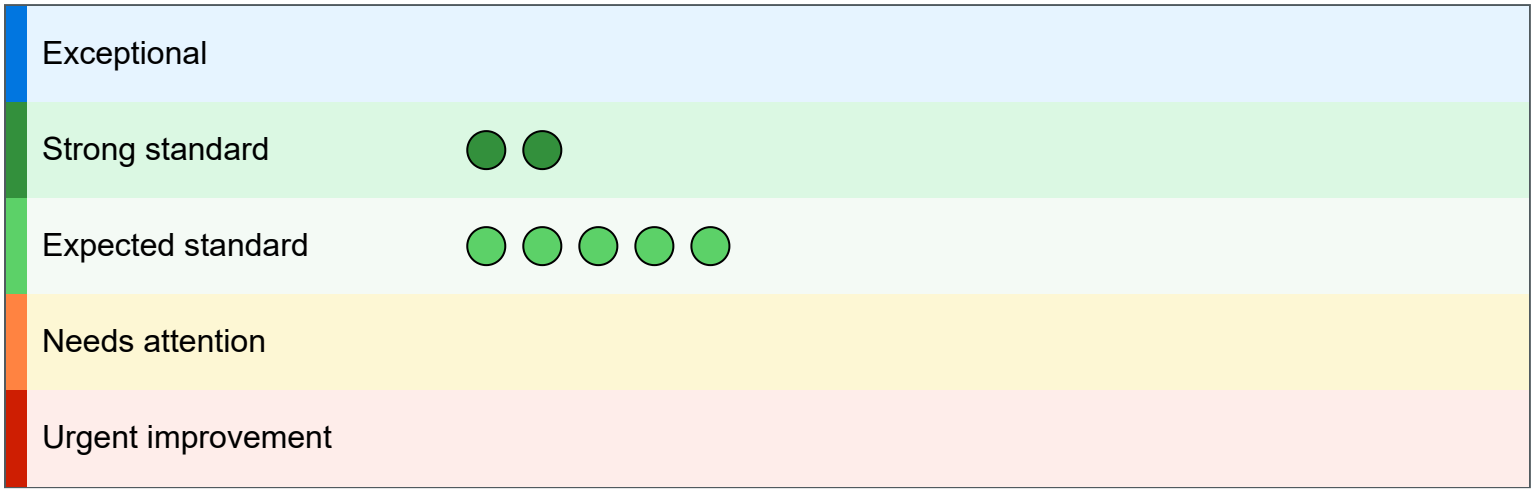
Wimbish Primary Academy

Address: Tye Green, Wimbish, Saffron Walden, Essex, CB10 2XE

Unique reference number (URN): 150061

Inspection report: 15 September 2026



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

Inclusion

Strong standard

Leaders' vision for all pupils is lived through the Wimbish Way. This is the lens through which the ethos of the school is seen. Leaders and staff quickly spot pupils who may have gaps in their learning or are struggling with their wellbeing. This includes disadvantaged pupils and those who may have special educational needs and/or disabilities (SEND).

Leaders work closely with external professionals. They also work very closely with the staff at the local army base. For example, staff regularly visit to discuss pupils with the welfare team and to take part in wider activities. This enhances the school's work to provide advice and training for staff on how best to support pupils with SEND and help all pupils achieve well. Leaders work collaboratively with parents, carers and professionals to ensure that strategies to support pupils are delivered consistently well.

Inclusive teaching approaches and extra support are reviewed with rigour by the school and trust. If this extra help is not having the intended impact, leaders act swiftly to adapt it so that pupils progress more rapidly. Additional funding is used purposefully and effectively to ensure that disadvantaged pupils achieve highly and fully experience all that the school has to offer.

Leadership and governance

Strong standard

Leaders work with relentless determination to meet the needs of pupils. Pupils flourish academically and socially. Parents and carers are overwhelmingly positive about how the school's work enables pupils to grow in confidence and ambition and to find happiness in the world.

Leaders within the school and across the trust work closely and effectively together. Their checking and assessment allow for professional dialogue to evaluate the impact of their work and refine practice further. Staff share a strong sense of collective responsibility for maintaining high standards. Professional development is carefully planned, rooted in research and closely aligned to the school's priorities. Regular opportunities for collaboration help staff develop their expertise and ensure that improvements become embedded in everyday practice. Where teaching is not meeting the high standards, leaders take effective action.

