

Winyates Primary School

Inspection report

Unique Reference Number	110747
Local Authority	City of Peterborough
Inspection number	334160
Inspection dates	9–10 July 2009
Reporting inspector	Elaine Taylor HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	181
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Karen Harrington
Headteacher	Mr Gill Civil
Date of previous school inspection	6 November 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Orton Goldhay Peterborough Cambridgeshire PE2 5RF
Telephone number	01733 234185
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

This is a smaller than average sized primary school in an area of social and economic disadvantage. Children enter the Early Years Foundation Stage in the Reception year. Around half the pupils are eligible for free school meals, which is well above the national average. On entry, pupils' skills, knowledge and understanding are well below the expectations for their age. The proportion of pupils from minority ethnic backgrounds is below average. The percentage of pupils with additional learning or physical needs is well above average. When the school was inspected in November 2007, it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. This is now a satisfactory school that is providing satisfactory value for money. Good leadership has resulted in improvements in aspects of the school's provision. These in turn have led to better outcomes for pupils both in their learning and especially in their personal development, which is now good. Standards at the time of the last inspection were below average and exceptionally low in English. Achievement was inadequate. The progress that pupils now make in lessons is good and achievement is satisfactory. Provisional national test results for the end of Year 6 are the best the school has achieved for some considerable time. Standards are broadly average in reading, mathematics and science but below average in writing. The outstanding leadership of the headteacher has brought all members of the school community together in a shared vision for the future of the school.

Teaching is now good. The proportion of lessons that are good is high and there is no inadequate teaching. Pupils told the inspectors that lessons are now more interesting and this is reflected in their enthusiasm and good engagement. Planning has improved and teachers are giving pupils more opportunities to take responsibility for their learning. Teachers focus in their planning on the needs of individual pupils, but not all the targets they set for them are shared sufficiently. As a result pupils focus on short term outcomes and are not sufficiently aware of how well they are doing in relation to their longer term goals. The improved pastoral care and support that the pupils receive has had a very positive impact on their personal development. They are well behaved and relationships with other pupils and with adults are good and contribute to the safe and caring atmosphere in the school. Their positive attitude to learning makes a strong contribution to the effectiveness of the lessons.

The curriculum is satisfactory. Particular focus is given to promoting pupils' literacy and numeracy skills. The school recognises that there is currently a weaker focus on foundation subjects, in particular music and modern languages and on science. Writing is still less well developed across the school and pupils need more opportunities to write across the curriculum and for different purposes. The provision for pupils with particular talents or abilities is at an early stage of development.

The headteacher is ably supported by the assistant headteacher for inclusion. Working effectively with governors and staff they have raised standards, improved the quality of teaching and promoted good pupils' personal development. In addition they have improved the fabric of the building so that pupils can learn in a stimulating environment. Subject leaders in the core subjects of literacy and numeracy have developed their skills in monitoring and evaluating the work in their areas and have brought about much needed improvements. Leaders in other subjects are just starting to develop their skills, but the expertise that now exists is providing a strong base from which to build.

Very productive links have been established with parents and external partners in the community. The reputation of the school is growing and numbers are rising. The development plans are detailed and well focussed on priorities and the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Reception class with skills and knowledge well below those expected for their age. Staff place a high priority on ensuring that the children are well cared for and feel safe. As a result, the children settle quickly, develop their self-confidence and form good relationships with the adults. They behave well as they work and play together. Teaching is good. Staff use their good understanding of how young children learn to plan a good range of stimulating activities that maintain the children's interests both in class and outside. By the end of the year the children's physical and personal development are similar to those of a typical five year old. However, other skills are below average. Leadership and management are good. The Early Years Co-ordinator has a good understanding of the strengths and areas for development. The emphasis placed on ensuring the children's welfare ensures that they have good opportunities to experiment and explore within a safe and supportive environment. They follow routines which develop good hygiene practices and are learning how to stay healthy. Children's good introduction to school life prepares them well for the next stage in their education.

What the school should do to improve further

- Sharpen the focus on developing pupils' skills in writing across all subjects in order to raise further standards in English.
- Improve the quality of the guidance pupils receive on their progress so they understand more clearly how much progress they are making and what they need to do to improve further.
- Develop the skills of all subject leaders so they can be more effective in driving improvements in their areas of responsibility.

Achievement and standards

Grade: 3

The improved standards in Key Stage 2 are reflected lower down the school. The end of Year 2 teacher assessment also reflects higher standards in reading and mathematics. However, standards in writing remain stubbornly slow to move. Pupils' use of language is limited and their spelling is weak. Pupils do not have sufficient opportunities to consolidate and extend their writing skills in other subjects. As a result, too few attain the higher levels. Standards in Year 2 are broadly average in reading but below average in writing and mathematics.

Overall, pupils are making satisfactory progress in Key Stage 1 and good progress in Key Stage 2. However, residual underachievement is still working its way through the school. Standards in the current Year 5 are lower than expected in writing and science. Consequently, achievement over time is satisfactory.

Pupils with learning difficulties and/or disabilities are making similar progress to their peers. More able pupils are making broadly satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Overall, their progress is satisfactory.

Personal development and well-being

Grade: 2

The pupils enjoy school and appreciate the improvements that have been made to the learning environment and to the quality of the teaching. They work well with partners to discuss and

assess their work and recognize and celebrate their own and their classmates' achievements. Attendance is satisfactory and is slowly improving as a result of the school's rigorous work with parents. Pupils feel very safe in school and told inspectors that there is no bullying. Their spiritual development is good, supported by the daily assemblies and opportunities to reflect on their own and the feelings of others. They learn to appreciate other cultures through projects on religious festivals, but have fewer opportunities to reflect on life in a multi-cultural society. Their understanding of what constitutes a healthy lifestyle is good and they are able to give many examples of the better choices they make as a result of the work the school has done to promote this aspect of their development. They make a positive contribution to the local and wider communities. They eagerly rise to the challenge of being given responsibilities for example managing the music in assembly. The school parliament has a high profile in the school and pupils feel they can contribute to shaping future developments. Pupils in all years raise money for charities and older pupils take part in community projects in collaboration with local partners.

