

Wynndale Primary School

Address: Wynndale Drive, Mansfield, Nottinghamshire, NG18 3NY

Unique reference number (URN): 133269

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders promote the importance of regular attendance successfully. They are sharply analytical, identify concerns early and act quickly when pupils need support. Staff work closely with families to understand the reasons for absence and provide timely help. Leaders review the impact of their actions and adapt support when needed. As a result, attendance is above average for all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Persistent absence remains low.

Pupils' behaviour is excellent. They are calm and learn in purposeful classroom environments across the school. Pupils understand and follow the high expectations of the thoughtfully designed 'Wynndale way'. They move around the school sensibly, behave respectfully and settle quickly to learning. Staff know pupils well and make appropriate adaptations for those who need additional support, without lowering expectations of their conduct. Leaders check the impact of their behaviour strategies carefully and use what they learn to further improve their approach. For example, they refined lunchtime provision so that pupils are better supported to regulate their behaviour and enjoy social times. Pupils trust adults to help them when they have concerns. They say that bullying is rare and that staff know what to do to resolve any issues.

Inclusion

Strong standard ●

Leaders have created a culture in which every pupil is included and expected to achieve well. They identify pupils' needs quickly, including before children start at school. Staff know pupils exceptionally well and recognise when additional support is needed. Leaders continually review pupils' progress and adapt support when needs change.

Leaders have high expectations for all pupils. Teachers adapt learning carefully so that pupils with special educational needs and/or disabilities (SEND) learn and achieve alongside their peers. Support is matched closely to pupils' individual needs. Staff check that this support is making a difference and adjust it, when necessary. As a result, pupils with SEND make clear progress from their starting points.

Disadvantaged pupils receive targeted support. Leaders check the impact of additional funding carefully and make sure it is used where it has the greatest effect for disadvantaged pupils. Pupils benefit from consistently high-quality pastoral support. For example, the nurture breakfast helps pupils feel ready to learn, attend regularly and develop a secure sense of belonging.

Leaders work in partnership with parents and external agencies to support pupils and their families. They use specialist advice well to strengthen provision. Pupils who face barriers to learning are fully included in school life and benefit from the same opportunities and experiences as their peers.

Leaders have designed a rich personal development programme that prepares pupils well for life beyond primary school. It is intelligently designed and builds pupils' knowledge year by year. Pupils learn about healthy relationships, equality, diversity and fundamental British values. Events such as 'belonging week' help pupils celebrate difference, understand diversity and show respect for others. They demonstrate sensitivity and compassion when discussing the differences and similarities between people and cultures. Pupils also learn how to keep themselves safe, both online and offline, and understand the importance of looking after their physical and mental health.

Pupils enjoy a wide range of opportunities that help them discover new interests and develop existing talents. They take part in clubs, educational visits and residential experiences that broaden their horizons and build their confidence. Leaders track participation carefully to make sure all pupils benefit, including disadvantaged pupils and those who need additional support. They introduce supportive and sensitive measures that enable pupils to join in, broaden their horizons and experience a sense of achievement. Pupils are proud to take on leadership responsibilities and make a positive contribution to the school community.

Staff are caring and considerate. They support pupils well due to their approach and the well-designed pastoral systems that the school has in place. Staff know pupils and their families well and provide timely support, when it is needed. Pupils know who they can talk to if they are worried and feel well cared for. They develop resilience and independence as well as a strong sense of belonging to the school community. Pupils leave the school with the confidence, knowledge and skills that they need to be successful in secondary school and beyond.

Expected standard

Achievement

Expected standard

Pupils achieve well and are well prepared for the next stage of their education. They develop secure knowledge and skills in reading, writing and mathematics and apply these confidently to their learning. Pupils read fluently, write with increasing accuracy and demonstrate secure mathematical understanding. Over time, outcomes in national assessments have been consistently above average.

Disadvantaged pupils and pupils with special educational needs and/or disabilities achieve well from their starting points. Staff identify gaps in learning quickly and provide meaningful support so that pupils keep up with their learning.

Pupils do not develop the same depth of knowledge in the subjects they study across the curriculum as they do in reading, writing and mathematics.

Curriculum and teaching

Expected standard 

Leaders have created a curriculum that is carefully designed and continually refined. It is sequenced so that pupils build knowledge and skills in a logical order. Leaders use what they know about pupils' learning to develop the curriculum and improve teaching. As a result, pupils are well prepared for the next stage of their education.

Leaders give reading a high profile across the school. Staff teach phonics consistently well and help pupils become accurate and fluent readers. Pupils enjoy reading and benefit from many opportunities to read throughout the school day. Leaders have improved the writing curriculum. Staff provide regular, meaningful opportunities for pupils to develop their handwriting, spelling and composition.

Teachers present new learning clearly and help pupils connect it to what they have learned before. They help pupils to remember important knowledge. Teachers check pupils' understanding and address misconceptions quickly, so that pupils keep up with their learning. Pupils have opportunities to practise new learning and grow in confidence. On occasion, pupils, including those who face barriers to their learning, are not as well supported as they could be to deepen their knowledge and develop the sophistication of their thinking, particularly in the wider curriculum.

