

# Wynstream School

## Inspection report

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<b>Unique Reference Number</b>	134171
<b>Local Authority</b>	Devon
<b>Inspection number</b>	360605
<b>Inspection dates</b>	6–7 July 2011
<b>Reporting inspector</b>	David Townsend HMI

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

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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>	298
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terri Ann Hornby
<b>Headteacher</b>	Tracy Hannon
<b>Date of previous school inspection</b>	14 May 2008
<b>School address</b>	Burnthouse Lane Exeter Devon EX2 6AY
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Twenty-four lessons taught by 14 teachers were observed. Discussions were held with staff, a representative from the local authority, and representatives from the governing body. Inspectors spent time talking to pupils and looking through a sample of their workbooks. They also observed the school's work, and scrutinised key documents relating to safeguarding, health and safety, school improvement, and teachers' planning and assessments of pupils. The inspection team also looked at data and information relating to the progress being made by pupils, their attainment and their attendance. Inspectors took account of responses to questionnaires from pupils, staff and 169 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's strategies for developing children's reading and writing in the Early Years Foundation Stage and Years 1 and 2, especially with regards to the needs of boys.
- How the school is working to develop pupils' basic skills in English and mathematics further in Years 3-6.
- Levels of attendance and the school's work to promote punctuality and reduce absence.
- The extent to which the work of leaders, managers and governors in developing teaching is helping to bring about the necessary improvements.

## Information about the school

Wynstream is larger than the average-sized primary school. It is located near the centre of Exeter. The proportion known to be eligible for free school meals is above the national average. Most pupils are White British, with small numbers from minority ethnic heritages. There is a higher than average proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs. There is a small group of looked-after children. Since the last inspection, the school had been part of a management partnership with another local primary school for two years, under the direction of an executive headteacher. A number of changes to staffing occurred during this period. In April 2010, the substantive headteacher was appointed.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory school. Under the strong leadership of the headteacher and other senior leaders it is improving rapidly. They have brought staff together and helped them to work effectively in teams. Parents and carers are highly supportive of the school and praise its work to fully involve and support them to help their children's learning. The school gives good care, guidance and support to its pupils, including those whose circumstances make them vulnerable. Pupils feel safe. They appreciate the exciting curriculum on offer and being able to help choose the direction their 'learning journeys' take. The good curriculum helps secure pupils' good social, moral, spiritual and cultural development. Children get off to a good start to their education in the Early Years Foundation Stage.

Levels of attainment over time in English and mathematics at the end of Key Stage 2 have been low over time, though they are rising rapidly this year. Improved teaching, successful interventions for particular groups of pupils and the close monitoring of their progress mean that learning and progress are satisfactory but improving securely and quickly. The school has been successful in helping to accelerate the progress made by boys, which has lagged behind that of girls. The gap remains, especially in the older classes, but is closing fast. The school is yet to ensure all pupils are making the accelerated progress necessary to ensure they reach expected levels of attainment, including some more-able pupils capable of achieving the higher levels.

Senior leaders hold staff closely to account for the quality of teaching and make accurate judgements of its effectiveness. Although satisfactory overall, teaching is improving strongly and was good or better in around half the lessons seen. However, more of the teaching has yet to become securely good to ensure pupils of all ages make consistently good progress from year to year. A few lessons seen lacked pace and challenge for more-able pupils. In these classes, teachers did not always introduce new learning clearly enough, so that pupils were asked to start working independently before they fully understood the steps to take in their learning and how to produce a good quality finished piece.

Leaders and managers are ambitious for the school and demonstrate a strong drive to improve teaching and accelerate pupils' progress. Their commitment to making the school a fully inclusive community is reflected in the strong support of parents, carers and staff. Incisive analysis of past weaknesses in pupils' achievement and in teaching has led to well-judged collaborative improvement work by the teaching teams in each age phase. Through effective self-evaluation, they have a clear understanding of strengths and weaknesses. Senior and middle leaders are rigorous in their evaluation and development of teaching. Improvements seen since the last inspection in terms of the Early Years

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Foundation Stage, the curriculum, pupils' behaviour, and partnership with parents and carers, reflect the school's good capacity for continued improvement.

Up to 40% of the schools whose overall effectiveness is judged 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 pupil achievement further so that, by 2012, the pupils in Year 6 reach the targets for 2 levels of progress set for English and mathematics, by:
  - continuing to monitor in-depth, each half term, the progress made by pupils at risk of underachieving, including some more-able pupils, so as to be able to adapt the support they need more quickly if required.
- Ensure that teaching is consistently good by checking teachers:
  - set high expectations and good challenge for more-able pupils during all parts of each lesson
  - maintain a brisk pace in class
  - use strategies to introduce new learning in stages by using clear demonstrations, sharing the criteria for successful learning with pupils and rehearsing examples together with them before setting independent work.

