

Inspection of Wyndham Spencer Academy

Wyndham Street, Alvaston, Derby, Derbyshire DE24 0EP

Inspection dates: 11 and 12 March 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

The principal of this school is Laurie Baczynski. This school is part of Spencer Academies 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), Paul West, and overseen by a board of trustees, chaired by Donna Kinderman.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are extremely well supported to feel secure and content at this school. They know that staff have 'GREAT expectations' of them, and they strive to reach these.

Pupils contribute well to the school's culture of respect. They grow to become confident speakers and listeners. They engage meaningfully in lesson discussions and collaborate effectively with their peers. Pupils develop highly positive attitudes towards learning. They are not only enthusiastic about their studies but are also resilient, learning from their mistakes and persevering through challenges.

There is a real sense of togetherness. Pupils and staff aim high together. Through the many 'captain' roles or serving on the 'Pupil Parliament', pupils develop leadership skills while promoting the school's values and aspirations. They take their responsibilities very seriously and are proud to make a difference.

Pupils thrive on a vast array of enrichment activities and opportunities. Sports, art, music, engineering and computing clubs foster their many interests and creativity. Carefully thought-out field trips to places such as activity centres, farms, museums and the theatre broaden their horizons.

This school takes pupils on a remarkable journey. The skilfully crafted curriculum provides pupils with the knowledge, skills and rich experiences that enable them to flourish and achieve highly across the curriculum.

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

The school's 'WONDER' curriculum is continually refined to ensure it reflects pupils' needs and inspires them exceptionally well. It starts in the early years, and staff are clear about what pupils will learn in each subject and at each stage. There is a sharp focus on pupils' speaking and listening skills. Pupils are supported well to articulate their thoughts and ideas clearly. Pupils greatly appreciate how teachers bring the curriculum to life and make learning so enjoyable. Teaching instils pupils' fascination. For example, teachers use technology innovatively to immerse pupils in new learning in the 'Wonder Emporium' room. Pupils learn to use technology proficiently to capture their detailed knowledge in different ways.

Knowledgeable and skilled staff benefit from highly focused professional development and engagement in research. There is a highly collaborative approach to the leadership and distinctive design of the curriculum. This inspires staff to strive persistently for excellence. These factors are key to the school's success, particularly in terms of delivering the curriculum effectively. Teaching is highly effective. Pupils are especially well supported to remember what they have learned. Teaching continually 'rewinds' to previous learning before pupils have a chance to forget. Frequent checks on pupils' learning ensure that any gaps in understanding are identified and addressed quickly. Pupils talk confidently and in depth about their learning as a result. They ably connect their knowledge from different subjects to write high-quality information texts.

Disadvantaged pupils achieve and thrive equally as well as other pupils here. Pupils with special educational needs and/or disabilities (SEND) benefit from the same excellent curriculum as their peers. The school identifies the needs of pupils with SEND swiftly. Staff adapt the curriculum effectively to meet their vast range of needs. Staff skilfully remove barriers to learning so pupils with SEND can succeed.

The school is committed to ensuring all pupils learn to read quickly. The teaching of phonics right from the start of school is highly effective. Those pupils who find phonics trickier are identified swiftly and expertly supported to catch up. Similarly, the school instils pupils' passion for reading. Pupils aim for a 'ROSCAR' award by reading regularly. They thoroughly enjoy the well-chosen class texts. Pupils are delighted to keep a copy of these texts, which the school gifts to them so they can build their own home library.

Pupils' excellent behaviour does not happen by chance. As well as teaching the behaviour they expect, staff continually recognise and praise pupils for their positive choices. Pupils highly respect staff and are eager to show their commitment to learning in the classroom. Children in the early years show high levels of concentration to paint beautiful pictures. They work and play cooperatively and challenge one another with their learning. Playtimes are active, and pupils appreciate the many organised activities. They play kindly and respectfully, and disagreements are rare. A few pupils struggle with managing their emotions, but they are very well supported.

Pupils' personal development is promoted exceptionally well. Pupils clearly articulate the school's values, such as respect and integrity, that support their character development. They proudly reflect on their demonstration of these in their personal development portfolios. Pupils have an age-appropriate understanding of equality, diversity and inclusion. They thoughtfully contribute to 'big debates' around social issues, such as poverty and climate change.

The school's motto is, 'Together, we can create a world of endless possibilities.' This togetherness, and a steadfast commitment to the success of every pupil, embodies the whole school community. While the trust checks the school's work robustly, it equally provides the support and belief that empowers the school to realise its ambitions.

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	138443
Local authority	Derby
Inspection number	10347537
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	447
Appropriate authority	Board of trustees
Chair of trust	Donna Kinderman
CEO of the trust	Paul West
Principal	Laurie Baczynski
Website	www.wyndhamspencer.org.uk
Dates of previous inspection	1 and 2 May 2014, under section 5 of the Education Act 2005

Information about this school

- The current principal joined the school in February 2025.
- The school joined the Spencer Academies Trust in January 2012.
- The school does not currently use 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with trustees, including the chair of trustees and the CEO, in addition to members of the local governing board. She also met other representatives from the trust.
- Inspectors met with senior leaders of the school and considered a range of documentation.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and computing. For each deep dive, inspectors 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.
- Inspectors listened as some pupils read to a familiar adult. Inspectors also considered evidence about some other curriculum subjects.
- 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 observed pupils' behaviour in lessons and around the school site during breaktimes.
- The inspectors spoke with groups of pupils and staff. Inspectors spoke to parents and considered the responses to Ofsted Parent View. Inspectors also considered the responses to Ofsted's survey for staff.

Inspection team

Claire Stylianides, lead inspector	His Majesty's Inspector
Karen Lewis	Ofsted Inspector
Tim Leah	Ofsted Inspector

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