

# Winyates Primary School

## Inspection report

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<b>Unique Reference Number</b>	110747
<b>Local Authority</b>	Peterborough
<b>Inspection number</b>	356805
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Sheelagh Barnes

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Taylor
<b>Headteacher</b>	Colette Firth
<b>Date of previous school inspection</b>	9 July 2009
<b>School address</b>	Winyates Orton Goldhay Peterborough PE2 5RF
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<b>Age group</b>	4–11
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## Introduction

This pilot inspection was carried out by three additional inspectors. The inspectors visited 13 lessons taught by eight teachers. Meetings were held with the headteacher, staff, members of the governing body, pupils and with the local authority advisor. Inspectors observed the school's work in all classes. They looked at a wide range of documentation including pupils' workbooks, safeguarding documents, data on attendance, improvement plans, progress reports, minutes of governing body meetings, the school's self-evaluation and records of pupils' progress. Inspectors analysed questionnaires from 79 parents and carers and 20 staff.

## Information about the school

This is a slightly smaller than average sized primary school. The proportion of pupils known to be eligible for free school meals is very high, at around two thirds. The proportion of pupils with special educational needs and/or disabilities is above the national average. The percentage with a statement of special educational needs is double that occurring nationally. There are high levels mobility of pupils into and out of school at other than the start of Reception or end of Year 6. Currently, no pupils are looked after by the local authority. There have been significant changes to staffing, the governing body and senior leaders in the past year. The school is currently involved in a 'soft' federation partnership with another local school, St John's Primary. The headteacher shares her time between both schools. A second deputy headteacher has been appointed to start in September 2011, to provide consistency of leadership when the headteacher is not on site. The school has National Healthy Schools status. Government floor targets are now being met.

There is onsite childcare that is not managed by the governing body and which is inspected separately.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement</b>	<b>3</b>
<b>Teaching</b>	<b>3</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>3</b>

Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- The new leadership team, in conjunction with the governing body, has swiftly established an ethos focused on the attainment of high standards.
- Pupils' safety and safeguarding procedures are good.
- Pupils, members of the governing body and staff are emphatic in their appreciation of the many positive changes that have taken place in recent months and are proud of their school.
- The development of the leadership team is continuing, with new staff still to take up their posts and the skills of monitoring are being developed by subject leaders.
- Pupils have a voice in the school. They are encouraged to write their views on the central school notice board. Pupils feel their opinions are taken into consideration and acted upon.
- The quality of teaching has improved significantly and although it is satisfactory overall, much is now good. The targets for improvement in teaching which school leaders set for the end of the year have already been attained. However, the match of work to pupils' needs is not always as accurate as possible in all lessons.
- The curriculum is vibrant and exciting and boys and girls are interested and enthusiastic about their work as a result.
- Pupils' overall achievement is now satisfactory and their progress is accelerating. The gap between the attainment of boys and girls is being effectively closed.
- Progress in reading is good and pupils attain standards in line with those expected at age six and 11.
- Provision for pupils with special educational needs and/or disabilities enables them to make progress in line with their peers and to close the gap between their achievement and that of potentially higher attaining pupils.
- Behaviour is satisfactory. Pupils' behaviour at break-times is channelled effectively by the good range of activities now available. As a result, the numbers of incidents and accidents in the playground have been halved in

recent months.

- In lessons, good behaviour contributes to the learning effectively.
- Links with professional bodies are good. Work with the partner school is developing well and has already had a positive impact, through paired work between teachers. Links with the childcare provider, with which the school shares a site, are more limited but developing.

Schools whose overall effectiveness is judged satisfactory, and where leadership and management is no better than satisfactory, may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Improve the quality of learning by sharpening teachers' match of work to the ability of all pupils in each lesson, so that by Easter 2012, 90% of teaching is good.
- Embed monitoring and accountability systems at all levels, ensuring that subject leaders refine their monitoring skills so that it is a regular part of their routine.
- Develop links with partner schools and with the on-site childcare provider.

### **Main report**

This is a satisfactory and rapidly improving school. The recently formed leadership team, including the governing body, have provided staff and pupils with effective drive and ambition. All staff who responded in the staff questionnaire said they were proud to work at the school. Many commented on the recent improvements. This is reflected in the pride of pupils, who are keen to say how much they appreciate the recent changes at their school. They say their aim is to 'have the best school in Peterborough'.