Quality of provision

Teaching and learning

Grade: 2

Teaching has improved across the school since the last inspection and despite some staffing difficulties this year the overall standard of teaching is good. It is strongest in Key Stage 2 and in the Reception class. Teachers plan their lessons well and use a good range of techniques to interest and motivate pupils. These include lessons that start with brisk activities to captivate the pupils' interest, the use of interactive whiteboards and paired discussions. In the most successful lessons, the aims of the lesson are shared clearly with the pupils, who are encouraged and supported to assess their own and each other's work. Teaching assistants are well informed and make a valuable contribution to teaching and learning. There is a good balance between teacher led and pupil led activities. Expectations are high and the work is challenging. Carefully targeted questions at the end of lessons allow the teacher to assess the progress made by individuals. In the less effective lessons, activities are not closely matched to the individual needs of the pupils which results in a drop in pace as some wait for additional help to start the work or finish the set tasks too easily.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory in meeting the needs and interests of all pupils and supporting their academic development. The use of information and communication technology is variable and although pupils feel they have better opportunities to use computers to support their learning across the curriculum, the development of their skills in this subject is an area for further development. The curriculum is providing good support for pupils' personal development. An increasing range of visits to places of interest and clubs both during and after the school day enriches the curriculum and increases pupils' enjoyment. These are aimed at all age groups and are well attended. The school analyses participation in order to ensure equality of access for all pupils. Alternative arrangements are made for those pupils who find it difficult to participate in the normal curriculum. A weaker aspect is in the limited development opportunities for pupils who have particular talents.

Care, guidance and support

Grade: 3

This aspect of the school's work is satisfactory overall. Although the pastoral care provided by the school is good, the guidance pupils receive is underdeveloped. Arrangements for safeguarding pupils are secure and fully meet the requirements. Pupils who need additional help with their learning and vulnerable pupils are well cared for and supported and effective links with external agencies ensure their needs are met. As a result they make the same progress as other pupils. There are several examples of pupils who had previously not found it easy to cope with routines now participating happily in school life. Successful measures to make pupils aware of the consequences of their actions and to deal promptly with any incidents of bullying result in a safe school with a happy working environment for pupils and staff. Parents are justifiably confident that their children are well looked after at school. The guidance that pupils receive for their academic development is satisfactory. Where the teaching is good the pupils are able to explain their targets and appreciate the feedback they are given through the teachers' marking and comments on how to improve their work. However, they are less clear on what their longer term targets are and what they ought to be able to achieve. In the lower age groups few pupils are aware of having a target.

Leadership and management

Grade: 2

Good systems and structures are in place to monitor and evaluate pupils' progress and to hold staff to account. Middle managers are developing their roles well but not all are fully effective in driving improvements in their subject areas. The school collects data on pupil progress and uses this to set increasingly challenging targets for individuals. Senior leaders in the school meet regularly with class teachers to hold them to account for the progress of pupils in their classes. They provide support for developing weaker aspects of performance through coaching and well chosen staff development events. Good training for teaching assistants has had a positive impact on their effectiveness and they make a strong contribution to the learning in classrooms for all pupils. The governing body is well led. Governors are effective in challenging and supporting the school. Their expectations of the headteacher and staff are high and they set the school suitably challenging targets. They have made a good start on promoting community cohesion. There is a clear plan in place to develop this aspect of the school's work and governors carefully monitor progress on its implementation. Good links have been established with parents and these are developing further through the popular family learning projects. However, the national and international dimensions of global cohesion have still to be tackled. The recently established school website is increasingly providing a useful means of communication and allowing the school to celebrate its successes with a wider audience.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 July 2009

Dear Pupils

Inspection of Winyates Primary School, Orton Goldhay, Peterborough, PE2 5RF

Thank you all for helping us when we visited your school. You made us feel very welcome and your sensible, mature comments were really useful to us in our work.

Your school was put into special measures in November 2007, because it was not providing you with a good enough standard of education. I have visited your school four times since then and have seen how things have improved. All the staff have worked very hard to improve the school and I am delighted to tell you that we consider that Winyates is now a satisfactory school. The headteacher has done an excellent job in leading this work and you told us how much you appreciate the way your teachers make lessons more fun. You concentrate well in lessons and like the improved buildings and the better opportunities you have to use computers to help you learn.

We were most impressed by your behaviour both in lessons and around the school. You are most polite and behave well. You know how to stay healthy and told us you feel really safe. You are making much better progress in your work, especially the older pupils. There are some lovely examples of your work around the school, of which you are rightly very proud. You take a really good part in helping to improve the school and some of the skills you develop through working as members of the school parliament and on the many projects within your local community will be of great use to you in your future working lives.

There are still some things that we think can be improved.

- Although standards in the school are rising, they need to be higher still, especially in writing. You can help by learning your spellings regularly and taking great care with your writing in all your subjects.
- We have asked your teachers to make sure they always share your targets with you so you know exactly how well you are doing and what you need to do to reach your goals.
- We would like the other subjects you study to improve as well as numeracy and literacy have been doing. To that end we would like the teachers in charge of those subjects to get better at checking how well you are all doing and putting plans in place to ensure you achieve more.

I wish you all the very best of success in the future.

Elaine Taylor

Her Majesty's Inspector