



Waynflete Avenue, Brackley
Northamptonshire, NN13 6AF
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Headteacher: Mrs T Lagdon
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www.waynfleteinfantsschool.co.uk

"An Academy for Infant children where excellence and enjoyment of learning enable all to achieve"

Thursday, 02 November 2023

Dear Parents & Carers

OFSTED are now publishing their report following the inspection that took place on the 19th and 20th September. We wanted to write to you to share the outcome and the judgement of 'Requires Improvement' overall and to reflect on some of the key comments the inspectors made, both in the summary report and in the verbal feedback to the headteacher and governors. As the school was told by the inspectors this is only a snap shot in time. It was extremely early in the school year for all year groups and for our new reception children the first day of the inspection was only their seventh day in school. The report highlights positive areas and especially recognises 'safeguarding is effective and a strength of the school' and 'the ability of the school to adapt to the needs of children with special educational needs and disabilities'. It acknowledges there is a warm nurturing ethos at Waynflete. Whilst the overall outcome is disappointing we believe the report highlights areas we had already identified as priorities for improvement. It was a fair and rigorous process, but two words do not define us.

We would first like to thank you all; parents, carers, pupils, governors and staff who spoke to the inspectors, for the positive views you gave them of school which were reflected in the report and the feedback meetings. In particular the children said 'the adults look after us here they make sure we are happy'.

OFSTED graded us as 'Good' for Personal Development, recognising our work in helping to prepare children for their future lives, staff teach pupils to recognise how they are feeling and how to deal with their emotions. Our children have 'Welcoming inclusive values on difference and diversity and the children feel happy & safe and look forward to earning certificates and prizes at celebration assemblies'. The school values of 'Determination – keeping going to get something done' and 'Courage – being brave, creative and using imagination' are clearly understood by the children. Pupils enjoy coming to school, they enjoy playing together on the playground and they know what it means to be a good friend and the school wants the best for all its pupils.

Other areas we would like to share with you that are positive include:

Phonics	'a real strength of the school'
Reading	a full diet of reading and a wide exposure to text types
Mathematics	books show resources are selected appropriately and lessons show a sequenced curriculum is delivered
PE	a very knowledgeable PE lead who has extrapolated clear and precise learning for all year groups
Safeguarding	tight, vigilant and child first, pupils feel safe
Attendance management	a clear system with a high bar in place





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We pride ourselves on being a fully inclusive school where we have many children with a variety of additional needs. For some children with additional needs, self-regulation of their behaviour takes a long time and what works one day may not work the next day. This can take a long time, alongside the embedding of routines and support. The inspectors reflected that SEND has a thorough assessed and planned cycle with specific plans that are reviewed and adapted regularly. These plans match the provision in the classroom. Necessary adaptations to the curriculum are made but the school has the same expectations for its SEND pupils as for other pupil, OFSTED says 'the school makes sure that pupils with SEN and/or disabilities get the individual help they require. Staff think carefully about the support that pupils with SEND need to access the curriculum and make progress'.

There are always things that a school can improve on and the headteacher and the governors produce a school development plan annually which is monitored and updated throughout the year. This year's improvement plan already focusses on developing and embedding the EYFS curriculum to ensure that cumulative learning moves from the EYFS into KS1 and beyond. OFSTED recognise that the Early Years Lead 'has great capacity to effect change' and that 'children benefit from meaningful learning across the curriculum'. The school has already begun to implement a new challenging curriculum in those areas where the building blocks for progression and the definition of precise knowledge needed was not detailed enough. You will be able to see the evidence for this when you see your children's book during Sharing Times.

As a small school it is a challenge to focus on all areas of the curriculum and our key focus since the pandemic has been on the core subjects of reading, phonics and maths. The inspectors recognised that these areas have clear intent and a sequenced curriculum is delivered. We are particularly pleased that phonics is a 'real strength' of the school and 'what teachers are delivering is absolutely consistent with Read Write Inc and that training is evident in all adults' practice'. In reading, books are matched to the letter sounds that pupils know, all children have regular access to library books and a love of reading is encouraged. There is good support for our pupil premium children and those with SEND.

As a school we have recognised that children require additional support with their mental health and wellbeing and as a team we have undertaken training and received accreditation with the St Andrews Lightbulb programme. This learning has resulted in changes in the classroom and the ongoing introduction of Zones of Regulation which will be embedded throughout this year.

The inspectors identified low level disruption in classrooms during their visit which they felt may have had a negative impact on learning. To address this the school will make sure that positive reinforcement is used at all times and that good choices are recognised and rewarded. The Zones of Regulation is a systematic, cognitive behavioural approach used to teach self-regulation by categorising the different ways we feel and the states of alertness we experience into four concrete coloured zones. It is a programme that aims to help children notice the emotion they are feeling and then regulate themselves if they are feeling uncomfortable. It gives the children a clear structure for expectations and consequences. OFSTED reported that pupils say 'bullying does not happen here' and that the headteacher's behaviour expectations are really clear.

The inspectors recognised that the governing body is relatively new with a new chair in place since January. The governing body do have systems in place to ensure that safeguarding arrangements and SEND provision are effective. They have a clear and ambitious vision and are committed & enthusiastic, but there is a need for them widen their checks to assure themselves that each curriculum area is high quality, impactful and working well.



Waynflete Infants' School is a Company limited by guarantee registered in England and Wales
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A list of Members and Directors may be inspected at these premises.



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There are many things that we are very proud of and that make our school unique, and the governing body and staff have every confidence that we can continue to move the school forward and make the developments and improvements that OFSTED recommends. We know that we are a school that provides a safe, nurturing, happy and caring environment where children are able to flourish.

What do we need to do now?

- Continue to develop and embed the EYFS curriculum
- Develop those parts of the foundation subject curriculum that have been identified by OFSTED and break them down into a precise sequence of learning
- Fully implement and embed the Zones of Regulation behaviour model which will help children to self-regulate whilst making the right choices
- Provide training & development for staff as required
- Implement a planned structure of governor visits to ensure all aspects of school life are checked and to ensure leaders are held to account for a high quality of education.

An OFSTED grading should not affect anyone's perception of the school it is only one measure of success and our true measure is our pupils who are a true credit to you all. If anyone would like to discuss any aspects of the report please email Penny, Chair of Governors, PennyS@waynfleteinfants.co.uk.

Yours sincerely

Tina Lagdon
Head Teacher

Penny Du Sautoy
Chair of Governors



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