

Wyndham Primary School

Wyndsail Place, Kenton, Newcastle upon Tyne, NE3 4QP

Inspection dates

14–15 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils, in all year groups, make good progress in reading and writing and reach the standards expected for their age with many doing better than that.
- Teachers mark pupils' work books carefully and offer good advice to help them to improve their work.
- Pupils enjoy the curriculum, which is a strength of the school. They are encouraged to read regularly both at school and at home. Behaviour is outstanding. Wyndham Primary is a very inclusive school and pupils are very proud of it. They are extremely polite, look after each other well and are very eager to learn.
- Pupils like coming to school and feel very safe. Parents agree. The newly appointed parent liaison officer has enhanced the provision to keep pupils safe.
- The headteacher, with support from her skilful and experienced governors, provides a strong lead to all staff. She cares deeply about the social and academic well-being of all her pupils. This generates an excellent working atmosphere which is shared by all staff.
- Senior leaders are increasingly able to lead and manage the school. This is because there are opportunities to further develop their expertise by working with other schools in the Newcastle North West Learning Trust.
- The leadership of provision in the early years is outstanding. Many children enter nursery with skills below what is typical for their age. By the time they enter Year 1 the majority have reached a good level of development and have made outstanding progress.

It is not yet an outstanding school because

- Although pupils' progress in mathematics is improving, pupils, especially the most able, do not do as well in mathematics as they do in English by the end of Key Stage 2.
- Teachers, especially in mathematics, need to improve their skills particularly with regards to providing tasks which get the best from the most able pupils.
- The role of the subject leader is still underdeveloped. They are not yet in a strong position to effectively monitor and improve the quality of teaching and learning in their subject.

Information about this inspection

- The inspectors observed 14 lessons, two of which were observed with the deputy headteacher and assistant headteacher.
- A wide range of pupils' books and learning journals were looked at, including those retained by the school from the previous year.
- Meetings were held with the headteacher, groups of pupils, members of staff, three members of the governing body and a representative of the local authority.
- A group of pupils brought their reading books and diaries, read to the inspector and discussed their views on the school.
- The inspection took account of 11 responses to Ofsted's online parent survey, Parent View, 29 staff questionnaires and the results of a recent school survey of parents' views. Discussions were held with parents at the start of the school day.
- The inspectors observed the school's work and looked at a number of documents, including achievement data, the school's evaluation of its own performance and development plan, behaviour and attendance records and information relating to safeguarding.
- Inspectors also explored the school's provision for the social, moral, spiritual and cultural development of pupils.

Inspection team

Pauline Pitman, Lead inspector

Additional Inspector

Stephen Fallon

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- The proportion of disadvantaged pupils known to be eligible for funding through the pupil premium is above average. This is additional government funding which supports pupils who are known to be eligible for free school meals or looked after by the local authority.
- There are more boys than girls in the school.
- In Key Stage 2 in 2014 more pupils than is usual left or joined the school.
- The proportion of pupils whose language is other than English is higher than the national average.
- The proportion of pupils supported at school action is higher than the national average. The proportion of those supported at school action plus or with a statement of special educational needs is below the national average.
- The school provides a broad range of before and after-school clubs.
- The school meets current floor standards, which are the minimum expectations set by the government for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The school has built excellent partnerships with the seven other schools in the Newcastle North West Learning Trust.
- The governing body includes colleagues from the Trust and the Trust Board is fully involved.
- The headteacher works with another school in the Trust for approximately 50% of the week. The current deputy headteacher and assistant headteacher successfully manage the school in her absence.
- The school runs a part-time playgroup. Early years provision includes part-time nursery provision and a full-time Reception class.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding so that pupils' progress, especially in mathematics, increases and most pupils reach levels above those expected for their age by:
 - continuing to work with other local schools in the Trust to develop teachers' subject knowledge, skills and confidence in the new mathematics' curriculum
 - encouraging pupils to develop even greater reasoning skills and confidence to solve problems in a range of mathematical situations
 - making sure that all pupils, particularly the most able, are given activities which are sufficiently challenging to allow them to reach the higher levels.
- Develop the role of the subject leaders so that they can effectively monitor and further improve the quality of teaching and pupils' achievement in their subject.

