

# Inspection of a good school: Wygate Park Academy

Witham Road, Spalding PE11 3WT

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Inspection dates:

11 and 12 July 2023

## Outcome

Wygate Park Academy continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Inspirational leaders have high expectations for all pupils at Wygate Park Academy. Pupils rise to these expectations. Pupils talk with pride and enthusiasm about their learning, both inside and outside of the classroom. They appreciate all the opportunities the school provides for them week by week. As one pupil said: 'You get happier the longer you stay!'

Leaders and staff work well together to provide a caring environment and an ambitious curriculum for all their pupils. Pupils with special educational needs and/or disabilities (SEND) get support to access the same learning opportunities as other pupils. Pupils enjoy excellent relationships with leaders and staff. Across the school community, the sense of togetherness is striking.

Pupils are a credit to the school. Friendly and well mannered, their behaviour is exceptional. The calm atmosphere from early years to Year 6 helps pupils to enjoy their lessons and do their best. Pupils feel safe and happy. They say bullying happens very rarely, and they trust staff to deal with it.

Parents hold the school in high regard. One parent, typical of many, said: 'I will never be able to thank all the staff enough for making my child's time at this school an amazing experience.'

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

Leaders have constructed a very ambitious curriculum for all pupils. They have ensured that the curriculum builds in a logical way across all year groups, starting from early years. For example, children discuss their memory box in early years. This helps to prepare them for the 'Time Tardis' history project in Year 1.

Teachers take a very thorough approach to checking what pupils know. This includes recapping subject knowledge at the beginning of lessons. Pupils understand clearly what they are learning and why they are learning it. Teachers help pupils to make connections between new and prior learning. This helps all pupils to remember more. Parents of pupils with SEND praise the way that teachers encourage all pupils to reach the highest levels.

Leaders prioritise reading. They have provided staff with the training they need to teach the reading curriculum well. This is consistent across classes. Leaders organise the teaching of phonics so that pupils gain the knowledge they need at the right time. Teachers give support when pupils need it to help everyone to keep up. This enables pupils to become confident and fluent readers. Leaders have taken many steps to promote a love of reading and establish Wygate Park as a 'reading school'. For example, the 'drop everything and read' sessions help to raise excitement levels. Pupils especially value the school library. Pupils love to read. As one pupil said: 'Reading unlocks a new world of adventure.'

Mathematics is also a priority at this school. The curriculum builds up in small steps, lesson by lesson. As a result, pupils are confident in the tasks they undertake. From early years onwards, teachers are skilled at identifying and closing gaps in pupils' knowledge. Pupils enjoy mathematics and understand its value. As one pupil said, 'I want to be a scientist, so I know I need to be good at maths.' Whether mapping their journey to school in early years or calculating percentage discounts in Year 6, pupils want to learn.

Leaders have taken the same careful approach to planning pupils' learning in other subjects, such as history and science. Teachers know when to teach the knowledge that pupils need. This begins in early years and continues across all year groups.

Pupils' personal development is at the heart of the school's work. Leaders ensure that the curriculum extends beyond the academic. Parents appreciate the wide range of clubs on offer. Most pupils, including pupils with SEND, attend at least one club. Pupils enjoy leadership roles, such as acting as eco-warriors and play leaders. These roles make a real difference. For example, reading ambassadors manage the outdoor reading area to benefit all pupils. Teachers ensure that pupils learn about differences between people and the importance of respect. Pupils talk with understanding and confidence about fundamental British values.

Trustees and trust leaders know the school well, providing strong support and challenge. Leaders are relentless in their drive and determination. They are always pushing forward to help pupils achieve more in their academic and personal development. Staff are fully committed to the vision for the school. They appreciate leaders' consideration of their workload and well-being. They feel valued. As one teacher said: 'Everyone wins here!'

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff receive regular training on how to keep pupils safe. This enables staff to identify and report any concerns. School leaders are quick to follow up on all concerns. They work

with outside agencies to get the help pupils and families need. The nurturing ethos of the school allows pupils to be confident in speaking with staff to share any worries or concerns.

Leaders ensure that they carry out appropriate checks on staff before they start working at the school.

Pupils learn how to keep themselves safe. This includes potential dangers they may face online.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

## 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

<b>Unique reference number</b>	140498
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10240883
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	278
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Chris Penney
<b>Headteacher</b>	Craig Early
<b>Website</b>	<a href="http://www.wygateparkacademy.net">www.wygateparkacademy.net</a>
<b>Date of previous inspection</b>	28 and 29 June 2017, under section 5 of the Education Act 2005

## Information about this school

- The headteacher has been in post since February 2017.
- The school offers a breakfast club and an after-school club.
- The school does not make use of any alternative providers.

## 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 his evaluation of the school.
- The inspector met with senior leaders, groups of staff, groups of pupils, trust officers and trustees.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The inspector also spoke to leaders about curriculum development in other subjects.

- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspector considered how well the school protects pupils and keeps them safe by meeting with senior leaders to evaluate the effectiveness of safeguarding measures. The inspector also scrutinised the school's single central record.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector spoke to parents at the school gates and considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspector reviewed a range of documentation, including behaviour records and minutes of board meetings.

### **Inspection team**

Martyn Skinner, lead inspector

Ofsted Inspector

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