Teachers know pupils well and adapt learning carefully to meet individual needs. Support is provided quickly when pupils begin to fall behind. Teachers make adaptations that help pupils build their knowledge in reading, writing and mathematics.

Early years

Expected standard 

Leaders have designed an early years curriculum that gives children a positive start to school. They know children's starting points well and place speaking, listening and vocabulary at the centre of learning. The curriculum helps children build the knowledge and skills they need for Year 1. Sometimes, staff interactions with children do not help them to secure the essential knowledge that they need. When this is the case, some children do not achieve as well as they could.

Children learn in a calm, safe and purposeful environment. Staff build positive relationships with children and support them through play and everyday routines. Children develop confidence, independence and positive attitudes to learning. Staff identify children who need additional support quickly and provide timely help so that they keep up with their learning.

Children typically develop secure early reading, writing and mathematical knowledge. Staff encourage children to use new vocabulary and practise what they have learned throughout the day. Many children are well prepared for the next stage of their education. Parents and carers appreciate the support that the school provides to help their children get their education off to a good start.

Leaders have a clear vision for the school and are ambitious about what all pupils can achieve, academically and personally. They know the school well and use their evaluations of what is going well and what needs to improve to bring about positive changes to teaching, the curriculum and pupils' wider experiences. Leaders identify the right priorities and take action that enhances the quality of provision on offer at the school.

Leaders invest in staff development. Professional learning is carefully matched to the school's priorities and helps staff develop their knowledge and skills. Staff value the support that they receive and speak positively about leaders' commitment to their wellbeing. The school's culture of 'always learning' encourages both staff and pupils to strive for more and better themselves. This is part of a collaborative and supportive approach to improvement adopted by leaders.

Governors know the school well. They provide constructive support and challenge and check carefully that leaders' actions are improving outcomes for pupils. They understand their duties and responsibilities and make sure funding is used effectively, particularly to support disadvantaged pupils and those who need additional help.

Leaders have established positive relationships with parents and carers, the local community and external partners. Parents value the school's open approach and the support provided for their children. These strong partnerships help pupils to thrive.

What it's like to be a pupil at this school

Pupils are proud to belong to this caring and supportive school community. They say that everyone is valued and describe the school as being like one big family. Staff know pupils well and build warm, positive relationships with them. Pupils feel safe, cared for and know that adults will listen if they need help.

Pupils enjoy learning. They develop secure knowledge and skills across the curriculum and take pride in their work. They read confidently, work hard and are keen to do well. Pupils behave respectfully, support one another and understand the importance of kindness. They are confident that staff deal with any bullying quickly and fairly.

Pupils enjoy a wide range of opportunities beyond the classroom. They take part in clubs, educational visits, residential experiences and leadership activities that help them discover new interests and develop confidence. Staff develop and maintain the school's welcoming approach. They pay close attention to pupils' needs and interests and make sure that all can take part, including those who need additional support to overcome barriers to their learning or participation in school life.

Pupils feel included and valued. They understand the importance of treating others with respect and celebrating difference. They leave the school as confident, resilient young people who are well prepared for the next stage of their education and for life in modern Britain.

Leaders have established a positive, inclusive and ambitious culture at the school. Pupils relish the opportunities to develop and challenges to improve that the school provides and take great pleasure in attending school each day.

Next steps

- Leaders should ensure that pupils, including those who face barriers to their learning, consistently benefit from high-quality opportunities to develop and deepen their understanding in each of the subjects that they study.
 - Leaders should ensure that staff use their interactions with children in the early years to consistently develop children's knowledge of reading, writing and mathematics so they are well prepared for Year 1.
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About this inspection

The chair of the board of governors in this school is Louise Morgan.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher, assistant headteacher, special educational needs coordinator, early years leader and governors. They also spoke to a range of teaching and non-teaching staff and a wide range of pupils.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Rebecca Rickersey

Lead inspector:

Stacey Carr, His Majesty's Inspector

Team inspectors:

Andrew Lakatos, Ofsted Inspector

Hazel Henson, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 7 July 2026

School and pupil context

Total pupils

235

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.33%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.43%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.19%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	61%	Above
2024/25 (final)	87%	62%	Above
2023/24 (final)	76%	61%	Above
2022/23 (final)	66%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	72%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (final)	90%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	79%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25 (final)	83%	47%	Above
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	83%	63%	Above
2023/24 (final)	57%	62%	Close to average
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	59%	Above
2024/25 (final)	100%	59%	Above
2023/24 (final)	43%	58%	Below
2022/23 (final)	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25 (final)	83%	61%	Above
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	68%	-15 pp
2024/25 (final)	83%	69%	14 pp
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	57%	80%	-23 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	78%	-9 pp
2024/25 (final)	100%	78%	22 pp
2023/24 (final)	43%	78%	-35 pp
2022/23 (final)	67%	77%	-11 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	57%	79%	-22 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.8%	13.0%	Below
2023/24 (3 term)	5.6%	14.6%	Below
2022/23 (3 term)	7.7%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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