust holds responsibility for the governance of the school. It has brought a great deal of stability and improvement to the school. Leaders within the trust have provided strong guidance and support for school leaders.
- The local governing body has been through a period of turbulence. During this time, the academy trust has supported them well. The local governing body has re-formed and has set up some new structures to help it to be more effective in its role. Governors understand the school's strengths and what action leaders are taking to improve the areas of weakness.
- Different levels of governance provide an appropriate balance of challenge and support for school leaders. For example, trust leaders challenge school leaders about pupils' progress, while local governors probe school leaders about the school's use of extra funding.

Safeguarding

- The arrangements for safeguarding are effective and fit for purpose. Appropriate checks on staff and volunteers are undertaken as part of the school's recruitment processes.
- The designated safeguarding leaders are methodical in their implementation of procedures to keep pupils safe. Staff are trained effectively and understand the procedures to follow should they have any concerns. Staff know the children well. They are caring and vigilant. Pupils' records are well maintained. Partnerships with parents and external agencies are effective in helping pupils to stay safe.
- The curriculum helps to raise pupils' awareness of how to stay safe. For example, pupils learn how to stay safe on the roads when using their bikes, and understand the problems associated with drug use. Groups of pupils who spoke with inspectors said they feel safe in the school. All parents who responded to Ofsted's online survey, the school's own surveys and those who were spoken with during the inspection, agreed their children are safe.

Quality of teaching, learning and assessment

Requires improvement

- Although improving, the quality of teaching, learning and assessment across the school is not consistently good. There are variations between classes, year groups and subjects. There is some very effective teaching within the school. However, this

effective practice is not yet widespread enough for pupils to make consistently good progress across the school.

- Adults have good relationships with pupils. This supports pupils in developing and sustaining positive attitudes to learning. However, teaching does not routinely provide pupils, especially the most able, with the challenge they require to enable them to learn at greater depth.
- Leaders have introduced teaching programmes across the school to establish a consistency of approach. Although teachers are using these programmes, some do not apply them as effectively as they might. The overall leadership of teaching and learning is improving its quality, but there are still some shortcomings remaining.
- Teachers keep track of how pupils' learning is developing in reading, in writing and in mathematics. At times, however, this information is not used well enough to set tasks matched to pupils' abilities. Sometimes, pupils are set tasks that are too easy or too hard and their progress slows.
- At times, teachers do not ensure that the reading programmes are as effective as they could be in developing pupils' reading skills. At other times, however, reading sessions increase pupils' vocabulary and develop their inference skills. For instance, in key stage 2, teachers used questioning skilfully to make pupils think about what the text was telling them and to check on their use of complex vocabulary.
- Work in pupils' books shows that in some English lessons, pupils write at length and for different purposes. Teachers do not, however, routinely encourage pupils to write at length and to apply their literacy skills in other subjects. Some teachers' expectations for pupils' spelling, grammar and presentation of work are not as high as others. Weaknesses in basic skills are sometimes not picked up or addressed quickly enough.
- At times in mathematics, skilled questioning and interesting tasks engage pupils well. Pupils' workbooks indicate that more frequently than in the past they solve problems and explain their mathematical reasoning.
- Teachers typically have a good understanding of what pupils should achieve in English and in mathematics. Work in pupils' topic books, however, shows that expectations are lower in other subjects. Teachers do not ensure that pupils increase their knowledge and apply their skills well enough in different subjects.
- Occasionally, in other subjects such as science, pupils do not learn effectively because of gaps in teachers' subject knowledge. However, specialist teaching provides pupils with clear and precise subject content. For instance, in music, the teacher skilfully organised and explained activities to develop pupils' understanding of musical concepts, structure and vocabulary effectively.
- Pupils with SEND and those who are disadvantaged are not routinely supported effectively in lessons. Teaching assistants do not consistently provide pupils with targeted work to help them fill the gaps in their learning. At times, teaching approaches do not structure pupils' learning well enough.
- The teaching of phonics is effective. Teaching sessions ensure that pupils' phonics skills build up over time and pupils apply these skills in their reading and writing. Most pupils who read to inspectors were able to draw on their knowledge and understanding of phonics to help them read unfamiliar words.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders have created a caring and supportive learning community where pupils feel safe. Pupils work well with their peers and share ideas respectfully. Pupils understand what bullying means. They say that bullying does happen sometimes, but adults quickly deal with any incidents.
- Pupils enjoy taking on responsibility, such as sports leaders, librarians and pupil parliament members. Leaders provide a wealth of enrichment activities, including young voices and gymnastics clubs to nurture pupils' interests. A few pupils, however, are not self-motivated learners, and rely on a great deal of structure to support their learning.
- Pupils have a good understanding of healthy lifestyles. They put into practice what they know about healthy foods, for example choosing to eat fruit at break times. Pupils also enjoy improving their physical fitness through weekly swimming sessions.
- Pupils are prepared for life in modern Britain. They show a good understanding of right and wrong and how to be responsible and respectful. Visits to local care homes develop pupils' social skills and events at universities raise their aspirations. Their understanding of different faiths, cultures and religions, however, is not as well developed as it could be.

Behaviour

- The behaviour of pupils is good. Leaders have taken effective action to improve pupils' behaviour. Over time, incidents of poor behaviour have declined. There have been no exclusions for poor behaviour this year.
- Staff across the school have high expectations for pupils' behaviour. Pupils are polite, well mannered and typically demonstrate positive attitudes to learning. They concentrate well and conscientiously apply themselves to the activities set by teachers.
- Leaders have been particularly effective in the actions they have taken to improve pupils' attendance. They monitor the attendance of individuals closely and put appropriate support in place so that pupils attend regularly. Pupils' attendance has risen to be in line with the national average. The proportion of pupils who are persistently absent from school has reduced considerably.

