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22 May 2023

Tammie Wisnia  
Acting Headteacher  
Wyke Primary Academy  
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Dear Mrs Wisnia

### **Special measures monitoring inspection of Wyke Primary Academy**

This letter sets out the findings from the monitoring inspection of your school that took place on 25 and 26 April 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to require special measures following the graded (section 5) inspection that took place in September 2022.

During the inspection, I discussed with you and other representatives of the multi-academy trust, the chief executive officer and members of the interim academy council (IAC) the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, looked at pupils' work and spoke to a range of pupils about the wider curriculum and safeguarding. I scrutinised school documents, talked to a range of school staff, met informally with parents and carers and took into account responses to the staff and parent surveys. I have considered all this in coming to my judgement.

**Wyke Primary Academy remains inadequate and requires special measures. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.**

**I am of the opinion that the school may appoint early career teachers.**

## **The progress made towards the removal of special measures**

You started work at the school at the end of September 2022 and continue as the acting headteacher. Since the last inspection, you have overseen many changes to the school and the provision it offers. Staff recognise how the expectations of leaders have risen. You have renewed the school's focus on the education of pupils alongside keeping them safe. The trustees have removed the local governing academy council and have temporarily replaced it with an IAC, drawing on experience from across the multi-academy trust. Kite Academy Trust has made a number of leadership appointments to increase the school's capacity to improve. For this inspection, I focused on the quality of education, early years and leadership and management, including safeguarding. These were the aspects of the school that were judged inadequate in September 2022. I also gathered evidence about behaviour and attitudes. Extensive work has also taken place in developing the learning environment for children, both inside and outside, in the early years.

Some improvements have been made to the school's curriculum but leaders know there is more to do. For example, leaders are more ambitious for what can be achieved at the end of early years so that children are well prepared for Year 1. Staff are working collaboratively to create new curriculums in every subject and these are beginning to be implemented. While these are at an early stage, it is evident that leaders are still refining and sequencing the important knowledge that all pupils need to know in every subject. Leaders are rightly thinking carefully about how knowledge and skills start in the early years, so this can be built upon through key stages 1 and 2. However, this is not yet having the full impact you intend. Pupils do not yet benefit from a coherent and ambitious curriculum in every subject. For example, in science, pupils' recall over time is still too variable and does not build consistently or securely on their prior learning.

The school has rightly prioritised making further improvements to early reading. Pupils who struggle to read are now getting the support and help they need to catch up, as well as keep up with their peers. This is reducing the risk of them falling further behind or not being able to access the wider curriculum. Staff are trained well to provide the regular support to help pupils read fluently and with confidence. It is too soon to see a secure, solid impact of the changes to implementing the phonics programme, however.

In early years, children are beginning to benefit from better quality provision. Leaders have reviewed the curriculum but know there is more to do. Improvements to date have not had a fully secure impact on children's learning. Staff are working collaboratively together and benefiting from meaningful training. They are now more knowledgeable about the areas of learning they teach and what the next steps for children are.

Each level of oversight has clearly defined roles and responsibilities. This means that the IAC, executive officers and the trust board work effectively together without duplicating tasks. For example, the IAC regularly monitors leaders' work and evaluates the school's progress against the detailed actions set out in the school improvement plan. Trust executive officers work closely with all staff in the school to improve provision, including

through individual coaching and curriculum advice. The trust board commissioned external consultants to gather objective and realistic views about several aspects of the school's work. This has provided reassurance to the trust board about the impact of changes and their investment in the school. It has also been used helpfully to inform next steps.

The arrangements for safeguarding are now effective. You have made sure that essential processes are now carried out more diligently and in a timely fashion. Most notably, effective training and monitoring are now securely in place. Leaders train all staff and members of the IAC well. Staff have the knowledge and confidence that they need to identify any concerns and support pupils. They refer and report issues promptly and appropriately. Leaders ensure that the right help is put in place quickly and liaise with external agencies well. Safeguarding leaders have in-depth knowledge about all pupils. Their records of issues and actions have improved since the last inspection and are comprehensive and reviewed regularly. Members of the IAC have the expertise and capacity needed to oversee the actions of senior leaders. This means that members of the IAC now meet their duties around safeguarding effectively. Overall, pupils feel safe. They know who their trusted adults are and know how to report any concerns to staff.

Parents are overwhelmingly positive and the vast majority would recommend the school. However, a very small minority are less positive. You and trust leaders know that engaging parents in productive partnerships is essential. You have taken steps to communicate with parents more effectively, for instance about the progress in making improvements to safeguarding.

Although behaviour was graded good in the previous inspection, leaders have introduced new policies for behaviour and anti-bullying. Pupils especially appreciate the clearer expectations and the recognition of those who go above and beyond. Staff too appreciate the training and support they receive. They also commented positively on the importance of recognising and celebrating those pupils who behave so well all of the time. Pupils are proud of their school and have very positive attitudes to their learning.

I am copying this letter to the chair of the board of trustees, and the chief executive officer of Kite Academy Trust, the Department for Education's regional director and the director of children's services for Surrey. This letter will be published on the Ofsted reports website.

Yours sincerely

Gareth Flemington  
**His Majesty's Inspector**