

Winyates Primary School

Winyates, Orton Goldhay, Peterborough, PE2 5RF

Inspection dates 5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching requires improvement because pupils are not always challenged to work quickly, to extend their skills in each lesson or to follow up advice they are given on how to improve their work.
- Achievement requires improvement because attainment is low and progress is not fast enough in all classes, especially in mathematics and spelling.
- Not all teachers are confident when teaching mathematics, and pupils do not get enough chance to practise their literacy and numeracy skills when working in other subjects.
- The new subject leaders have not yet had the opportunity to check that their plans to improve the school are working, so are not yet able to take swift action when teaching or pupils' progress are not good enough.

The school has the following strengths

- Pupils are polite and friendly, behave well and feel safe at school.
- Good teaching helps children in the Reception class and pupils in Years 2 and 6 to learn quickly.
- The school provides well for pupils' spiritual, moral, social and cultural development. As a result pupils are thoughtful and respect the views of others.
- Pupils have good opportunities to take part in a range of sporting and musical activities.
- Senior leaders know the school well. As a result it is already improving, and they understand what needs to be done next to make it good.
- Governance is good. Governors have extended their role since the last inspection and are holding the school to account for its actions.

Information about this inspection

- The inspection team observed 15 lessons. More than half were observed jointly with either the executive headteacher or school leader.
- Meetings were held with senior leaders and teachers, pupils, governors and a representative from the local authority.
- The inspectors received only two responses to the online questionnaire (Parent View) but held informal discussions with a sample of parents and carers and took account of the school's own survey from 45 parents and carers.
- The inspection team considered the views expressed in 23 staff questionnaires.
- A range of information supplied by the school was checked carefully, including the school's own information about how well pupils are doing, planning and monitoring documents, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school.
- The proportions of pupils supported at school action, and at school action plus or through a statement of special educational needs, are high.
- A high proportion of pupils are supported by the pupil premium, which is extra government funding for certain groups, including pupils known to be eligible for free school meals.
- A high proportion of pupils speak English as an additional language. The main first languages of these pupils are Polish or Portuguese.
- A high proportion of pupils join the school after the Reception Year.
- Three pupils are educated in the mornings at an off-site outreach centre, where they are given additional support in improving their behaviour.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several changes of staff since the last inspection, including new middle leaders.
- The school works together with another school in a soft federation. This means that one headteacher is responsible for the two schools, but otherwise they have separate school leaders and governing bodies.
- The private nursery on the school site was not part of this inspection.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better, by:
 - constantly challenging pupils to work quickly throughout each lesson
 - changing work when it becomes clear that pupils are ready to move on to something harder or different
 - making sure that pupils quickly respond to advice given through marking.
- Raise attainment and increase progress in mathematics and spelling, by:
 - making sure teachers have secure subject knowledge in mathematics
 - providing greater opportunities for pupils to extend their literacy and numeracy skills when working in other subjects
 - supporting pupils in checking their own spelling, and in learning to spell words that have similar spelling patterns.
- Develop the role of middle leaders so that they check that their plans for the school are improving teaching and pupils' progress, and take swift and effective action when they do not.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment by the end of Year 6 is low, partly because the school is making up for past underachievement in Years 3 and 4 and partly due to the high turnover of pupils in some year groups. School information on how well pupils are doing and inspection evidence show that all pupils, including those who have recently joined the school, are making at least the expected progress during their time at the school.
- Achievement is not yet good because progress is uneven between classes and subjects. Progress is more rapid in English than in mathematics, although pupils' spelling is a particular weakness in writing. Learning is slower in mathematics than in English because not all teachers have good enough subject knowledge or are confident about moving learning on quickly in each lesson.
- The progress of disabled pupils and those who have special educational needs requires improvement. While pupils who have been identified as having emotional and behavioural difficulties do well in improving their behaviour, progress in learning varies from class to class.
- The school strives to promote equality of opportunity and tackles discrimination effectively. Test results and school data show that it is successfully raising attainment for pupils who are known to be eligible for free school meals. Their attainment by Year 6 is not significantly different from that of other groups. One-to-one support and an additional teacher working in Year 6 are the main reasons why their progress is improving, although it is not yet good across the school.
- Those who speak English as an additional language learn to speak English quickly, but their progress requires improvement in other subjects in line with their classmates.
- Pupils are developing literacy and numeracy skills steadily but opportunities are missed for them to extend their skills when they are working in other subjects.
- The best progress is made in Year 6, where teaching is consistently good or better and high levels of adult support ensure that pupils get good help and guidance throughout each lesson.
- Most children are working well below the levels expected for their age when they join the Reception class. They make good progress in the Early Years Foundation Stage, especially in learning about sounds and letters.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good enough in all year groups, especially in mathematics.
- In lessons where teaching requires improvement, teachers are not moving learning on quickly enough when they can see that pupils are ready to go on to harder work or changing the activity when pupils are starting to lose concentration. For example, in one lesson pupils enjoyed collecting information from the internet about what Vikings ate, but too much time was given to the task and pupils started to lose interest. In another lesson, some pupils finished a task of matching fractions and had to wait for others to catch up.
- While teachers frequently mark the pupils' work, they do not always give them enough

opportunity to respond to the questions asked, or to follow up guidance when working in future lessons.

