

Wingrove Primary School

Address: Hadrian Road, Fenham, Newcastle-upon-Tyne, Tyne and Wear, NE4 9HN

Unique reference number (URN): 108487

Inspection report: 17 March 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.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well. Most pupils make steady progress through and across the curriculum.

Leaders have taken effective action to improve pupils' achievement in the Year 4 multiplication check. An increasing proportion of pupils, including those who are disadvantaged, typically acquire the knowledge they need. This is reflected in the improved published outcomes at the end of Year 6 in reading, writing and mathematics. However, more pupils could be supported to achieve the higher levels in writing and mathematics.

A significant number of the younger pupils do not acquire the basic phonics knowledge they need to become fluent readers and writers quickly enough. This is reflected in the Year 1 phonics check, where pupils have been significantly below the national average for 3 years, with no improvement. However, over their time in school, pupils generally make good progress and develop their fluency in reading and writing by Year 6. As a result, pupils are typically well-prepared for the next stage in their education.

Attendance and behaviour

Expected standard 

Pupils' attendance is broadly in line with national figures. Disadvantaged pupils and those with special educational needs and/or disabilities have high attendance rates. Pupils who are disadvantaged have a significantly lower percentage of absence than the national average.

Attendance is carefully tracked. The school ensures that any unexplained or extended absence is followed up swiftly. The importance of good attendance is promoted to parents, carers and pupils. Staff know families well, and leaders challenge them when attendance starts to decline.

Leaders have high expectations of pupils' behaviour. They have embedded a culture in which good behaviour is expected. Most pupils have a positive attitude towards their learning. Pupils are polite and respectful to each other and to staff. Across the school, pupils typically behave well. They move calmly around school and feel a strong sense of belonging. Staff have received training to ensure a consistent approach to managing behaviour. They take a restorative approach. Pupils value the range of rewards that help reinforce and promote positive behaviour. In a minority of lessons, learning is sometimes slowed because pupils disrupt teaching. Staff generally address this effectively when it occurs.

Curriculum and teaching

Expected standard 

Leaders have established a coherent, ambitious and well-sequenced curriculum. They have ensured that pupils gain knowledge and skills over time. Philosophical questions help pupils to think deeply. They also enable pupils to link concepts and knowledge across different

subjects. The curriculum is enriched by a thoughtfully planned programme of educational visits, visitors to the school and a creative approach to outdoor learning in the forest school.

Leaders have not ensured that younger pupils in the early stages of reading and writing receive the support they need to catch up. Since the last inspection, the school has introduced and embedded a systematic phonics programme. However, time in lessons is not always used effectively to help pupils practise their reading and writing.

Leaders have started to address gaps in pupils' basic skills, such as handwriting. Pupils are forming letters more accurately, but this is inconsistent. Some older pupils are not consistently able to join up their writing.

Assessment is used well to identify gaps in pupils' reading, writing and mathematics over time. Gaps in pupils' knowledge are identified and quickly addressed. However, in lessons in foundation subjects, teachers do not always check pupils' understanding of new learning. Leaders ensure that staff develop their subject knowledge through evidence-based training.

Early years

Expected standard 

Children make a positive start to early years. Nursery children benefit from an ambitious and nurturing provision. Leaders have prioritised the development of communication and language. High-quality interactions help embed, deepen and extend their vocabulary.

Children are enthusiastic about their learning. They engage well with the activities provided. They develop their personal, social and emotional skills through interactions with each other and staff. Leaders recognise the importance of early detection of speech, language and communication delays and other barriers to learning. They ensure children receive the support they need to help them catch up. Leaders foster good relationships with parents from before children start school.

The curriculum is well designed and carefully sequenced. However, there is variation in the implementation of this curriculum in Reception, which limits how well some children are prepared for key stage 1. Teachers do not always use the time effectively to enable children to practise decoding and writing. Quality interactions in Reception are also variable. The provision is not always designed to support pupils in reading, writing, number and counting. Further work is also needed to ensure that the outdoor environment is designed to excite curiosity and is language- and number-rich, so that it supports children's development.

