



Wyndham Primary School

Inspection Report

Unique Reference Number 108488
Local Authority Newcastle upon Tyne
Inspection number 288116
Inspection dates 23–24 November 2006
Reporting inspector Keith Bardon

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

Type of school	Primary	School address	Wyndham Primary School
School category	Community		Wyndsail Place, Newcastle upon Tyne
Age range of pupils	3–11		Tyne and Wear, NE3 4QP
Gender of pupils	Mixed	Telephone number	0191 2853895
Number on roll (school)	246	Fax number	0191 2268875
Appropriate authority	The governing body	Chair	Mrs Claire Brenne-Airey
		Headteacher	Ms Barbara Redhead
Date of previous school inspection	1 March 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The area surrounding the school is socially and economically mixed and has pockets that are substantially disadvantaged. A fifth of pupils are from minority ethnic backgrounds, predominantly Pakistani. One in eight pupils is at an early stage in learning English. An average proportion of pupils has learning difficulties and disabilities. A very small number of children are in care. Attainment on entry to the Nursery varies widely year-to-year but is often below average. The school runs provision for 2–3 year olds and pupils can attend a before-and-after-school club. Many of the staff have changed since the last inspection and the school has undergone major refurbishment.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which, under the focused and determined leadership of the headteacher, has taken huge strides forward since it was last inspected. Achievement, teaching and learning are good and by the end of Year 6 standards are above average. Good provision in the Foundation Stage provides children with a firm base for future learning. By the end of Reception the attainment of most children is around that expected for their age although a significant number lag behind in their language development. Pupils' progress in Key Stage 1 is satisfactory. Standards in writing meet national expectations, but are a little below average in reading and mathematics. Pupils make good progress in Key Stage 2, particularly in Years 5 and 6 where challenging teaching generates a fast pace of learning.

Pupils' behaviour is good and has improved out of all recognition since the last inspection. The school is calm and orderly and pupils of all ages are friendly and polite. They show good attitudes and are keen to learn. Relationships between staff and pupils are extremely positive and the many happy faces bear testament to pupils' enjoyment of school. Pupils receive a very high quality of care, guidance and support and feel safe and secure in the school's warm atmosphere. Throughout the school there is a 'can do' attitude which does much for pupils' confidence and self-esteem.

The quality of teaching in lessons is predominantly good. Teachers have strong subject knowledge and plan interesting activities for pupils. Behaviour is managed well and lessons progress smoothly. Teachers and teaching assistants work effectively as a team to support pupils and guide them in their learning. Most pupils concentrate well and try hard to produce good quality work. On occasions, pupils learn at a slower pace because they have not been challenged consistently or given clear enough instructions.

Pupils' progress is checked carefully and they are given comprehensive guidance on how to improve their work. Provision for pupils with learning difficulties and disabilities, and those with English as an additional language, is carefully structured and well organised and enables them to make good progress. The curriculum is colourful and lively with a wide range of additional features and extra-curricular activities.

The school is led and managed well. Procedures for checking how well the school is performing are effective and provide senior staff and governors a clear and accurate picture. Consequently the school's plans for development reflect its most pressing needs and provide a secure platform for future improvement. Parents have confidence in the headteacher and staff. 'I cannot find fault' and 'The school has improved immensely' are typical of the comments made to inspectors. Governors play a full and active part in the life of the school, supporting its work and challenging it to do even better.

What the school should do to improve further

- Raise standards in reading and mathematics in Key Stage 1.
- Ensure that the teaching pupils receive is consistently good or better.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Children's attainment when they first start school varies considerably but is often below that typical for their age. They make good progress in the Foundation Stage and by the end of Reception the attainment of the majority of children meets expectations in most areas of learning. A significant minority start school with weak communication and language skills and are still some way behind as they move into Year 1. Pupils' achievement in Key Stage 1 is satisfactory. National assessments at the end of Year 2 show standards to be average in writing but a little below average in reading and mathematics. The results attained by Year 6 pupils in the national tests have improved substantially since the last inspection. Standards are above those expected nationally at the end of Key Stage 2 in English, mathematics and science; the school's results in the 2006 tests in these subjects maintained an upward trend. Pupils with learning difficulties and disabilities are supported well and make good progress towards their targets. Pupils from minority ethnic backgrounds, including those with English as an additional language, achieve well and maintain a good rate of progress, similar to that of other pupils.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils' enthusiasm for school and enjoyment of learning came through clearly during their discussions with inspectors. The positive relationships they have with the staff give them a strong sense of belonging. They feel very safe in school and have an excellent understanding of how to look after themselves when they are out and about. Pupils behave well and show respect for staff and each other, although they have a tendency to interrupt and talk over each other when involved in open discussion. Attitudes and behaviour have come a long way since the last inspection and pupils were keen to explain how bullying has been completely eliminated from playgrounds and classrooms. Pupils try very hard to eat healthily and to take regular exercise. Sports clubs are well attended and sensible choices are made at lunchtime. Pupils help readily around school and the playground buddies and school councillors carry out their duties diligently. They take pride in being able to contribute to the school and in helping others. Attendance is satisfactory although quite a number of pupils are taken on holiday during term time. As they move through the school pupils acquire a good range of academic and personal skills which prepare them well for secondary school and beyond. Year 6 pupils say that they feel ready for the next phase in their education and are looking forward to building on the things they have learned at Wyndham. The school helps pupils to develop confidence and self esteem. Moral and social education are strong elements throughout all the school's work and pupils are given regular opportunities to appreciate their own cultures and that of others.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and considerable better than at the time of the last inspection. Effective class management is a strong feature of lessons throughout the school. This makes for orderly lessons in which pupils concentrate hard and enjoy their learning. Teachers have good knowledge of the content they are teaching and plan lively activities that engage pupils' interest and promote important basic skills. Older Key Stage 2 pupils are regularly set problems that challenge their thinking and reasoning skills. Pupils in Year 6 were asked to incorporate personification into poetry writing based on a forest theme; they rose to the challenge, producing some thoughtful work enhanced through the use of information and communication technology (ICT). Teacher assistants are briefed well by class teachers and make a positive contribution to pupils' learning, particularly those with learning difficulties and disabilities. Pupils are told clearly exactly what they will be expected to learn and how their success will be measured. On occasions teaching is satisfactory rather than good because lessons do not do not provide consistent challenge and teachers do not always check regularly how well pupils are progressing while they are working. Teachers assess pupils finished work regularly and thoroughly. Particularly effective is the 'traffic light' system where pupils are asked to self-assess and say how hard they have found the work. This provides valuable feedback to teachers on what pupils are now confident in and where they need additional help.