Inspection judgements

The leadership and management are good

- The headteacher is passionate about the social and academic well-being of every pupil in school. She is persistent in her drive to provide equal opportunities and access to a broad range of educational experiences for all pupils. This is mirrored through the work of all staff in school. She encourages teamwork and works regularly with the local authority and the Learning Trust to raise standards. This work has been highly successful. Pupils enjoy school, achieve well and are free from discrimination and are treated equally.
- Pupils' progress is regularly checked and this information is used to find solutions to any weaknesses in the school's work. This enables all pupils to make good progress. Pupil premium funding is used successfully to support eligible pupils to achieve and as a result, these pupils make good progress. For example, it is used to provide additional adults to support classroom intervention.
- The school is committed to the development of the senior leadership team through a highly successful partnership with the Newcastle and North West Learning Trust. Leaders share and gather examples of good and outstanding practice which has helped them to lead and manage the school when the headteacher is working with other schools in the Trust.
- The curriculum is a strength of the school because it provides an interesting, theme-based approach to learning, often with a local flavour. Social, moral, spiritual and cultural elements are well taught and helps pupils to be prepared for life in modern Britain. There are opportunities to widen pupils' knowledge of the world and their immediate environment through frequent visits. A strong focus on language development helps them to become better readers and writers. For example, pupils learn how to write explanation text to illustrate the workings of the Millennium Bridge or rehearse their speaking and listening skills and scientific knowledge about steam engines through a project linked to George Stephenson.
- The school offers a wide range of additional activities which are well attended by pupils. The school has worked with the Trust to maximise its resources and invested in key staff to run early morning exercise and a range of sporting activities to promote health and well-being. The primary school sport and physical education funding is put to good use and has enhanced the range of sporting clubs and competitions. For example, as a direct result of funding a girl's football team has been formed.
- The school's arrangements for safeguarding are outstanding because this inclusive school takes safeguarding seriously. There are many safety nets in place which have helped to minimise risk. Attendance is closely monitored. All staff are trained and the recent appointment of a lead professional has improved communications with parents resulting in improvements in the attendance of a very small group of pupils who find it more difficult to attend.
- The role of subject leadership is underdeveloped. A new subject lead for the new mathematics curriculum is now in post and the school is taking appropriate actions to develop this important role. However, this has not yet had an impact on raising achievement as a small group of pupils, by the end of Key Stage 2, have not made consistently good and better than expected progress in mathematics.
- **The governance of the school:**
 - Governors have the skills and expertise to hold the school to account and the involvement of the Trust Board enhances the capacity of the governing body. The Trust has been very successful in securing governor training which has led to improvements in their understanding of the strengths and areas for development of the school.
 - Governors understand how well pupils are achieving and use a range of data to help them ask challenging questions. They fully understand the priorities for improvement.
 - Financial management is effective. Governors know how targeted funds are deployed, such as pupil premium funding or the primary school sport and physical education grant. They are clear about its impact on pupils' achievement or on pupils' health and fitness.
 - There is clear understanding of the role of performance management in school. They make sure that teachers' pay is closely related to performance.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are thoughtful, respectful and polite. Their behaviour within the classroom and during free time is often impeccable. This is because the headteacher and her staff have built excellent relationships with pupils. The school is fully inclusive and all pupils are treated equally.

- Pupils enjoy school and want to learn because the curriculum offers them a wide range of interesting subjects which enables them to learn about their own city and the wider world. They are highly motivated and love to go out on visits and school residential.
- There are very few incidents of poor behaviour or bullying and, if they do occur, are generally very minor and dealt with appropriately. Pupils fully understand the importance of working together and of respecting each other's cultures, religions and traditions. This is a harmonious school which is helping them to prepare for life in modern Britain.
- Pupils manage their own behaviour exceptionally well, with minimum adult intervention. For example, lunchtime is very pleasant because even the youngest children know how to behave and eat appropriately. They help each other and are able to socialise in a very mature and sensible way. All children are very proud of their school and are keen to show off their work. They fully understand systems to support excellent behaviour. They enjoy 'golden time' and understand the consequences of poor behaviour.
- Attendance and punctuality continues to improve in all classrooms because pupils love to come to school. The school has appointed a lead professional who works very successfully with one or two parents whose children find it more difficult to attend.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel safe and their parents and teachers agree. They work tirelessly to minimise the risks for children. The newly appointed school liaison officer works closely with parents and staff to promote safeguarding within their community.
- The school has encouraged all pupils to come to school and how to keep safe. Even the youngest pupils in Key Stage 1 understand the benefits and the dangers of the internet and social networks.
- The social, moral, spiritual and cultural curriculum enhances their awareness of their wider community and also supports them to keep safe.