Pupils' achievement over time is satisfactory. There has been significant acceleration in the progress made by pupils from all groups since January. In most lessons observed during inspection, pupils made good progress in their learning. Previous underachievement and inadequate progress has been arrested. The use of intensive support and a review of the effectiveness of teaching have led to a significant change and a measurable erosion of the gap in attainment and progress between different groups. Previously, boys did not make the same progress as girls. This was particularly the case in reading and writing throughout the school and in mathematics at Key Stage 2. Pupils with special educational needs and/or disabilities who do not have a statement of their needs, did not make the same progress as others. Both of these issues have been tackled and resolved. The well-planned provision enables all groups of pupils to make equal progress and enjoy equality of opportunity.

Senior leaders have led the review of the curriculum, with a focus on making learning interesting and exciting for all pupils, regardless of their background or needs. This is

now a real strength. Teachers have made exceptional efforts to engage and motivate pupils, especially boys in literacy. As a result, class themes, such as one for Year 6 around Secret Agents makes learning fun and has a positive effect on pupils' involvement, behaviour and enjoyment. The library now contains an area of special interest for boys. Pupils who find learning harder receive well-planned support from teaching assistants. They are given opportunities to use practical materials to help develop mathematical concepts, such as finding unknown numbers in equations. This enables them to develop skills effectively.

Children start in Reception with attainment in most aspects of learning which are well below expectations for their age. The careful and structured teaching of skills, especially the links between letters and the sounds they make, enable children to make good progress in developing early reading and writing skills. Carefully planned and exciting topics, such as one on *The Hungry Caterpillar*, are used effectively to enable children to build mathematical skills and knowledge and understanding of the world as well as literacy skills and a love of books. By the time they start in Year 1, standards in all six areas of learning for the Early Years Foundation Stage, are in line with those expected for their age.

In Key Stages 1 and 2, current progress continues to exceed that expected, especially in reading, but also in mathematics and writing. This is enabling pupils to catch up, where previously their progress was sometimes too slow. Pupils are close already to attaining the challenging targets set for them for the end of the term, by teachers and senior leaders. The open format of displaying every pupil's attainment and progress, taking a whole wall of the staffroom, enables all staff to be involved in checking the progress of each individual. The computer tracking system which supports this, undertaken by the senior leaders, has the facility to sort and filter for different groups of pupils. This ensures that senior staff can check that each of the different groups of pupils are all doing equally well. This rigorous monitoring is combined with swift extra provision to support those whose progress slows. By the end of Years 2 and 6, standards currently attained in reading, writing and mathematics are also in line with those expected. This represents rapid recent progress, in some cases from a low baseline. Good opportunities are taken to ensure that potentially higher attaining pupils are also challenged sufficiently. As a result, the proportion of pupils working at the higher levels has increased from that of recent years at the end of both key stages.

The quality of teaching is satisfactory overall and improving at a good pace. Teachers' expectations have been raised. Over the recent term, much of the teaching has been good. During inspection, the great majority of lessons observed were good and successfully extended pupils' learning. The quality of teachers' questioning is good in most lessons and used effectively to check how much pupils have understood. There has been a whole school emphasis on ensuring that teachers are clear in their marking and in their conversations with pupils. The messages that teachers give enable pupils to take pride in what they have achieved. They also point clearly to the next step each pupil needs to take to improve still further. In most cases, teachers plan work to match work well to the needs of each pupil in the class. However, leaders and managers accept that there is no room for complacency as this is not the case in every lesson and in a minority of lessons, pupils make only satisfactory progress, as a result.

