

Inspection of Wygate Park Academy

Witham Road, Spalding PE11 3WT

Inspection dates:	25 and 26 February 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The executive headteacher of this school is Craig Early. This school is part of Voyage Education Partnership multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Emma Hadley, and overseen by a board of trustees, chaired by Chris Penney. The executive headteacher is responsible for this school and one other.

What is it like to attend this school?

The pupils at Wygate Park Academy learn that there are no outsiders. They have a deep respect for people's differences. They celebrate and champion diversity. Pupils say, 'We are taught to be kind to everybody' and 'We want everyone to feel welcome here.' They describe their school as warm and inclusive. Pupils feel safe and valued in such a nurturing environment.

The school has great aspirations for all its pupils. Year after year, pupils' achievements in reading, writing and mathematics reflect these high expectations. Such impressive outcomes are the product of a curriculum that is tailored carefully to meet pupils' needs. Given the high proportion of pupils who speak English as an additional language (EAL), the school has a sharp focus on language development and building pupils' vocabularies.

Pupils' exemplary conduct is a tribute to the school's first-rate character education. Pupils behave impeccably. They are enthusiastic and hard working. Pupils embody the school's 'REACH' values of resilience, empathy, ambition, challenge and honesty.

Staff prepare pupils for their futures by linking learning to careers. The school's outstanding personal development provision furnishes pupils with the knowledge and attitudes that they need to be well-rounded, respectful citizens.

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

The school's curriculum is ambitious and well-structured. The development of pupils' communication skills is a key feature of its design. Staff employ 'talk tactics' expertly to enhance the quality of pupils' speaking and listening. Pupils clarify and deepen their understanding through high-quality talk. This approach serves all pupils well, but it is particularly effective for pupils with special educational needs and/or disabilities (SEND) and pupils who speak EAL. However, the curriculum is not having the full impact that the school intends. In some of the wider curriculum subjects, some pupils do not remember key content securely. They sometimes recall the activities they have done rather than the important knowledge that they need to retain. This is because teachers do not revisit key prior learning as systematically as they could in these subjects.

Reading is not just prioritised at Wygate Park, it is treasured. Children immerse themselves in the school's vibrant reading culture as soon as they start in Reception. Pupils have a genuine love of reading. They enjoy reading for reading's sake. They make the most of the school's inviting, well-stocked library. Pupils understand the wider benefits of reading frequently. They know that it has an impact on how well they speak and write. Pupils recognise how reading can contribute to their well-being. The school ensures that pupils read a rich range of texts. As part of their personal, social and health education (PSHE) curriculum, pupils read a diverse range of thought-provoking stories to learn about the importance of equality. At the end of Year 6, pupils attain highly in reading. These achievements build on excellent phonics teaching in the early years and key stage 1. The school ensures that any pupil who falls behind in learning to read receives the support that they need to catch up.

Teachers adapt learning well so that pupils with SEND can access the curriculum and succeed. The school ensures that any additional needs are identified swiftly. The support for pupils with complex SEND is highly individualised. Teachers introduce and explain new learning clearly most of the time. However, occasionally, staff do not check closely enough that pupils have fully understood what has been taught, including in the early years. Sometimes, staff do not pick up on misconceptions which leaves pupils unsure about what they are learning.

Children in the early years benefit from clear routines and high expectations. Staff teach children what it means to be a good learner. Pupils build on these firm foundations, acquiring extremely positive and mature attitudes to learning. Pupils attend highly.

The school's personal development provision provides pupils with an exceptional spiritual, moral, social and cultural education. Pupils are equipped to make informed, healthy choices. They know how to keep themselves physically fit and how to look after their mental health. Pupils learn about the different ways that people choose to live their lives, respecting their right to do so. They relish the wide range of carefully planned opportunities to develop their talents and interests, particularly the inter-house sports competitions.

The school benefits from effective leadership at all levels. It is ably supported by the trust in its drive for excellence. Staff praise the consideration that leaders show to their workload. They appreciate the time they have to evaluate the subjects that they lead.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, staff do not revise and consolidate the most important prior learning as systematically as they could. As a result, some pupils do not remember crucial curriculum content well enough. At times, pupils remember the activities they have completed rather than the underpinning knowledge that they need to use again. The school should refine its approach to the retention of important knowledge so that pupils understand and remember key learning securely over time.
- At times, staff do not check closely enough on some pupils' understanding in lessons. Staff sometimes miss pupils' errors, leaving pupils misinformed. Consequently, some pupils do not move forward with their learning as well as they could. The school must ensure that pupils' misconceptions are identified accurately and resolved swiftly.

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

Unique reference number	140498
Local authority	Lincolnshire
Inspection number	10347587
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	286
Appropriate authority	Board of trustees
Chair of trust	Chris Penney
CEO of the trust	Emma Hadley
Headteacher	Craig Early
Website	www.wygateparkacademy.net
Dates of previous inspection	11 and 12 July 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Voyage Education Partnership.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, history, physical education and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers, spoke with pupils and looked at samples of pupils' work.
- Inspectors also considered pupils' learning in English, science, religious education, PSHE, and art and design.
- Inspectors met with the executive headteacher, the head of school, senior leaders, subject leaders, teachers and support staff. Inspectors also met with leaders with responsibility for pupils with SEND, the early years, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors examined a range of school documents relating to behaviour, attendance and governance, as well as the school's self-evaluation and the school's development plan.
- The lead inspector listened to a sample of pupils read with a familiar adult. Inspectors met with groups of pupils from different year groups.
- The lead inspector met with leaders from Voyage Education Partnership multi-academy trust, including the chief education officer.
- The lead inspector met with trustees, including the chair of the board of trustees.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and Ofsted's online survey for staff.

Inspection team

Shaun Carter, lead inspector	His Majesty's Inspector
Cat Thornton	Ofsted Inspector
Elizabeth Mace	Ofsted Inspector
Becky Lyon	Ofsted Inspector

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