The quality of teaching is good

- Relationships between pupils and their teachers promote a love of learning and pupils want to do well. Pupils follow instructions carefully and are encouraged to work with others to discuss their work. This helps them to rehearse their writing or to improve their understanding of important concepts.
- Pupils are clear about what they are learning and understand the steps they need to take to be successful. This is because teachers have improved how they question pupils. They check pupils' work regularly and offer them helpful suggestions to further improve their work. For example, in English, pupils were encouraged to think of more exciting vocabulary or to read through their writing and check their punctuation. Time is given for them to respond.
- Reading and writing are taught effectively throughout the curriculum and through dedicated and regular phonics teaching, the sounds letters make, for younger pupils. Spelling accuracy has a high profile and regular homework is recorded in planners.
- Although achievement in mathematics is improving, teachers have not yet developed the confidence or depth of subject knowledge to push pupils even further in mathematics. This has meant that some pupils, particularly the most able, have not made as much progress as they have in English.
- Teachers use data about pupils' achievement consistently well to help pupils to understand the next steps in their learning. Pupils like to reflect on their learning through a helpful checklist in their books. Pupils are given time to think about their learning and to talk through what they need to do next. For example, some younger children came together and talked to each other about what new sounds and letters they had learnt and how they could use them in new words.
- Teaching assistants are skilfully deployed. They work closely with the teacher to provide well-targeted support and intervention. They enhance the quality of teaching and learning in all classrooms because they are an integral part of the team. For example, they are used to record important topic vocabulary on the board and check pupils' progress regularly. They support pupils with special educational needs or those for whom English is an additional language very well.

The achievement of pupils is good

- Evidence in workbooks and in school tracking systems shows that pupils in all classes are making good and sometimes better than expected progress in reading and writing.
- Pupils make good progress by the end of Year 2 in reading, writing and mathematics from their previously

low starting points. However, they do not always reach the higher levels in mathematics.

- Pupils' attainment, by the end of Year 6, has been consistently close to the national average for the past three years in all subjects. In 2014, due to their individual starting points, they fell short of reaching the nationally expected levels.
- Although pupils make expected progress in mathematics not enough pupils make more progress than is expected nationally. This is because newer teachers in school have not yet developed the skills to tailor teaching so that the most able pupils achieve the highest standards in mathematics.
- Reading and writing has been particularly strong since the previous inspection with higher proportions exceeding expected progress in writing by the end of Key Stage 2. Pupils achieve consistently well in the Year 1 national phonics check. Pupils enjoy reading and are actively encouraged to read at home and in school. They were very animated when they talked about visiting authors or national book week events.
- Pupils acquire skills and knowledge quickly and securely in a wide range of subjects as a result of an innovative curriculum. They learn about high profile scientists and they are able to practise newly acquired skills during STEM (Science, technology, Engineering and Maths) projects, money management weeks and through a wide range of themed visits. The school takes pride in displaying pupils' work and all classrooms have focused on English and mathematics displays to promote higher achievement.
- Disadvantaged pupils make similar progress compared with others in the school and those nationally by the end of Year 6. This is because achievement is tracked closely and pupil premium funding provides appropriate support and intervention in the classroom. In 2014, the gap in attainment between those eligible for the pupil premium funding and others in the school and others nationally widened slightly. This was because of the lower starting points of pupils eligible for the funding.
- Pupils who speak a language other than English at home and pupils with special educational needs and disabilities benefit from a very inclusive, whole-school approach to provision which enables them to make good progress. The special educational needs team works closely with teachers and local agencies to identify pupils' needs early and to intervene.

The early years provision

is outstanding

- Children's skills and knowledge on entry to the early years are generally below what is typical for their age, particularly in communication and language. By the time they enter Year 1 the majority, including those with special educational needs have made outstanding progress from their different starting points. The majority of children make a good level of development which helps them to make a successful transition into Key Stage 1.
- The early years coordinator works very closely with her team to check where children are in their learning when they enter nursery. She has very high expectations for the achievement of every child and meticulously plans out the next steps in learning in order to quickly address any gaps in their skills and knowledge. The team know exactly how to support the children to make outstanding progress.
- Parents are fully involved and are encouraged to contribute to their child's learning journey. They give their children 'WOWchers' when they learn a new skill at home. These are recorded in journals which are a rich picture of achievement. Good use is made of technology to record important steps in children's development.
- Provision is varied and exciting and covers the full breadth of learning. Children are encouraged to take the lead and initiate play while adults are there to prompt, support and to teach new skills. Children are keen to learn and, as a result of some carefully established routines and some excellent teaching, children demonstrate excellent behaviours.
- The outside environment allows them space to explore their world. They use magnifying glasses to seek out tiny creatures or play imaginative role-play games in the willow tunnel. Liberal use of gluing, painting and craft corners develops creative skills and improves fine motor skills while the well-constructed climbing frames support the development of physical skills. The fencing, play areas and climbing frames are well maintained and keep children safe and secure. Every child is well known by the staff. As a result, children in the early years are kept safe and parents agree.
- Literacy is a priority and all children are encouraged to read at home and to talk about their reading with staff on a regular basis. One father commented that his daughter encouraged him to read with her every night.
- Children identified with special educational needs or those who speak English as an additional language are well provided for. The school acts quickly to secure the support needed to make sure that no child is left behind.

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	108488
Local authority	Newcastle upon Tyne
Inspection number	448383

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Ged Bell
Headteacher	Barbara Redhead
Date of previous school inspection	23 June 2010
Telephone number	0191 285 3895
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