Inclusion

Expected standard 

Leaders prioritise inclusion. Systems are in place to help staff identify pupils' individual needs and to reduce any barriers to learning. This includes the needs of disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known or previously known to children's social care.

Where necessary, leaders draw on specialist advice to shape the support for pupils. The school has invested in a range of professionals who work within the school on a regular basis, further enhancing and shaping the support provided.

Leaders have high expectations for these pupils. They ensure that pupils generally receive the support they need to make progress from their various starting points. Staff carefully create individual plans to help pupils with SEND. These outline the steps to help pupils make progress. They are regularly reviewed by parents, carers and leaders to ensure they have the intended impact. Support is adjusted where this is not the case.

A comprehensive training programme ensures that staff are knowledgeable about how to support a variety of needs faced by pupils.

Pupil premium funding is used effectively to strengthen teaching, provide targeted academic support and enrich pupils' experiences. Alternative provision is commissioned appropriately and in the best interest of pupils.

Leadership and governance

Expected standard 

Leaders and governors know the school and its context well. They generally identify the priorities for improvement. However, plans to do this lack precision. It is therefore difficult for governors to clearly see the impact of leaders' actions over time. Some aspects of provision, for example, inconsistencies in the teaching of phonics and the quality of teaching and the environment in the early years, are not addressed quickly enough.

Leaders and governors are committed to the school. They are ambitious for pupils and want them to thrive during their time at the school and beyond. Governors broadly understand their statutory duties. They typically ensure that resources are allocated with pupils' interests at heart. They provide some challenge to leaders. Governors regularly visit the school to check on the impact of agreed priorities.

Typically, leaders are positive role models. They provide evidence-based professional development for all staff. This helps staff to strengthen their subject knowledge. It also helps them to develop expertise in teaching pupils with special educational needs and/or disabilities. The impact is evidenced in the improvement in the teaching of mathematics and oracy. Leaders are open-minded and welcome insights and challenges from external support.

Leaders have forged a positive rapport with parents and carers. They go above and beyond to support vulnerable pupils and families. Parents and carers feel that staff care deeply for their children. Staff and governors feel valued by leaders. Staff know that leaders do all they can to reduce their workload.

Personal development and wellbeing

Expected standard 

Leaders prioritise pupils' personal development and wellbeing. They provide a wealth of opportunities that broaden pupils' experiences, challenge stereotypes and help them understand people from communities that are different to their own. As a result, pupils are tolerant, kind and understanding of each other. They learn about the global goals and how they link to fundamental British values. Pupils develop empathy for people around the world through virtual visits. For example, they learn about the importance of sustainability from a woman who is affected by global warming in the rainforest.

Through the well-planned and sequenced personal, social, health and economic curriculum, pupils learn about how to keep safe online. However, some pupils are not as clear about the importance of seeking permission and the concept of consent. They learn about healthy relationships, different types of families and what happens to their bodies during puberty. As part of the wider offer, they learn road safety. Pupils develop their cycling skills over time, culminating in a cycling trip to a school in Amsterdam.

Leaders prioritise the personal development of pupils who have special educational needs and/or disabilities, those who are disadvantaged and those who are known or previously known to children's social care. These pupils are fully represented in activities the school provides. For example, they take lead parts in the school's rock band.

Pupils develop a knowledge and understanding of different cultures and faiths through visitors to the school and visits to the local synagogue, cathedral, mosque and Hindu temple.

Pupils' spiritual and cultural development is enhanced by partnerships with the city's theatre, university and science museum. This enables pupils to have rich experiences that further develop their artistic, scientific and theatrical skills. Their experiences are further enhanced by a comprehensive programme of learning in the forest school.

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

Pupils feel a sense of belonging. They are known, valued and included. Pupils are warmly welcomed by name when they arrive each day. Staff care about their wellbeing.

