

# Inspection of a school judged good for overall effectiveness before September 2024: Wylde Green Primary School

Green Lanes, Sutton Coldfield, West Midlands B73 5JL

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Inspection dates:

17 and 18 December 2024

## **Outcome**

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils flourish at Wylde Green Primary School. It is a welcoming primary school at the heart of the community. There is an ambition that there are no limits or barriers to what pupils can achieve. Staff have high expectations. Pupils consistently live up to these. All pupils progress exceptionally well through the curriculum. Pupils' published test results are high. They leave the school well equipped for the challenges of secondary education.

The school prepares pupils to be curious and enthusiastic learners. Children learn this from the moment they start school in Reception. The school has designed a curriculum which is ambitious. Pupils develop a deep breadth of knowledge as they move through the school.

Pupils' behaviour is exemplary. They respond well to the high expectations of behaviour, both in the classroom and around the school site. Pupils feel safe. They treat one another with respect. Pupils trust adults to respond quickly to any concerns they raise.

The school's development of pupils' character is exceptional. The school has developed a citizenship award programme. This helps pupils develop the attributes they need to become responsible citizens. Pupils are very motivated by the scheme. They participate in activities that contribute positively to the school community and beyond.

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

The school has developed an ambitious curriculum. It meets the needs of all pupils exceptionally well, including pupils with special educational needs and/or disabilities (SEND). This starts in the early years. Subject content is broken down into steps of

learning. The school has created a culture where pupils are resilient and take risks. Learning is adapted well to enable all pupils to progress through the curriculum. There are regular opportunities for pupils to recap on previous learning. This helps them to retain their knowledge and build on it over time.

The school has ensured that learning builds progressively as pupils move through the curriculum. Pupils develop strong connections between new and prior learning. These connections help pupils to understand bigger ideas and concepts. For example, pupils reflect on the similarities and differences between different historical civilisations. They consider the importance of hierarchy and religious beliefs. Pupils have a thirst for knowledge and enjoy sharing what they have learned.

The curriculum is implemented exceptionally well. The school ensures that teachers' subject knowledge is strong. As a result, new learning is explained very clearly to pupils. This is because of the highly effective programme of continuous professional development all staff receive. Staff regularly check that pupils understand what they have been taught. Pupils who need extra help, including pupils with SEND, are identified and helped to learn alongside their peers. Pupils with SEND are fully included in all aspects of school life. Staff expertly provide appropriate support. This helps pupils with SEND to progress well through the curriculum.

The school prioritises pupils learning to read. Children in Reception start to read as soon as they start school. They learn early sounds very well. The books they read match the sounds they have learned. All staff have the expertise needed to teach phonics well. They use checks on pupils' learning effectively to monitor pupils' phonics progress. If pupils fall behind, they receive the support they need to help them to catch-up quickly. Pupils develop an understanding of diversity through the reading curriculum. They develop their fluency and reading skills as they move through the school.

The school's work to promote pupils' personal development is exceptional. Pupils are encouraged to have a voice through the many pupil leadership opportunities across the school. Pupils value these roles and they have an important impact in the school. For example, play leaders organise games and activities on the playground. Pupils are well prepared for life in modern Britain. They learn about democratic processes through voting for new school council representatives.

Pupils learn about tolerance, diversity and equality. They understand about healthy relationships and know what it means to be a good friend. Pupils know how to keep themselves physically and mentally healthy, as well as how to stay safe online and in the wider community. Pupils enjoy the enrichment experiences that the school provides. They benefit from a wide range of trips and external visitors which enhance the curriculum.

Governors rigorously ensure the school provides a high-quality education for all pupils. Staff appreciate the steps that the school takes to support their well-being and workload. They are proud to work at the school. Parents and carers are overwhelmingly positive about the work of the school.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in June 2015.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	103349
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10343735
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emily Coyne-Umfreville
<b>Headteacher</b>	Richard Hamilton-Martin
<b>Website</b>	<a href="http://www.wyldegrn.bham.sch.uk">www.wyldegrn.bham.sch.uk</a>
<b>Dates of previous inspection</b>	16 and 17 October 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, assistant headteacher and special educational needs co-ordinator for the school. The inspector also met with a range of teaching and support staff.
- The inspector met with representatives from the governing body.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View. The inspector also evaluated responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

Matt Fletcher, lead inspector

His Majesty's Inspector

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