

Winyates Primary School

Winyates, Orton, Goldhay, Peterborough, PE2 5RF

Inspection dates 13–14 May 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Strong leadership has brought about considerable improvement since the previous inspection.
- Children in Reception make good progress, often from low starting points. This continues through to Year 6, by which time pupils attain broadly average standards in writing and mathematics.
- Teaching has improved and is now securely good, with some that is outstanding.
- Teaching assistants make a valuable contribution to pupils' learning.
- Pupils thrive in the school's positive and welcoming atmosphere and work and play with enthusiasm.
- Pupils' behaviour is good and sometimes outstanding in lessons and around the school.
- Procedures to ensure pupils are safe are effective. Pupils feel safe and very well looked after by staff.
- Pupils enjoy the wide range of additional activities on offer, such as enrichment activities, clubs and educational visits.
- The executive headteacher conveys high expectations to pupils and staff. She provides ambition, drive and vision in leading the school.
- The executive headteacher is well supported by other senior leaders, subject leaders, staff and governors in raising achievement and developing teaching.
- Both schools benefit from the federation. The best of leadership, assessment and teaching practice are effectively shared between the two schools.
- Parents hold positive views about the school. They are pleased with the education and care provided.

It is not yet an outstanding school because

- Just occasionally, teachers do not spot and deal with pupils' misunderstandings; and pupils are sometimes unclear about what they are supposed to learn.
- There are weaknesses in pupils' handwriting and spelling.
- While now improving, attendance levels have been below average.

Information about this inspection

- The inspectors observed 15 lessons. Most of these were seen jointly with the executive headteacher and the school leader.
- Discussions were held with the executive headteacher, staff, a representative from the local authority, governors, parents and pupils.
- There were only six responses to the online survey, Parent View. The inspectors spoke with parents and took account of the school’s own survey, carried out in December 2013.
- Questionnaires from 29 members of staff were analysed.
- The inspectors examined school policies, information about pupils’ attainment and progress, teachers’ plans, pupils’ work, safeguarding procedures and the school’s development planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Christine Murrell

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- About two thirds of the pupil population are White British. Other pupils come from a range of ethnic heritages with any other White background being the next largest group.
- An above average proportion of pupils speak English as an additional language. Languages spoken, other than English, include Polish and Portuguese.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is also well above average.
- A well above average proportion of pupils are supported by the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is part of a soft federation with another nearby primary school. There is an executive headteacher for the two schools. Each school has a school leader and its own governing body.

What does the school need to do to improve further?

- Strengthen elements of teaching and learning so that more are outstanding by:
 - ensuring that teachers always explain carefully what pupils are expected to learn and correct any misunderstandings
 - improving the teaching of handwriting so that it is consistently good throughout the school
 - taking steps to improve pupils' spelling.
- Build on the work to raise attendance to at least average levels.

