

Inspection of Wyke Primary Academy

School Lane, Normandy, Guildford, Surrey GU3 2HS

Inspection dates: 27 and 28 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Early years provision

Inadequate

Previous inspection grade

Good

What is it like to attend this school?

Pupils are very happy to come to school. Staff instil the importance of pupils showing each other kindness and care. 'Buddies' in Year 6 play with pupils in younger years during play time so that no one feels alone.

In every class, pupils write 'Class Charters' to agree rules about how to respect everyone's right to learn. When pupils are finding it hard to follow these rules, staff help them to see how their behaviour impacts others. Pupils feel safe in school because they know that staff quickly resolve any reports of bullying.

Although pupils enjoy their lessons, what they are taught is not always well ordered. They can quickly forget what they have just learned and are unable to apply new knowledge to what they learn next. Furthermore, pupils who find it harder to read are not supported well enough. This means they are not able to read well enough in order to learn with confidence.

Children in Reception enjoy playing together. However, leaders have not carefully planned the early years curriculum. As a result, children do not learn the important knowledge and skills they need to be ready for Year 1.

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

Leaders have not ensured that pupils are taught a thoughtful and ambitious curriculum. Learning in subjects is not well planned and not carefully ordered. There is great variability in what knowledge is being taught and when. Pupils are not confident to explain what they know and can remember. Trust leaders and governors recognise this. However, plans to resolve this are not yet in action, meaning the identified weaknesses are not being addressed quickly enough.

Furthermore, because the curriculum is confused, teachers do not take into account what pupils already know and can do. Therefore, planned learning can be too hard or too easy, and pupils who may be falling behind are not quickly identified. In mathematics, for example, pupils struggle to quickly apply their mathematical knowledge to help solve and explain problems. Not enough time is given for pupils to practise basic skills such as learning and recalling the times tables.

Pupils who find it harder to read are not supported well enough to quickly catch up and keep up with their peers. Leaders have not ensured that the staff providing support have the specialist training or the planning time to help each pupil learn to read. This ineffective support means that these pupils continue to fall behind their classmates.

Pupils with special educational needs and/or disabilities (SEND) are supported well to help them learn alongside their peers. The needs of pupils with SEND are quickly identified, and detailed plans explain to teachers the required support to help these

pupils learn. Pupils who need help to manage their emotional health learn how to control their feelings through play therapy led by well-trained emotional literacy support assistants.

The curriculum in Reception does not ensure that children are ready to learn in Year 1. Staff have not had the training they need to consider what children might learn as they explore and play. The learning environment itself also does not meet the children's needs and promote learning. Learning games such as matching patterns and numbers are not explained to children, so they do not engage with them in a meaningful way. Assessment is not used well enough to identify children who need extra help. This puts children at risk of falling behind in the very initial stages of their education.

Respect and tolerance thread through all aspects of the school. Pupils hold doors open for each other and offer comfort when their friends feel upset. They are very clear that everyone is welcome at Wyke Primary Academy, no matter who you are. Pupils speak highly about their enjoyment for the wide range of clubs at school where they can enjoy learning new skills such as mindful colouring with their friends.

Leaders make sure that pupils attend school well. They do this by keeping in regular contact with families. The Kite Academy Family Hub provides a strong link between home and school. This helps give families access to additional external support when they need it.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ask external agencies for help swiftly enough when they are concerned about a pupil's safety and well-being. This potentially puts pupils at harm as they do not have the right support in place for them and their families. Records indicate that not all staff fully understand specific signs of neglect or abuse. This means that concerns are not raised quickly enough with leaders for potential risks to be considered and assessed.

Additionally, leaders do not maintain clear written safeguarding records of discussions with staff, parents and external agencies. Therefore, there is a lack of oversight to ensure pupils receive much-needed support.

Governors and trust leaders do not ensure that school leaders fulfil their safeguarding statutory duties. Governors have not acted swiftly enough to ensure school leaders are putting in place improvements to safeguarding systems and processes.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all staff have received the training needed to recognise the indicators of potential harm and abuse. This means that some concerns may not be identified and reported quickly enough. Leaders must ensure that all staff have the support they need to report their concerns, meaning leaders can seek swift support from external agencies when required.
- Trust leaders know that governors do not have the appropriate expertise needed to oversee the actions senior leaders take to safeguard pupils. Trust leaders must take immediate action to ensure that all governors have the knowledge they need to meet their duties around effective safeguarding practice.
- Leaders have not identified and sequenced the important knowledge that all pupils need to know in each subject across the curriculum. Pupils experience a jumbled sequence of lessons that does not help them remember learning over time. Leaders need to clearly plan and train all staff to deliver a coherent, ambitious curriculum which gives pupils the knowledge they need to be ready for the next stage of learning.
- Pupils who struggle to read do not get the support they need to catch up and keep up with their peers. This puts these pupils at risk of not being able to learn across the curriculum. Leaders must ensure that pupils receive effective support from expert staff to help pupils read fluently and with confidence.
- Children in the early years are not benefiting from high-quality ambitious provision. Leaders have not been clear about what children need to learn to prepare them well for Year 1. Leaders must review the curriculum and learning environment in the early years provision so children learn the broad foundation of knowledge they need.

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.

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	145543
Local authority	Surrey
Inspection number	10241435
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Board of trustees
Chair of trust	Debbie Andrews
Headteacher	Michelle Wilson
Website	www.wyke.kite.academy
Date of previous inspection	Not previously inspected

Information about this school

- Wyke Primary Academy converted to become an academy school in August 2018. When its predecessor school, Wyke Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school joined The Kite Academies Trust in August 2018.
- The school does not currently use any alternative provision.
- The school runs a breakfast club and an after-school club.
- The chair of governors was recently appointed in September 2022. There have also been several other changes to the members of the governing body over the past year.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and physical education. For each deep dive, an inspector met with leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils reading. Inspectors also looked at curriculum plans for other subjects.
- Inspectors checked the school's single central record, scrutinised the school's safeguarding records and spoke to leaders and governors about their role in keeping children safe.
- Inspectors met with the headteacher and other leaders of the school. Inspectors also spoke with representatives of the governing body, the board of trustees and the chief executive officer of the trust.
- Inspectors reviewed a range of documentation, including school improvement plans.
- Inspectors talked to pupils about their learning, what behaviour is like and the opportunities they have at school.
- Inspectors reviewed staff and parent surveys and also spoke to parents and carers.

Inspection team

Michelle Lower, lead inspector

His Majesty's Inspector

Julie Hiddleston

Ofsted Inspector

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