Outcomes for pupils

Requires improvement

- Since the academy opened in September 2016, pupils have not made good progress overall. In 2018, however, pupils in Year 6 left the school having made good progress in mathematics. Historically, too few pupils have been ready for the next stage of their education. Although teaching is improving, its inconsistent quality holds some pupils back from achieving as well as they should.

- Attainment, at the end of both key stage 1 and key stage 2, has been below the national average in reading, writing and in mathematics. The proportion of pupils set to reach the expected standard in reading, writing and in mathematics this year has risen. However, in some other year groups, this same improvement is not yet evident. Work for the most able pupils sometimes lacks the challenge they need to reach their potential.
- When the quality of teaching, learning and assessment is strong, pupils with SEND make good progress. However, this is not consistently the case. The support that pupils with SEND receive for their physical, personal and emotional needs helps them to develop a positive attitude towards their academic learning. Pupils with SEND make good progress towards their individual targets.
- Disadvantaged pupils' progress is similar to their peers and at times better. This is not, however, consistent enough for some groups of disadvantaged pupils to progress or attain as well as other pupils nationally.
- Pupils' progress in other subjects is variable. Evidence from pupils' books and school information shows that their progress in a range of subjects is not consistently good. This is because pupils, especially the most able, do not study subjects in depth.
- The school's approach to the teaching of phonics has been successfully applied. Pupils achieve broadly in line with the national average in the national Year 1 phonics screening checks.
- The school has a high proportion of pupils who speak English as an additional language. Leaders have established effective approaches to help pupils master the English language. Once pupils have a sound grasp of the English language, they typically make good progress.

Early years provision

Good

- Many children enter the Nursery and Reception classes with skills below those typical for their age. Children make good progress in the early years. After a dip in 2018, the proportion of children who are attaining a good level of development near to the end of this year has increased again.
- Academy trust leaders and school leaders have provided clear direction for the new early years team of staff. Leaders have a good understanding of the strengths and weaknesses in the provision and in children's outcomes.
- The learning environment is vibrant, both indoors and outdoors. Adults regularly assess children's development. The curriculum is well planned to fill any gaps in children's learning. Different play-based areas provide children with opportunities to develop a range of skills. For example, the 'mud kitchen' encourages children to develop social and communication skills and learn everyday vocabulary.
- Adults model language effectively and build on children's vocabulary, so they are increasingly confident when speaking. During the inspection, adults made effective use of a story to introduce complex vocabulary. Children were motivated as they went on to make sandwiches the same as those described in the book. Children who speak English as an additional language make good progress in their spoken English.

- Clear routines help children to behave well. They typically work and play harmoniously together, sharing and taking turns. Children sustain their concentration and persevere in the activities they choose for themselves. For example, children were absorbed in the ice-cream shop, role-play activity, and in practising their writing skills.
- Adults give close attention to children's well-being. They work closely with parents and other agencies to provide children and families with any support they need. Safeguarding procedures are effective.

School details

Unique reference number	144485
Local authority	Nottinghamshire County Council
Inspection number	10087332

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	Board of trustees
Chair	Abigail Hawkins
Principal	Lucy Spacey
Telephone number	01623 662 110
Website	www.wainwrightprimary-ac.org.uk
Email address	info@wainwrightprimary-ac.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Diverse Academies Learning Partnership Trust. There are currently two special schools, five primary schools, seven secondary schools and one 16 to 19 provision within this multi-academy trust. The trustees have overall responsibility for the governance of the school. The trust delegates some of its functions to the local governing body. The school is also part of the Trent Valley Teaching School Alliance.
- The school is larger than the average-sized primary school. The proportion of disadvantaged pupils is above the national average. Pupils come from a wide range of ethnic groups. The proportion of pupils who speaks English as an additional language is above the national average. The proportion of pupils with SEND is at the national average. The proportion of pupils with an education, health and care plan is below the national average.
- The school provides a breakfast club and after-school club for its pupils.

Information about this inspection

- Inspectors observed pupils' learning in 22 lessons, some of which were observed jointly with senior leaders. Inspectors met with two groups of pupils and talked informally with pupils. Pupils did not respond to Ofsted's survey. Inspectors observed pupils at playtime. An inspector also listened to Year 1 and Year 2 pupils reading.
- Inspectors observed the work of the school and looked at a broad range of evidence, including the school's analysis of its strengths and weaknesses, planning and monitoring documentation, the work in pupils' books, records relating to attendance and behaviour and the school's information on pupils' current progress and attainment in English, mathematics and a range of other subjects. Discussions took place with school staff, members of the local governing body and trustees.
- The school's child protection and safeguarding procedures were scrutinised. An inspector reviewed the school's website to confirm whether it met the requirements on the publication of specified information.
- Inspectors took into account the 27 responses from parents to Ofsted's online survey, Parent View, including 13 free-text comments. The school's own parental survey was also considered. Inspectors considered the 42 staff responses to Ofsted's online survey.

Inspection team

Vondra Mays, lead inspector	Ofsted Inspector
Liz Moore	Ofsted Inspector
Caroline Poole	Ofsted Inspector
David Carter	Her Majesty's Inspector

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