

Inspection of an outstanding school: Wynyard Church of England Primary School

Redwood Drive, Wynyard TS22 5UB

Inspection dates:

24 and 25 January 2024

Outcome

Wynyard Church of England Primary School continues to be an outstanding school.

The headteacher of this school is Sarah Wassell. This school is part of Melrose Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Roger Ward, and overseen by a board of trustees, chaired by Paul Mackings.

What is it like to attend this school?

Pupils are incredibly proud to attend this outstanding school. They benefit from an excellent quality of education and remarkable pastoral care. The school vision of 'growing together in life in all its fullness' is at the centre of the school's work. Pupils flourish in a culture of high expectations and care for all. They are happy and enjoy coming to school.

Pupils' behaviour is exemplary in lessons and during social times. They are thoughtful, well-mannered and polite. Pupils demonstrate high levels of respect and kindness. Adults care deeply for the pupils and their families. Relationships across the school community are highly supportive. Pupils feel safe and know that adults are there to help them.

Most parents are overwhelmingly positive about the school. One parent stated, 'The school is an exceptional learning environment. The whole child is educated with a strong focus on values and outcomes.' This view captures the opinions of many parents.

The school goes beyond the expected to provide for pupils' personal and character development. Wider opportunities are extensive. The school plans these carefully to enrich pupils' interests and experiences. Pupils fulfil leadership roles with dedication and pride. Forest school sessions offer additional opportunities for pupils to take well-calculated risks outdoors.

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

The school has crafted a rich and challenging curriculum. All subjects are well sequenced and progressively planned. Pupils have many opportunities to revisit and build on their

prior learning. This helps pupils to acquire secure subject knowledge and skills across a range of subjects. All pupils, including pupils with special educational needs and/or disabilities (SEND), achieve extremely well.

Staff benefit from high-quality training. They use the most current research to ensure they are well informed. Staff often teach alongside their colleagues to model and share best practice. They constantly reflect on their skills to develop and improve. Teachers implement the curriculum exceedingly well. Teachers use assessments effectively. They check pupils' understanding thoroughly through skilful questioning. Teachers use this information to adjust their teaching and to ensure that they address any gaps in pupils' knowledge quickly.

The school places a significant emphasis on reading. Staff are highly trained. They implement the phonics programme with expertise. When necessary, teachers provide extra support to help pupils catch up quickly. Pupils take home books that precisely match the sounds they are learning. As a result, pupils rapidly become confident and fluent readers.

Children in the early years demonstrate a love of learning. They are highly motivated and sustain concentration in their play. Adults are enthusiastic and demonstrate a strong understanding of early childhood development. They exploit every opportunity to extend children's language. The school expertly supports the children's development through well-planned and carefully considered activities. Children are well prepared for Year 1.

The school has an excellent understanding of how to enable pupils with SEND to access the full curriculum. Staff use appropriate adaptations and bespoke interventions to support pupils' individual needs. The identification processes for pupils with SEND are rigorous. The school consults closely with external professionals to ensure that the provision for pupils with SEND is of the highest standard.

Pupils behave exceptionally well. They understand the school rules and why it is important to be responsible role models. Pupils show determination and self-confidence. They understand that if they work hard and try their best, they can achieve and learn more.

The provision for pupils' personal development is deeply rooted in the culture of the school. It is exceptional. The school promotes an inclusive environment. Pupils understand equality. They respect and celebrate diversity. Pupils talk with confidence about concepts such as individual liberties, global issues and staying safe online. The school is systematic in its approach to helping pupils to keep healthy and safe. Pupils understand the 'child friendly' safeguarding policy. The school supports pupils to develop into responsible, considerate citizens. Pupils are well prepared for the next stage of their education and life in a global society.

The school actively promotes regular, punctual attendance. It reviews attendance records rigorously to spot any gaps or difficulties. The school provides appropriate support and challenge to families to help to bring about improvements.

Leaders, including trustees and governors, work highly effectively together. They are a united team. They share an ambitious vision. Leaders understand their delegated responsibilities. Together, leaders focus on continuous improvements. They complete a wide range of activities to assure themselves that the school's systems are working well. Staff feel valued. They know that leaders care about their well-being. Staff appreciate the support and the professional development they receive.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in April 2018.

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 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

Unique reference number	142108
Local authority	Stockton-on-Tees
Inspection number	10315579
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	Board of trustees
Chair of trust	Paul Mackings
Headteacher	Sarah Wassell
Website	www.wynyardprimary.org.uk
Dates of previous inspection	24 and 25 April 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Melrose Learning Trust.
- The school does not use any alternative providers.
- The school is a Church of England Academy and is part of the Diocese of Durham. The school's last section 48 inspection was in June 2018. The next section 48 inspection will be within eight school years.

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 this evaluation of the school.
- The inspector spoke with the headteacher, senior leaders, curriculum leaders and other staff members.

- The inspector held meetings with the chief executive officer of the trust, the chair of the trust, other trust leaders, members of the local governing body and a representative of the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum and looked at samples of pupils' work in some other subjects.
- 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 reviewed the responses to Ofsted's parent surveys and spoke with a range of staff and pupils.

Inspection team

Alison Stephenson, lead inspector

Ofsted Inspector

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