Inspection judgements

The achievement of pupils is good

- Since the previous inspection pupils' achievement has improved and is now good.
- Children enter the school with knowledge, understanding and skills often well below those typically expected for their age. They make good progress in Reception because of good teaching and the interesting learning activities provided.
- Pupils' progress in Years 1 and 2 and in Years 3 to 6 has continued to improve since the previous inspection and standards have risen. By the end of Year 6 in 2013, attainment was average in writing and mathematics, but a little lower in reading. These pupils made good progress from their starting points in Year 2 and a number made outstanding progress, particularly in writing. Their progress in reading has been more rapid than in the past.
- The school's internal assessments, pupils' books and the quality of their work seen in lessons show that the improvements to attainment and progress are being sustained.
- In writing, pupils make good progress and apply and develop their writing skills well to different subjects and topics. For example, Pupils in Year 2 wrote interesting factual accounts about penguins. They described the appearance of the bird vividly and provided useful facts. In history, pupils in Year 6 produced good quality writing about children living in Britain in the 1940s. Pupils' spelling and handwriting are weaker than other aspects.
- Pupils enjoy reading. Children in Reception and pupils in Years 1 and 2 make good progress in phonics (letters and the sounds they make), enabling them to reach the national average results in the 2013 Year 1 phonics screening check. Good progress continues, as was shown by pupils in Year 5 who were inspired by the book 'Wolf Brother': this generated an interesting discussion and stimulated good ideas for writing.
- Pupils make good progress in speaking and listening because of the well-planned opportunities provided for them to discuss their learning in different subjects. They respond well to teachers' questioning and express their opinions and share their ideas.
- In mathematics, pupils have acquired a good understanding of number and a range of numeracy skills. They apply their mathematical knowledge and skills competently to solve challenging and interesting problems.
- The Year 6 pupils supported by the pupil premium in 2013 attained lower standards than other pupils. They were about 15 months behind in mathematics, 14 months behind in reading and 11 months behind in writing. Even so, given their low starting points, the school is closing the gap between these and other pupils through good teaching and well targeted support.
- Disabled pupils and those who have special educational needs make good progress because of effective teaching and the high quality support and guidance provided by teaching assistants.
- Pupils at an early stage of learning English make good progress in acquiring language skills. With

good support, they quickly gain full access to the different subjects and activities. They make good progress and attain standards similar to other pupils.

- In 2013, the proportion of Year 6 pupils who attained the higher levels of attainment was in line with national figures in writing and mathematics. Fewer pupils attained the higher levels in reading. The most able pupils are effectively challenged and extended in lessons. They make good progress.
- Pupils develop healthy lifestyles and physical fitness through physical education lessons and the additional sporting opportunities provided. The school teams have recently been particularly successful in local athletics, cricket and rounders tournaments.

The quality of teaching is good

- Teaching has improved since the previous inspection and is now securely good with some that is outstanding.
- Teaching successfully engages pupils and promotes good progress for all groups. Teachers establish positive relationships with the pupils and manage them well. Classrooms are attractive, stimulating and conducive to good learning.
- In Reception, children are well taught and make good gains in their learning, particularly in language and communication. They receive good guidance and instruction from adults in speaking, writing and numeracy. Children are given good opportunities to explore, be creative and to find things out for themselves.
- The teaching of phonics is effective. Teachers promote pupils' speaking and listening skills well in all subjects. In the teaching of mathematics, pupils acquire essential knowledge and skills and are provided with good opportunities to apply these in solving problems. While there are many strengths in the teaching of writing, the teaching of handwriting and spelling has been less successful.
- Teachers are accurate and thorough in checking pupils' attainment. They use this information very well to plan their teaching and to set challenging work for different groups of pupils. As a result, pupils are fully engaged in their learning. Their interest is sustained and they make good gains in acquiring knowledge, deepening their understanding and in acquiring skills. Just occasionally, teachers do not recognise and correct pupils' misunderstandings.
-
- There are examples of outstanding teaching. In a highly effective lesson in Year 6, pupils made exceptional progress in planning and costing a party for 30 pupils. They responded very well to the teacher's high expectations as they applied their numeracy skills well in making calculations and solving the problem.
- The teaching of disabled pupils and those who have special educational needs is successful.
- Teaching assistants are very well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help with literacy and numeracy.