Pupils are enthusiastic about their learning and are inspired by a rich, engaging curriculum. By the end of key stage 2, pupils typically achieve well and develop the knowledge and skills they need for secondary school. This includes those who have special educational needs and/or disabilities (SEND) and those who are disadvantaged. However, too many younger pupils do not secure the basic skills and knowledge in reading and writing quickly enough.

Children in the early years develop confidence and engage well with adults, who support them effectively. Children are enthusiastic about their learning and work well together. For example, they worked collaboratively to build a large and complex hotel out of blocks.

Pupils enjoy school and attend well. They generally behave well inside and outside of the classroom. Pupils love playtimes because everyone is kind and plays well together. On the rare occasions bullying occurs, leaders deal with it immediately. Pupils are generally prepared for life beyond school. They demonstrate tolerance and mutual respect. Pupils understand that laws and rules are in place to keep people safe. They are involved in making improvements to the school and actively engage in democratic processes. While pupils understand how to stay safe online, they are not as clear about the importance of seeking permission and the concept of consent.

Leaders work hard to identify the barriers pupils might face, particularly their social, emotional and physical needs, including pupils with SEND, those who are disadvantaged and those known or previously known to social care. The school provides a wide range of

activities and events that enrich and deepen their learning. Educational visits and the forest school bring learning to life.

Next steps

- Leaders at all levels need to ensure actions are sharply focused to further improve outcomes in early years and phonics.
 - Leaders need to ensure that all staff implement a consistent approach to improving pupils' handwriting, so that letters are formed correctly and pupils join up their writing as they progress through school.
 - Leaders need to refine assessment, in lessons and over time, to precisely identify where pupils have gaps in their knowledge so that these can be quickly addressed.
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About this inspection

The chair of the board of governors in this school is Anne Laws.

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 spoke with the headteacher, other senior leaders, staff, pupils, parents and carers. They also spoke to representatives of the local authority and members of the local governing body.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

Headteacher: Jane Mullarkey

Lead inspector:

Nicky White, His Majesty's Inspector

Team inspectors:

Zoe Westley, Ofsted Inspector

Helen Smith, Ofsted Inspector

Claire Williams, Ofsted 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 17 March 2026

School and pupil context

Total pupils

468

Well above 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

472

Well above 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)

46.63%

Well above 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

3.85%

Close to 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

15.38%

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

Well above 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	55%	61%	Close to average
2024/25 (revised)	59%	62%	Close to average
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	51%	60%	Below

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	69%	74%	Close to average
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	68%	74%	Close to average
2022/23 (final)	64%	73%	Below

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	66%	72%	Close to average
2024/25 (revised)	68%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	64%	71%	Below

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	67%	73%	Below
2024/25 (revised)	69%	74%	Close to average
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	64%	73%	Below

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	50%	46%	Close to average
2024/25 (revised)	57%	47%	Close to average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	48%	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	69%	62%	Close to average
2024/25 (revised)	74%	63%	Close to average
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	69%	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	64%	59%	Close to average
2024/25 (revised)	66%	59%	Close to average
2023/24 (final)	61%	58%	Close to average
2022/23 (final)	66%	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 (revised)	69%	61%	Close to average
2023/24 (final)	61%	59%	Close to average
2022/23 (final)	59%	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	50%	68%	-18 pp
2024/25 (revised)	57%	69%	-12 pp
2023/24 (final)	44%	67%	-23 pp
2022/23 (final)	48%	66%	-18 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	69%	80%	-11 pp
2024/25 (revised)	74%	81%	-7 pp
2023/24 (final)	64%	80%	-16 pp
2022/23 (final)	69%	78%	-9 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	64%	78%	-14 pp
2024/25 (revised)	66%	78%	-13 pp
2023/24 (final)	61%	78%	-17 pp
2022/23 (final)	66%	77%	-12 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 (revised)	69%	81%	-12 pp
2023/24 (final)	61%	79%	-18 pp
2022/23 (final)	59%	79%	-21 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 (2 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.9%	5.9%	Above

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 (2 term)	15.1%	13.3%	Close to average
2023/24 (3 term)	16.9%	14.6%	Close to average
2022/23 (3 term)	22.5%	16.2%	Above

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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