

Inspection of Wainwright Primary Academy

Harrop White Road, Mansfield, Nottinghamshire NG19 6TF

Inspection dates: 18 and 19 July 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

Wainwright Primary Academy has a 'buzz' of ambition, warmth and happiness. The environment for learning is stunning. Inclusion, diversity and equality are celebrated. Pupils are proud of their school. They have a sense of privilege. They know that teachers have incredibly high expectations of them. They recognise that they seek to 'empower, respect and care'.

Leaders take the responsibility of serving the community extremely seriously. The school is a beacon. It is a safe haven for pupils and their families. Expert care and support ensure that pupils feel safe and ready to learn. Pupils' behaviour is exemplary. They ferociously insist that diversity is important. They show each other tolerance, kindness and respect. Bullying is not accepted. It is swiftly addressed.

Children receive an outstanding start in the early years. Their starting points are precisely understood and then carefully built on. Children express awe and wonder as they learn. Staff support pupils to succeed, no matter their personal circumstance or culture.

Pupils experience countless wider experiences. Leaders resolve the barriers faced by some pupils. There are no limits. One pupil spoke for many when they said, 'The school gives me many extra learning opportunities. This brings me a lot of joy.'

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

The curriculum intent is clear and well planned. There is a sharp focus on the knowledge that pupils need to learn from the early years to the end of key stage 2. Leaders have recognised the importance of developing pupils' oracy. They want to make sure that pupils can express their thoughts, feelings and ideas. Pupils speak about their learning with authority, pride and confidence.

Most aspects of the curriculum are consistently and securely implemented, but not all. Leaders are already taking action to address this.

Teachers receive high-quality professional development. They are knowledgeable. They conduct additional research. They exhibit a strong moral purpose. Much of their work is exemplary. It is worthy of sharing with others across the trust.

Subject leadership is a strength. Leaders are specialists. The literacy lead, for example, has rightly ensured that literacy is a whole-school priority. Pupils are immersed in ambitious and challenging texts. They learn the language of Shakespeare. They experience rap, rhyme and poetry. Pupils who speak English as an additional language receive exceptional support to develop their literacy

knowledge. They are quickly integrated into the life of the school. Pupils express gratitude for the richness of these opportunities. They said that they are grateful to their teachers because they 'have strong knowledge and are articulate'.

Assessment is effective. The curriculum is often adapted skilfully to meet pupils' learning needs. This is particularly evident in the early years and in the teaching of phonics.

There is a clear, well-structured and skilfully taught phonics curriculum. Pupils read books that match the sounds that they are learning. They practise their reading regularly. They express enjoyment and pride in their reading awards and achievements.

Pupils with special educational needs and/or disabilities (SEND) receive expert support. Knowledgeable and skilled professionals oversee this. Teaching assistant support is top notch. Pupils with SEND achieve well and attend better than others in the school.

Pupils experience a high-quality religious education curriculum. Pupils learn about different faiths and religions. There is a positive culture of acceptance. Pupils said that they feel comfortable and safe to discuss their culture. There are safe places within the school to practise faith and prepare for prayer.

Groups such as the eco and the diversity teams are democratically organised and proactive. They make a difference. The mini police receive awards for their work to educate others about the rule of law and the importance of community. They were full of pride at the recent graduation ceremony!

The trust provides strong governance. The local academy committee acts with integrity and knows the school well. The executive principal is highly effective. Staff feel well supported. They express great pride to work at the school.

The leadership of the principal is inspired. His relentless focus to improve pupils' life chances can be seen throughout the school. All staff have a mission to address inequality, raise aspiration and improve pupils' life chances. Parents recognise this. They said that the principal has 'worked magic' and has ensured that 'children are at the heart of all decisions'. This is a school for the community to be proud of.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture. Pupils know that there are many people to turn to if they need help.

The personal development, behaviour and attendance leader and her team provide outstanding support for pupils and their families. No stone is left unturned.

Everything is done to make sure that pupils are safe and that they receive the help that they need.

Records are precisely kept. Work with external agencies is exemplary. Often, school staff are the champions for the community. They are the ones that families turn to in times of need. They receive expert advice, support and care.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not securely or consistently implemented. A few subjects are not as well developed as the majority. Leaders are aware of this. They should continue their work to ensure a curriculum of consistently high quality and that pupils, including disadvantaged and pupils with SEND, continue to achieve exceptionally well.

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	144485
Local authority	Nottinghamshire County Council
Inspection number	10268206
Type of school	Primary
School category	Academy special sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	Board of trustees
Chair of trust	Mike Quigley
Executive Principal	Lucy Spacey
Principal	Jon Chapman
Website	www.wainwrightprimary-ac.org.uk
Date of previous inspection	26 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

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

- 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.
- The lead inspector met with the senior leaders to discuss their evaluation of the quality of education. She met with representatives of the trust and the local academy committee.
- Inspectors conducted deep dives in reading, mathematics, physical education and religious education. For each deep dive, the inspectors met with subject

leaders, looked at the curriculum plans, visited lessons, spoke to teachers, spoke to pupils and looked at samples of pupils' work. They also reviewed curriculum planning in languages (Latin), design and technology and science. They spoke with the subject leaders with oversight of these curriculum areas.

- Inspectors met with the early years leader and visited the early years provision.
- The lead inspector met with the subject leads for literacy and early reading. She discussed the actions taken to promote the love of reading. She reviewed the 'rainbow room' provision that supports pupils who speak English as an additional language.
- Inspectors observed pupils during lunchtime and play time. They spoke to groups of pupils, including members of the pupil council and the eco and diversity teams.
- The lead inspector met with the personal development behaviour and attendance leader to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils. She reviewed information about pupils' attendance.
- The views of members of staff, pupils and parents were considered. Additionally, inspectors spoke with members of staff.

Inspection team

Jayne Ashman, lead inspector	His Majesty's Inspector
Ged Philbin	Ofsted Inspector
Clive Lawrence	Ofsted Inspector
Sarah Allison	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023