- Teachers manage behaviour well, are enthusiastic about their work and provide pupils with good role models for working hard. Consequently pupils want to do well and form good relationships with their teachers and each other.
- While there are examples of good or better teaching across the school, teaching is best in the Reception Year and Years 2 and 6. In these lessons, teaching assistants make a valuable contribution to supporting individuals and small groups so that work can be adapted as required.
- A strong sense of teamwork enables teachers to support each other and plan lessons that have a clear structure and include interesting practical activities. Good use is made of resources, including computers, to make learning meaningful. For example, in Year 2, pupils were delighted with the electric circuits they had made and used the internet very well to find out why some materials broke the circuit. In Year 6, pupils made good use of 'S.O.S' information sheets that provided guidance if they became stuck for ideas or needed help.

The behaviour and safety of pupils are good

- Pupils behave well and respond enthusiastically to the many interesting activities provided. They say that 'learning is fun' and that 'teachers are helpful'. Specialist support in physical education has helped to improve behaviour since the last inspection, and has been invaluable in improving the pupils' confidence and self-esteem.
- Most parents and carers who responded to the school's questionnaire agree that pupils behave well at school and are kept safe.
- Pupils who join the school after the Reception class are given good support in making friends and settling into school. Pupils are sensitive to the needs of others and are aware that some children face challenging problems in their daily lives.
- They feel safe at school and are happy that the infrequent bullying is dealt with swiftly and to their satisfaction. They are knowledgeable about types of bullying and why they are wrong, and know how to stay safe. For example, pupils in Year 2 were able to explain the dangers of electricity clearly.
- Pupils are polite and friendly and take pride in their work. They are keen to take responsibility, for example by helping to run the tuck shop, and helped choose the new school uniform.
- They take pride in helping others with their learning by acting as experts, and often wear a badge displaying particular strengths such as 'vocabulary expert' or 'fractions expert'. When socialising, play pals and buddy groups help pupils to follow the 'pirate' behaviour and rewards system so that they can have a prize from the 'treasure chest'.
- A few pupils who have behavioural difficulties attend specialist provision in the mornings. The school works successfully with the provider to reduce the need for exclusions at the school.
- Attendance is monitored rigorously. Consequently it is rising and is now broadly average.
- Occasionally pupils lose concentration and interest when they have been expected to do the same work for too long. In addition, pupils do not always take enough notice of teachers'

marking when completing the next piece of work.

The leadership and management requires improvement

- Leadership is not yet good because the middle leaders are new to their responsibilities and have not had sufficient opportunity to ensure that teaching and pupils' progress are consistently good so that attainment can be raised. They have drawn up action plans but have not checked to make sure that actions taken are improving teaching and pupils' progress in all year groups.
- Leaders are aware that pupils do not have opportunities to improve their numeracy and literacy skills when working in other subjects, and this is a current priority so that newly learnt skills are consolidated and built upon.
- Senior leaders have a clear vision for the school and understand through thoroughly checking performance at all levels what works well and what still requires improvement.
- The school is improving steadily and the issues raised at the time of the last inspection have been tackled well. For example, teachers are planning work that takes into account differing levels of ability in their class and behaviour has improved and is now good.
- The correct steps are identified for each member of staff to help them to do a better job, and these are linked to improving the progress of pupils in each class. Leaders from this school, and the other school in the federation, provide good role models in their own teaching and work alongside other teachers to provide support and coaching as needed. Some teachers are responding more quickly to this advice than others, and consequently teaching remains uneven.
- The school makes good use of its links with outside agencies to strengthen pupils' education. For example, staff have benefited from advice for managing the pupils who get specialist support for improving their behaviour.
- The school provides well for the pupils' spiritual, moral, social and cultural development. The 'values system' is apparent in all aspects of the school's work, and is promoted well in lessons and assemblies. The curriculum has developed well in terms of the additional activities provided, especially in sport and music.
- Safeguarding arrangements meet national requirements. All members of staff are trained in keeping pupils safe, and all those working in school are checked to make sure they are suitable to work with children.
- The local authority has provided suitable support for leaders to develop in their roles. It is starting to step back now that leaders are demonstrating the capacity to improve for themselves.
- **The governance of the school:**
 - Governance is good. Governors are holding the school to account and play a strong role in helping to raise standards. Governors receive up-to-date training and have grown in their roles so that they are providing a good level of support and challenge. They are fully aware of the school's strengths and areas requiring improvement, and are taking decisive action to ensure that the methods used to improve teaching are effective. They know where most help and guidance are needed, and focus support accordingly. They will not agree pay increases unless improvement in pupils' progress is evident. They have a clear understanding of the way money is being spent, including the pupil premium funding. They know that the additional teacher in Year 6 has enabled pupils to make good progress in this year group and leave

school with similar attainment to other pupils. They understand how the school's performance compares with that of similar schools nationally.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110747
Local authority	Peterborough
Inspection number	405301

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Ann Taylor
Headteacher	Colette Firth
Date of previous school inspection	9 June 2011
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