**Outcomes for individuals and groups of pupils****3**

Most pupils enjoy learning and make satisfactory progress given that they enter Reception Year with skills below those typically expected for their age. Many pupils, particularly in Year 6, are making good progress this year, due to more effective teaching. The school's intensive focus on developing reading skills in Years 1 and 2 and writing across the school are improving the rate of pupil progress and helping to eliminate the previous underachievement of many pupils. Attainment in English and mathematics remains low overall but is rising quickly. Leaders have been assiduous in tackling the previous underachievement of certain groups of pupils, such as boys. The gap between their attainment in reading and writing and that expected nationally, is closing fast across most year groups, although some pupils, including the more able, are not yet making rapid enough progress. Inspection evidence confirmed that the large number of pupils with special educational needs and/or disabilities and those who are known to be entitled to free school meals make at least satisfactory and sometimes good progress.

Pupils are welcoming and friendly. They have a good awareness of personal safety and speak knowledgeably about the internet and road safety. Pupils are clear about the factors that contribute to healthy lifestyles, but whilst they are physically active and enjoy after-school sports, they do not always put their dietary awareness into practice when selecting their food and drink. Pupils make a strong contribution to the school and local community, for example through the work of the 'learning detectives', who visit other schools to find new approaches to study and the environmental work of the 'Green Team'. They are considerate of each other's feelings and respect different cultures and beliefs. Visitors to school include a headteacher from Uganda, Masai in full costume and Taiko drumming groups. Pupils are punctual in arriving at school. Levels of attendance are broadly average for almost all pupils, although a small minority of pupils whose circumstances make them

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vulnerable, are frequently absent. The school is well aware of this and works closely with other agencies to improve their attendance. Pupils' basic skills and ability to work with others are developing more rapidly this year. As a result, they are adequately prepared for their secondary education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Good teaching was observed in about one half of lessons and no inadequate practice was seen. In these lessons, teachers showed good knowledge of their subject and presented activities that engaged pupils in their learning. Questions were used well to check pupils' understanding and teaching assistants provided good support for pupils with special educational needs, including those who find concentration difficult. Teachers gave pupils constructive advice about how well they are achieving and clear 'next step' targets as to how to improve their work. Pupils report that this is very helpful. Where teaching is less effective, the pace of the lesson slows and more-able pupils are not always challenged sufficiently. Occasionally, teachers do not use clear demonstrations to explain new ideas or make the criteria for successful learning explicit enough. As a result, pupils are asked to work independently before they are ready, for example to write in a particular style or lead a scientific enquiry before they have rehearsed with the teacher in enough detail what it is they need to do and how to work successfully.

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Pupils are excited by the curriculum. They appreciate being able to help determine their 'learning journeys' and the opportunities to study outdoors and explore the local environment as well as to use information and communication technology. Visits and visitors to the school significantly enrich the curriculum, as does the extensive programme of well-attended after-school activities. Pupils get good opportunities to apply their basic skills across other subjects and teachers' planning addresses the needs of most pupils, including less confident learners, well although the challenge for more-able pupils is not always as closely defined. The good care the school provides starts with home visits and close links formed with families of children starting school and concludes with good transition arrangements with the local secondary school. All pupils, including the more vulnerable, receive good quality support for their personal well-being. For example, all looked after children have been helped to achieve above average rates of attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders and managers are dedicated to securing the school's success. Strategic planning is good, with team leaders given authority to adapt improvement initiatives to the needs of the pupils in each age phase. Successes include the improvements in the teaching of letters and sounds in the Early Years Foundation Stage and the steps taken to improve parents' and carers' knowledge of and involvement in their children's learning.

Senior and middle leaders use a range of monitoring techniques to hold each teacher fully to account and to evaluate the impact of new initiatives. Teaching is carefully assessed and opportunities abound for staff to plan collaboratively, observe each other in class and develop new skills. There is a good commitment to the promotion of equality of opportunity. Pupil achievement data is well collated and analysed. The progress of groups of pupils, such as those who speak English as an additional language, or with special educational needs and/or disabilities, is closely tracked and support is tailored to need. Pupils are properly safeguarded; all requirements to keep children safe are fully in place and the level of training and the awareness of staff and the governing body in child protection is good.