The rapid progress made in recent months demonstrates the commitment of leaders and managers at all levels to provide high quality resources and education for all pupils. New playground equipment has been installed to develop physical and social skills. The provision for pupils' spiritual, moral, social and cultural education is good. Pupils are being effectively prepared to become valuable members of their community. Discrimination is tackled effectively so that all have an equal voice and equal opportunity to learn and develop. Pupils contribute to school decisions through the school council and through an open forum for them to write their views on what the school does well and what could be improved still further. Pupils with specific needs are enabled, through effective support, to take a full part in all aspects of school life. Parents and carers are largely supportive of the work the school does. They say that they feel that school keeps their children safe. However, a significant minority feel that the school does not always respond swiftly enough when there are incidents of inappropriate behaviour. In the main, pupils say that behaviour is much better and they are confident their concerns will be listened to. Behaviour in classes is good and has a positive impact on learning. Incidents of inconsiderate or bullying behaviour in the playground are very few and in decline. Such incidents are dealt with swiftly and effectively using the 'Pirates' behaviour programme designed by the pupils themselves.

The impact of the federation between the school and its partner has already had a positive effect on many aspects of school life. It has been especially beneficial in the teamwork programmes developed between teachers and pupils in the two schools. In the main, this has been stimulated by the strong leadership of the headteacher and deputy, backed up by the knowledgeable and effective support from the governing body. Links with the nursery, which is on site, are less well developed, but growing.

Senior leaders are aware that systems which have been put in place need to become embedded fully. Not all of the team are in place yet, although all have been appointed, including another deputy and a coordinator whose role is specifically to ensure there is no under-achievement. Subject leaders are developing their skills in monitoring across the school in their area of expertise. All appropriate policies are in place and procedures related to safety are effective. The school has a good capacity to continue to improve.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winyates Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school. However, the questionnaire which was sent out was the standard format for section 5 inspections and not the one designed for use in pilot inspections. As a result, the responses do not all tally with the questions below.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	44	56	28	35	6	8	1	1
Q2 My child feels safe at school	38	48	35	44	3	4	1	1
Q3 The school helps my child to achieve as well as they can	34	43	38	48	4	5	1	1
Q4 The school meets my child’s particular needs	30	38	35	44	9	11	0	0
Q5 The school ensures my child is well looked after	0	0	0	0	0	0	0	0
Q6 Teaching at this school is good	38	48	37	47	3	4	0	0
Q7 There is a good standard of behaviour at this school	0	0	0	0	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	0	0	0	0	0	0	0	0
Q9 The school deals with any cases of bullying well	29	37	35	44	13	16	0	0
Q10 The school helps me to support my child’s learning	35	44	35	44	9	11	0	0
Q11 The school responds to my concerns and keeps me well informed	25	32	42	53	6	8	0	0
Q12 The school is well led and managed	27	34	43	54	4	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be:</p> <ul style="list-style-type: none"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 June 2011

Dear Children

### **Inspection of Winyates Primary School, Peterborough, PE2 5RF**

Thank you for being so helpful and friendly to us when we came to inspect your school. I know that you were very keen to tell us all of the good things about your school that you appreciate so much. Your views were helpful to us when coming to judgements. We were particularly impressed with the places on the notice-board where you can write to let everyone know what each of you think about different aspects of school life and how proud you are of your school. Yours is a satisfactory and rapidly improving school. We know you are very pleased about the new playground equipment, the exciting new curriculum, the library area particularly for boys and the behaviour system you have helped to develop. Your teachers have really put in a great effort to make sure the things you learn about are interesting for all of you. You behave well in lessons and listen carefully to your teachers. This helps you to learn. The links with teachers and pupils at St John's have helped you a lot, too. We have asked your school to carry on with this, because we know it has led to some really interesting lessons. We have asked school leaders to build up the links also with the nursery which is on your school site.

You are making good progress now in the great majority of your lessons so that your achievement is satisfactory overall. You have made up any ground you lost in the past, when your progress was not as quick. We found that you have attained the same standards in reading at six and eleven as most pupils nationally. Standards at the end of Years 2 and 6 in writing and mathematics are in line with those in most schools across the country. We know that teachers have worked hard to make sure that their marking of your work gives you a clear picture of what is good and what can be improved. We have asked them now to always take extra special care to make sure that the level of difficulty in each lesson is exactly right for every pupil. This will make your learning even easier and quicker. You have a new headteacher and deputy headteacher and another new deputy and more new teachers coming in September. We have asked school leaders to make sure that the new systems they use to check how well you are doing become a routine part of everyday life.

Thank you for the way you made us so welcome in your school. I wish you all every success in your future lives.

Yours sincerely  
Sheelagh Barnes  
Lead inspector

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