- Pupils are generally set clear individual learning targets in reading, writing and mathematics. They know how well they are doing and know what they need to do to improve. At times, however, pupils are not clear enough about what they should be learning.
- The marking of pupils' work is highly effective; it is detailed and thorough. Teachers provide praise for good work and constructive comments to guide the next stages of their learning. Pupils appreciate the care teachers take to mark their work and report how the marking really helps their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Children in Reception settle into school well and gain in confidence. Pupils throughout the school show a keen interest in their learning. They work well together and participate with enthusiasm in the activities provided. Pupils told the inspectors, 'We learn lots of things' and 'We get involved in our learning and have debates'.
- Pupils make good progress in their personal development and thrive in the school's positive and welcoming atmosphere. They are courteous, cooperative and show consideration and respect for others.
- The school successfully promotes a love of learning and fosters pupils' spiritual, moral, social and cultural development very well. For example, during the inspection pupils were fully inspired and engrossed in an afternoon of enrichment activities; pupils from different year groups worked well together and acquired new skills in options such as art, design and construction and philosophy.
- The school's work to keep pupils safe and secure is good. As a result, pupils report that they feel safe at school and very well cared for by staff. They remarked, 'Everyone is very helpful' and 'Teachers are kind'.
- Pupils have a clear understanding of bullying and its different forms, including name-calling and cyber-bullying. They told the inspectors they were not aware of any bullying in the school. All were clear that any unpleasant behaviour, including bullying, would be quickly sorted out by staff. The school's records show that behaviour is typically good over time and that serious incidents are rare.
- Attendance levels have been below average. The school works hard to promote and check good attendance. While attendance is steadily improving and is now comparable with that in similar schools, it is not yet as good as leaders and governors would like it to be.

The leadership and management are good

- The executive headteacher provides ambition, determination and vision in improving the school. She sets high expectations in the drive to raise pupils' achievement and to improve teaching.
- The school leader, other key leaders, governors and staff share the executive headteacher's high ambitions for the school. Staff are proud to be members of the school and all work well together in striving to do the very best for pupils.
-
- The checking and reviewing of the school's performance by leaders is accurate, thorough and

robust. As a result, leaders, staff and governors know what the school does well and what needs to be improved. This information is used well to plan action and bring about improvements.

- Subject leaders are fully involved in checking performance, particularly pupils' progress, and in improving their areas of responsibility. The role of key leaders has grown and developed well since the previous inspection.
- The development and checking of teaching by senior and key leaders is a strong feature of the school's leadership. In judging teaching, leaders take full account of the progress that pupils make over time. New teachers receive effective support.
- There are good procedures for appraising the performance of teachers. Targets are well linked to pupils' progress and to the school's improvement priorities. Good training and support are provided to increase teachers' skills.
- The school provides an interesting curriculum which enables pupils to achieve well and contributes positively to their personal development. Pupils thoroughly enjoy the additional activities, such as clubs and educational visits. The expertise and talents of the staff are used extremely well in offering the exciting enrichment activities for pupils. There are no signs of discrimination and all pupils have full access to the learning activities provided.
- The recently introduced primary school sports grant has been used effectively to extend pupils' sports opportunities. The school has enlisted some high-profile sports players with expertise in hockey, netball and rugby to coach and inspire the pupils.
- The pupil premium funding is used effectively to provide eligible pupils with additional support. One-to-one tuition, small group work and other initiatives are having a positive impact on their progress.
- The local authority has an accurate view of the school's performance and provides good support. It has considerable confidence in the leadership of the school and its ability to improve.
- The federation between the two schools works well and both organisations benefit from the partnership. For example, teachers share successful practice and ideas, there is consistency in the accuracy of checking pupils' attainment and leadership skills and expertise are shared.
- Parents are very happy with the care and education provided for their children. They state that their children are happy and safe at school. They are pleased with the teaching and their child's progress. Parents are also positive about pupils' behaviour and the leadership of the school.
- **The governance of the school:**
 - Members of the governing body are supportive and proud to be part of the school. They show a clear understanding of pupils' attainment and progress and of the quality of teaching in the school. They use this information to question the leaders and hold school to account. Governors are familiar with the school's performance management procedures and ensure that promotion and pay awards reflect the progress that pupils make. They know how the pupil premium funding is used and check that this is effective. The governors have attended useful courses and training to help improve their effectiveness. All safeguarding requirements are met.

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	441983

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	201
Appropriate authority	The governing body
Chair	Ann Taylor
Executive headteacher	Colette Firth
Date of previous school inspection	February 2013
Telephone number	01733 234185
Fax number	01733 361305
Email address	office@winyates.peterborough.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