Trustees bring a wide range of professional expertise and fulfil their responsibilities well. They use their knowledge and experience to support and challenge leaders effectively. They check that leaders' actions are making a positive difference and that decisions are always focused on what is best for pupils. Trustees also respond thoughtfully to feedback from parents and review policies where this improves pupils' experiences and strengthens relationships with the wider school community.

Leaders have created a positive professional culture where staff feel valued, supported and listened to. Workload and wellbeing are considered carefully, enabling staff to focus on providing the best possible education for pupils. As a result, the school continues to improve

through strong leadership, effective governance and a shared commitment to helping every pupil thrive.

Expected standard

Achievement

Expected standard

Pupils, including disadvantaged pupils, typically achieve well across different subjects. Some pupils had important gaps in their knowledge. However, leaders have ensured that these gaps have been spotted and addressed. They are therefore closing quickly. This is particularly the case in reading, writing and mathematics.

The latest results from national tests do not accurately reflect that current pupils are well prepared for their next stages. This includes the Year 1 phonics check and the end of key stage 2 assessments in reading, writing and mathematics. This is because of the size and context of the school. Recently, there have been very small numbers taking the tests, but there is clear evidence of achievement over time across the main subject areas. For example, disadvantaged pupils progress well from their various starting points. Overall, pupils also show improving knowledge across a wide range of different curriculum subjects.

Attendance and behaviour

Expected standard

Leaders have established a culture where regular and high attendance is the norm. They carefully check pupils' attendance rates and successfully reduce the barriers that may hinder frequent attendance. These strategies are highly effective for all pupils, but particularly for disadvantaged pupils. Very few pupils are absent from school. Attendance rates are consistently above the national averages. Leaders' rigorous monitoring of past and current attendance allows them to anticipate any falling attendance and proactively address any decline.

Behaviour is calm and orderly. Lessons are free from disruption, enabling pupils to focus on their learning. Pupils know and understand the behaviour routines and generally demonstrate positive attitudes to learning. Pupils form positive relationships with each other and with staff. Pupils engage well in a range of activities during social times. A few pupils who sometimes cannot regulate their behaviour are well supported by staff. Pupils are safe. They report that bullying is rare and that any discrimination or harassment is not tolerated. Pupils understand the importance of treating others with respect and know that any unkind behaviour is addressed promptly and fairly.

Curriculum and teaching

Expected standard

Leaders have developed a curriculum that is logically sequenced. They know the strengths and where further improvement is needed. They take rapid action with staff to address any variability. Teaching is generally effective. Classroom routines are well established and help pupils remain focused in lessons.

Leaders have prioritised reading and vocabulary development. Pupils are encouraged to explain their thinking and discuss their learning. Many pupils can talk about their learning confidently and accurately use correct subject vocabulary.

Teachers have access to detailed information about pupils. This helps them adapt the learning for pupils with special educational needs and/or disabilities effectively. This generally works, but in some cases more could be done to help teachers consistently make effective choices, for example, ensuring all pupils are deepening and extending their learning.

Pupils who need additional support in securing the basics in reading, writing and mathematics receive effective help from well-trained staff. For example, there is a regular cycle of effective one-to-one reading and phonics support throughout the day for all pupils. Teachers check pupils' responses carefully and address misconceptions promptly. This helps pupils catch up and keep up with their peers. Pupils who speak English as an additional language are well supported.

Early years

Expected standard

Children are supported to feel safe, secure and ready to learn from the moment they join. Leaders prioritise children's communication, language and personal, social and emotional development. They carefully identify emerging needs early and have effective steps to address any gaps. The curriculum is carefully designed and well sequenced to help children build knowledge and develop skills from their individual starting points. Typically, children progress steadily so they are ready for Year 1. Children who need additional support are quickly identified and provided with effective intensive support.

Staff pay regular attention to individual children's needs and their development of vocabulary. Through regular and effective training, they develop the skills needed to support children's learning. Staff guide children's learning skilfully. They enable children to grow in confidence by letting them explore and learn independently, particularly when learning outside and when it is time to harvest apples and pears from the well-established orchard. Leaders provide training to support all staff to implement a consistent approach to high-quality adult–child interactions.

Phonics knowledge is secured early through daily and structured routines. Staff check children's responses carefully and address misconceptions promptly. This helps children develop fluency in early reading.