Curriculum and other activities

Grade: 2

The curriculum is good. Pupils enjoy lessons that are well planned, appealing and enhanced through themed weeks, visits and access to specialists. Statutory requirements are met well and the success of the school in gaining Artsmark Gold Award illustrates the improvements that have been made to the curriculum. The teaching of French throughout the school is typical of the commitment by school leaders to curriculum enhancement. Although pupils have a good range of ICT skills by Year 6, they have limited opportunities to make their own decisions as to how and when to use computers in their work in different subjects. Good provision is made for pupils with learning difficulties and disabilities and for those with English as an additional language. For example, pupils who find texts challenging are provided with highly visual resources which they find enjoyable and stimulating. Pupils can access many sports and arts activities, they can join the French club, the ICT club or the 'smoothie' club where they can design tempting healthy drinks.

Care, guidance and support

Grade: 1

The quality of care, guidance and support pupils receive is outstanding. Safeguarding procedures are in place and staff apply them rigorously when necessary. The premises are well maintained, equipment is regularly serviced and checks are logged meticulously. Pupils say they get very good help and advice if they have a concern. Pupils are regularly taught road safety and how to avoid the dangers of drugs and the improper use of the Internet. The school makes good provision for vulnerable pupils through carefully constructed individual support programmes and effective links with professional agencies. The attendance rate of some individual pupils has improved considerably through positive action to re-engage those in challenging circumstances with school. Pupils with learning difficulties and disabilities and those with English as an additional language receive sensitive support and encouragement from teachers and teaching assistants which enables them to progress well. The academic guidance pupils receive is excellent. They are set individual targets in English and mathematics and given very thorough guidance on how to judge their own success. Teachers use the detailed information they receive from pupils' self assessment to help them over any difficulties and to show them very clearly what they need to do to improve further.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher took over the school at a very difficult point in its history. Standards were low and pupils' behaviour was poor. In the last five years the headteacher has restored the school's self-belief and its credibility in the community, supported by a hard-working governing body. Improvement since the last inspection has been extremely good and developments have been managed with vision and determination. By increasing the value pupils and parents place on education, good behaviour has been established and attitudes to learning transformed. A considerable number of new staff have been appointed and many of those who have remained have been given new responsibilities and the training to meet them. Senior staff work closely as a team. Those teachers who are relatively new to their responsibilities as managers show clear promise and make a satisfactory contribution to the management of the school. The school's capacity to improve in the future is good. Procedures for checking how well the school is performing are thorough and generate good quality information. Effective use is made of this information to determine the school's key priorities and staff plan corporately for further improvement. The school development plan is satisfactory and has all the necessary components but lacks an overview that identifies clearly what the whole school is working upon. Although the school has a deficit budget, costs are kept low and value for money is good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Wyndham Primary School

Wyndsail Place

Newcastle upon Tyne

Tyne and Wear

NE3 4QP

23 November 2006

Dear Pupils

Thank you very much for the very friendly welcome you gave us when we visited your school recently. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school. Wyndham Primary is a good school and we can understand why you enjoy it so much.

These were lots of things we liked about the school. From the many smiling faces we saw, it is clear that you are happy at school and that everyone gets on well. Lessons are interesting and we were pleased with the good progress you are making. You behave well and it was nice to hear that there is no bullying. We feel that the way the staff care for you is outstanding and you told us that you feel well looked after and safe. We were very impressed with your understanding of how to improve your work and how you use the traffic light system to tell your teachers when you need help. The way you help around school is very impressive and we were very envious of the many clubs you can choose from. We are pleased that Year 6 pupils feel ready for secondary school and are confident that they will do well. You told us that the school has improved a lot since it was last inspected and we fully agree with you.

We also looked at what the school might do to become even better. These are some of the things we suggested:

- Improve the reading and mathematics of pupils in the infant classes. Year 1 and Year 2 children can help by always trying hard in lessons and practicing their reading whenever they get the opportunity;
- Try to ensure that all lessons are as interesting and stimulating as possible.

Keith Bardon

(Lead inspector)