

Inspection of a good school: Wynndale Primary School

Wynndale Drive, Mansfield, Nottinghamshire NG18 3NY

Inspection dates:

1 and 2 March 2022

Outcome

Wynndale Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. They value their friends and teachers. They say, 'We are a family here: everyone belongs. It is like a second home.'

Teachers have high expectations of how pupils should behave. Pupils follow the 'Wynndale Way'. They know that they need to 'be ready, be respectful, be safe, be kind'. Playtimes and lunchtimes are calm and fun for pupils. Lessons are purposeful. Pupils can get on with their learning because they are not distracted by any poor behaviour. Pupils say that teachers are quick to sort problems out, including any incidents of bullying.

Leaders are ambitious for every pupil. The pastoral care that pupils receive is second to none. Pupils who have a problem that could stop them from learning get extra help. Pupils are confident that an adult in school will help them if they raise a concern using the 'worry monster' system or 'time to talk' box.

Parents are positive about the school. They recognise the changes leaders have made to improve the school. One parent's comment reflected the view of many when they said, 'We couldn't be happier with the school.' Staff also appreciate the school's strong leadership and the opportunities and support they are given to undertake their roles.

What does the school do well and what does it need to do better?

Leaders have prioritised developing a broad and balanced curriculum. Curriculum plans lay out exactly what pupils need to learn from the early years to Year 6. Leaders are currently reviewing existing curriculum plans to make sure that links with prior learning are explicit. This review is complete for many, but not all, subjects.

Leaders have utilised the interests and skills of staff to develop subject specialists. They have provided staff with training. Curriculum leaders have good subject knowledge and support their colleagues well. Leaders have ensured that assessment systems are well

established in English and mathematics. Nevertheless, these systems are not yet fully developed in all of the foundation subjects.

Reading is taught well. Leaders and teachers aim to instil in pupils a love of reading from their very first day in school. Teachers read to pupils daily in a 'star reading' session. They introduce pupils to a wide range of interesting texts, often linked to their learning topic. Pupils in the early years were observed engrossed in their story about dinosaurs. Year 3 pupils were spellbound by a classic children's novel.

Phonics teaching is delivered well. Pupils use their knowledge of phonics to read accurately. The books they read match the sounds they are learning. Teachers check that pupils remember the sounds they have been taught. Extra support is put in place for pupils who are not keeping up.

The mathematics curriculum is skilfully taught. Teachers make sure that pupils learn new concepts in small steps. The activities that pupils are provided with enable pupils to learn the intended mathematical content. 'Fluency Fridays' and regular times tables practice help pupils to become confident mathematicians.

Subject-specific vocabulary is promoted well to help pupils deepen their understanding. For example, in geography, Year 1 pupils discuss what a 'tourist' is when learning about Scotland. Year 4 pupils use the phrase 'monoculture' in relation to their topic on the rainforest.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Where needed, teachers adapt their plans so that pupils with SEND access the same knowledge that is being taught to their peers.

Leaders plan a wealth of experiences to enrich the curriculum. Pupils are provided with opportunities to develop their leadership skills. Each academic year, two Year 6 pupils are chosen as head boy and head girl. House captains are elected. The school council represents pupils' ideas and opinions and organises fundraising activities in school. Pupils are proud of the responsibilities they are given. They are keen to make a difference in their school and their local communities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, have a clear understanding of their safeguarding responsibilities. Staff receive regular safeguarding training. They quickly pass concerns on to the designated leader for safeguarding if they are worried about a pupil. These concerns are recorded in detail. Safeguarding leaders make sure that the right action is taken. They work well with other agencies to make sure that pupils and families receive the support they need.

Pupils' well-being is a priority. Strong pastoral support is offered in school. Leaders go the 'extra mile' to make sure that pupils are listened to and helped to deal with any problem they may have, both in and outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While teachers complete some assessments of what pupils have learned in the foundation subjects, there is not yet a consistent approach in place. This means that teachers are not systematically checking what pupils remember from their previous learning. Leaders should ensure that a manageable system is developed for assessment in the foundation subjects. This will allow teachers to assure themselves that pupils have retained new knowledge and they have addressed gaps in pupils' learning.
- Leaders have written curriculum plans for all subjects. Many subjects have been reviewed to help pupils make links in their learning. These reviews have not been completed in a small number of subjects. Leaders should make sure that these reviews are complete so that pupils' learning can be maximised in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	133269
Local authority	Nottinghamshire County Council
Inspection number	10211566
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair of governing body	Paul Wakelin
Headteacher	Rebecca Rickersey
Website	www.wyndale-notts.co.uk
Date of previous inspection	6 October 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2018.
- The school does not use any alternative provision.
- The school has a breakfast club and after-school club that is managed by the governing body.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector held meetings with the headteacher and the special educational needs coordinator. The inspector met with five representatives of the governing body including the chair of governors and the two co-vice-chairs of governors.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, looked at curriculum plans and visited lessons. The inspector spoke to pupils and teachers from

the lessons visited and looked at samples of pupils' work. The inspector also observed pupils from the Reception Year and Years 1, 2 and 3 reading to a member of staff.

- The inspector spoke to leaders with responsibility for safeguarding. Safeguarding policies and procedures were reviewed. The inspector also held discussions with staff and pupils about safeguarding. The single central record was scrutinised.
- Pupils' behaviour was observed in lessons, around school and in the playground.
- The views of parents were gathered through the Ofsted online survey and free-text comments. The inspector also spoke to parents at the start of the school day.

Inspection team

Caroline Poole, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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