Personal development and wellbeing

Expected standard

Leaders have implemented a well-designed personal development programme that begins in the early years. This programme equips pupils with a range of important skills, such as how to look after themselves and how to form positive relationships with others. They learn to manage conflicts in a respectful manner, which enables them to cooperate well with their classmates. Pupils learn how to maintain their mental wellbeing and manage their emotions successfully. They also learn how to look after their bodies to stay physically healthy. Pupils know how to keep themselves safe, including when they use the internet. For example, they know not to share personal information.

They develop respect and tolerance for the different beliefs of others. For instance, they are aware of some differences and similarities between religions. However, pupils still have some knowledge gaps in these aspects of the school's personal development programme. This can limit their appreciation of fundamental British values, such as democracy.

Leaders have introduced a range of new opportunities for pupils to explore their wider talents and interests. Clubs have a monthly theme and include multisports and art clubs, with around half the school population participating in at least 2 clubs. The school seeks to engage other pupils by inviting forces personnel into the school to run short 'survival camps'. Leaders ensure that pupils, including those who are disadvantaged, access this improved offer. Where needed, they remove barriers that might prevent pupils' access to these experiences. As of this year, more pupils fulfil school leadership roles, such as the new play leaders and lunchtime buddies, where pupils help serve food to others. These extra roles help pupils to develop their confidence, self-esteem and sense of responsibility.

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

Pupils are happy here. They talk with warmth about their learning. Pupils enjoy the various opportunities provided. They enjoy forest school, mathematics and the regular outdoor play and learning, which they lead. There is very little unkindness or bullying. Any that does occur is dealt with quickly. Staff and pupils build warm and respectful relationships. Pupils feel safe and valued. They trust the adults to help them when they have worries. Pupils welcome new children with respect, particularly those with parents in the armed forces, which helps them settle. Pupils are also supported well by staff when their friends leave due to family redeployment. This includes those children in the early years.

Pupils engage positively with their learning. They share their ideas willingly, discuss their work and explain their thinking with confidence and clarity. Across the curriculum, pupils develop their knowledge and skills securely. They achieve well from their various starting points.

Pupils attend frequently and recognise the importance of good attendance. Around the school, pupils behave calmly and respectfully. Staff use the school behaviour policy consistently well. Routines are understood and sensible. During social times, pupils play happily together and enjoy activities such as frisbee and basketball. Adults remain visible. They actively support pupils to learn and play positively with one another. Pupils treat each other with kindness and demonstrate positive attitudes to learning.

Staff teach pupils how to look after their physical and mental health, including how to stay safe online. Pupils appreciate opportunities to work with other schools in the trust. Activities include sailing, swimming and other joint activities. These experiences broaden their horizons and give them opportunities to make new friends. They also help them to develop confidence, self-esteem and aspirations for the future. Pupils are ready for their next steps.

Next steps

- Leaders should further refine their training and coaching models to ensure that teachers consistently make highly effective choices about what to teach and when and how to teach it to ensure that more pupils deepen and extend their learning.
- Leaders should review parts of the personal, social and health education curriculum so that pupils have secure and increased knowledge, with specific attention given to fundamental British values.

About this inspection

This school is part of Anglian Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonathan Culpin, and overseen by a board of trustees, chaired by Kenneth Murphy.

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

This inspection took place on 15 and 16 September 2026.

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 pupils, leaders, trustees, staff, parents and other stakeholders during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

At the time of the inspection, there were 33 pupils on roll. The school's capacity is 105 pupils.

Interim Executive Headteacher: Nicky Butcher

Lead inspector:
Mike McKeaveney, His Majesty's Inspector

Team inspector:
Judith Sumner, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

41
Well below 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: 268

School capacity

105
Well 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)

24.39%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

0.00%
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: 4.1%

Pupils with special educational needs (SEN) support

43.90%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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		61%	
2024/25 (final)	S	62%	S
2023/24 (final)	27%	61%	Below
2022/23		60%	

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		74%	
2024/25 (final)	S	75%	S
2023/24 (final)	36%	74%	Below
2022/23		73%	

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		72%	
2024/25 (final)	S	72%	S
2023/24 (final)	73%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	S	74%	S
2023/24 (final)	45%	73%	Below
2022/23		73%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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		46%	
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		78%	

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		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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)	2.4%	5.2%	Below
2023/24 (3 term)	7.5%	5.5%	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 (3 term)	5.7%	13.0%	Below
2023/24 (3 term)	25.0%	14.6%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright