

Inspection of Wyndcliffe Primary School

Little Green Lane, Bordesley Green, Birmingham, West Midlands B9 5BG

Inspection dates: 9 and 10 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Razia Ali. This school is part of Leigh Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Julie Greenwood, and overseen by a board of trustees, chaired by Anita Ward.

What is it like to attend this school?

Wyndcliffe is a welcoming primary school at the heart of the community. The school's vision of 'together everyone achieves more' reflects the inclusive nature of the school. Everyone in this diverse community is committed to ensuring the pupils receive an exceptional education. Pupils from all backgrounds and cultures thrive at Wyndcliffe. They receive an excellent start to their education.

The school believes there are no limits or barriers to what pupils can achieve. Staff have high expectations. Pupils live up to these. Staff show genuine care and compassion towards pupils. Relationships between staff, pupils and parents are very strong.

The school prepares pupils to be curious and enthusiastic learners. They develop a passion for learning. Pupils learn this from the moment they start school. 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 play happily and harmoniously together at social times. They are focused and respectful. Pupils are polite to each other and to visitors. They celebrate difference and oppose any form of discrimination.

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

The school has designed a broad and ambitious curriculum from Nursery through to Year 6. It meets the needs of all pupils. The essential knowledge and skills that pupils should learn are clearly identified. Subject content is carefully broken down into small steps. There are regular opportunities for pupils to recap previous learning. For example, older pupils discuss their learning about the Second World War in depth. They reflect on their prior learning about the First World War and how the events of that period of history contributed to the outbreak of war again.

Learning builds progressively as pupils move through the school. Pupils develop strong foundations in all subjects and then learn to apply these as they move through the curriculum. For example, in physical education, pupils learn techniques to help them jump. They understand how this can be applied to different sports, such as basketball. In mathematics, developing pupils' fluency and understanding of number is a high priority. This starts in the early years. This helps pupils to solve more complex mathematical problems as they get older.

A love of reading is evident across the school. Reading is prioritised from the moment children start school in early years. There is a strong focus on developing children's communication and language. Pupils get regular opportunities to practise and consolidate their phonics knowledge. Staff use assessment well to check pupils' phonics progress. Developing pupils' oracy is a high priority. This is evident

throughout the school where there is a focus on building pupils' vocabulary. Pupils develop their reading skills and fluency as they move through the school. Everyone is a reader at Wyndcliffe.

The school is very ambitious for pupils with special educational needs and/or disabilities (SEND). Learning is carefully adapted so that all pupils, including those in the specially resourced provision for pupils with SEND (specially resourced provision), learn the same curriculum. The school considers each individual pupil's needs when considering how they access the curriculum. All pupils, including those with SEND, achieve exceptionally well from their starting points. There is a strong culture of inclusion, which means that a high number of pupils with SEND attend the school.

Many pupils join the school at different points of their education. Many of these pupils speak English as an additional language when they join the school, and some are new to the country. This impacts published outcomes and means that these outcomes do not reflect the exceptional quality of education in the school.

The school's programme for personal development is exceptional. Pupils make a tangible difference to the lives of others. For example, pupils link with a school in Ghana and read stories to each other remotely. Pupils have empathy for others and raise money for a range of local and national charities. They care for their own and others' mental and physical well-being.

Pupils have many meaningful opportunities to develop a sense of responsibility. For example, pupils apply and are interviewed to become subject ambassadors. These pupils work with the school leadership team and governors to help improve the school. Pupils enjoy the many extra-curricular clubs, trips and enrichment opportunities on offer. These opportunities are available to all pupils, and participation levels are high.

Staff are proud to work at the school. The trust values the importance of developing staff expertise. This ensures the curriculum is implemented well. Staff appreciate the training they receive and feel well supported by school leaders and the trust.

Safeguarding

The arrangements for safeguarding are effective.

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	141319
Local authority	Birmingham
Inspection number	10322866
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	601
Appropriate authority	Board of trustees
Chair of trust	Anita Ward
CEO of the trust	Julie Greenwood
Headteacher	Razia Ali
Website	www.wyndcliffe.bham.sch.uk
Dates of previous inspection	19 and 20 April 2023, under section 8 of the Education Act 2005.

Information about this school

- This is a larger-than-average primary school.
- The school has a specially resourced provision for pupils with autism.
- The school has provision for three- and four-year-olds in its Nursery.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement 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.
- The inspectors met with the executive headteacher, head of school, deputy

headteachers, assistant headteachers and inclusion leader for the school. The inspectors also met with a range of teaching and support staff.

- The lead inspector met with the chief executive officer and deputy chief executive officer from the trust.
- The lead inspector met with representatives from the board of trustees and the trust's school improvement team.
- The lead inspector met with representatives of the local governing board.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector	His Majesty's Inspector
Nina Sangha	Ofsted Inspector
Nicola Harwood	Ofsted Inspector
Rob Hackfath	His Majesty's Inspector

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