Governance is satisfactory and improving. The governing body is active in school, gathering monitoring information through learning walks and close liaison with team leaders, to help them to understand how the school is seeking to raise achievement. The school is very active in building a cohesive community. It engages fully with local schools, community groups and international partners to promote community cohesion and improve outcomes for adults and pupils alike.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enjoy their time in the Reception classes. The care, guidance and support they receive are of a good quality. Careful attention to safety ensures that the effective welfare arrangements keep children safe and secure. Most children enter the Reception classes with skills that are well below expected levels. This is especially true of a number of boys, who present with speech, language and behavioural needs. Boys and girls make good progress because a range of stimulating and well-planned activities are on offer, both inside and outdoors. A careful balance of child-initiated and adult-led learning through play means children quickly grow in confidence. They play well both cooperatively and independently and are developing their skills, although they enter Year 1 still below average, particularly in terms of boys' calculation skills and creative development. The settings leader has acted quickly to further enhance the wide range of artistic learning opportunities on offer and to introduce fast-paced, teacher-led group activities to reinforce their calculation strategies.

The teaching of letters and sounds to aid children's reading and spelling is effective and is reflected in their improved skills for language and literacy. Children thoroughly enjoy the use of songs and word bingo to practise using new sounds they have learned. They especially liked being asked to identify which were real and which were false 'ar' words on the computer screen! Teaching assistants offer extra one-to-one practice for some boys who find recognising and pronouncing the sounds more difficult. However, on occasions, opportunities were missed to extend children's language for communication and thinking when they were playing outdoors.

As a result of good leadership, children's welfare is rigorously monitored. Their achievements are regularly noted and are used well to plan the next stage of learning. All



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the teaching team contribute assessments to each child's 'learning journey' portfolio. These are detailed and show good examples of a broad range of learning opportunities and evidence of children's good progress over time.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are very happy with the school. A very large majority of those parents and carers who responded to the inspection questionnaires said that their children enjoy school and that their children's learning is well supported. They also said that they feel well informed about their children's progress and that the school takes full account of their views and suggestions. One parent's response was typical of many, saying, 'My son has come on leaps and bounds' at Wynstream School. Other parents and carers commented on how well the school receives children who are new to the school, stating that 'the staff have made the transition very smooth' and 'assessment is particularly well tackled for new children'. Many praised the effective channels of communication set up between home and school. A very few parents and carers are concerned that the school does not deal effectively with unacceptable behaviour. Inspection evidence found behaviour to be at least good in all areas of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Wynstream 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 13 statements about the school.

The inspection team received 169 completed questionnaires by the end of the on-site inspection. In total, there are 298 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	51	80	47	1	1	0	1
The school keeps my child safe	109	64	58	34	2	1	0	0
My school informs me about my child's progress	99	59	68	40	2	1	0	0
My child is making enough progress at this school	90	53	75	44	2	1	0	0
The teaching is good at this school	103	61	62	37	3	2	0	1
The school helps me to support my child's learning	99	59	69	41	1	1	0	0
The school helps my child to have a healthy lifestyle	81	48	84	50	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	69	41	96	57	0	0	0	2
The school meets my child's particular needs	82	49	84	50	2	1	1	0
The school deals effectively with unacceptable behaviour	69	41	79	47	14	8	0	4
The school takes account of my suggestions and concerns	77	46	87	51	4	2	0	1
The school is led and managed effectively	80	47	87	51	1	1	0	1
Overall, I am happy with my child's experience at this school	103	61	66	39	0	0	0	0

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 school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</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.**



8 July 2011

Dear Pupils

**Inspection of Wynstream School, Exeter EX2 6AY**

Thank you for welcoming us to your school. Yours is a satisfactory school which is rapidly improving. Although your attainment in English and mathematics is low by the end of Year 6, it is rising more quickly now. Your achievement is satisfactory.

Here are some of the good things in your school.

- Your headteacher and senior team lead the school well.
- The care and support the school gives you are impressive. You and your parents and carers know that you are looked after well and feel safe in school.
- You behave well and most of you show good attitudes to learning.
- You especially like the 'learning journeys', the exciting opportunities you get to learn, which includes outdoor studies, visits, special events and interesting visitors who come to school.
- Children are getting off to a flying start in the Reception classes.
- Your parents and carers feel the school does well in telling them about how you are getting on with your learning and how to help you.

Although some of you are making good progress, not all of you make the progress you could. Therefore, we have asked the school to improve the following things:

- continue to raise your achievement so that upon leaving school, those of you in Year 6 have made at least the expected progress in your learning
- ensure all teaching is good or better so that you can make the maximum progress in lessons, including those of you ready to move ahead in your learning more quickly.

We wish you every success in the future.

Yours sincerely

David Townsend

Her Majesty's Inspector

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