

Wynndale Primary School

Inspection report

Unique Reference Number	133269
Local Authority	Nottinghamshire
Inspection number	381483
Inspection dates	13–14 October 2011
Reporting inspector	Kenneth Thomas

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Alan Hall
Headteacher	Jayne Gibbons
Date of previous school inspection	16 November 2006
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Age group	4-11
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Introduction

This inspection was carried out by three additional inspectors. They observed seven teachers and saw 13 lessons. Inspectors observed two school assemblies and the breakfast club, and held discussions with staff, groups of pupils and the Chair of the Governing Body. They looked at pupils' books and viewed a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements and records of pupils' progress. Questionnaires returned by 133 parents and carers, 121 pupils and 24 members of staff were analysed.

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

- What is the impact of strategies used to raise the attainment of boys in English?
- How well do teachers use assessment information to plan lessons that challenge all groups of pupils?
- How effective are teachers with coordinating responsibilities in monitoring and evaluating performance and supporting the school's drive for improvement?

Information about the school

This is an average sized primary school. Virtually all pupils are of White British heritage. The proportion of pupils eligible for free school meals is below average. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities or with statements of particular needs is below average. The school provides a breakfast club that is managed by the governing body. The school also provides accommodation for, but does not manage, a privately run day care facility. This provision is inspected separately. The school has Local Leader in Education status and in June 2011, the headteacher was appointed the executive head of another local primary school in addition to Wynndale. The school has gained national recognition for its work in a number of areas and holds the Gold Artsmark, Study Support, Active mark and Intermediate International Schools awards, together with Healthy Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Wynndale Primary School provides a good and improving quality of education. Pupils make an outstanding contribution to the life and ethos of the school. Because they are willing to take responsibility, behave well and show respect to their peers, adults and visitors, they do much to make this such an inclusive and friendly community. In this welcoming and supportive learning environment pupils feel safe and valued because staff know them really well and provide outstanding levels of care. Pupils' enjoyment of school life is reflected in their above average rates of attendance. A further strength is the excellent promotion of healthy lifestyles. Pupils participate in regular physical exercise and demonstrate their understanding of the importance of diet to health in their sensible eating choices. They take full advantage of the additional activities, sports and clubs provided, many of which arise from the school's excellent partnerships with outside providers. Virtually all parents and carers who responded to the inspection questionnaire expressed a high level of satisfaction with the school and their children's experience. One, capturing the views of many, said, 'I have found this an excellent school for my child and staff are always approachable when needed.'

A highly effective Early Years Foundation Stage enables children to make a good start to school. Because induction arrangements are carefully planned and sensitive to children's individual needs, they settle quickly and begin to make good progress immediately. This good progress is maintained as pupils move through the school and standards at the end of Year 6 are above average. Although attainment in English is above average, it is not as high as attainment in mathematics, where staff have been particularly successful in improving pupils' problem solving skills. This is largely because of weaknesses in boys' writing. To tackle this issue, the curriculum has been developed to include topics that are proving more engaging to boys. This is having a positive effect on boys' writing, and while the full impact has yet to be seen at the end of Year 6, the gap in performance is narrowing.

Teaching and learning are good. In most lessons teachers' planning takes account of the different learning needs of pupils to ensure a good level of challenge for all groups of pupils in most lessons. When teaching occasionally dips to satisfactory levels, it is typically because the pace of learning slows as a result of introductory and other teacher-led activities being too long. When this occurs, pupils do not have enough opportunities to work independently. The very effective use of assessment information to identify where additional teaching will be most beneficial makes a significant contribution to pupils' good achievement, particularly that of pupils with

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special educational needs and/or disabilities. The school's strong links with the local community are underpinned by a clear understanding of the context in which the school operates. As a result, community cohesion is promoted well on a local level. Through the international and ecological dimensions of the school curriculum pupils gain a good understanding of the interdependent nature of the global community. However, the curriculum is less effective in promoting pupils' knowledge and understanding of different cultures within a national context.

The outstanding headteacher has successfully developed a strong sense of teamwork and ambition amongst all staff. Staff with coordinating roles approach their responsibilities for monitoring and evaluating pupils' progress with enthusiasm. This is helping to ensure that there is continuity in the quality of provision when the expertise of the headteacher is being shared with another school. The determination of the headteacher and staff to take the school forward is underpinned by accurate self evaluation. This, together with the expertise and commitment of a highly supportive governing body, the improvements seen since the last inspection and total confidence of parents and carers, gives the school good capacity for sustained improvement.

What does the school need to do to improve further?

- Make all teaching good or better and accelerate progress by ensuring that:
 - lesson introductions and teachers' explanations are not too long so that pupils are given more opportunities to work independently
 - the pace of learning is brisk and that tasks are appropriately challenging for all groups of pupils.
- Provide pupils with more opportunities to develop their understanding of cultural diversity in a national context.

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

Children's skills on entry to Reception are generally in line with expectations for their age. Good progress by all groups of pupils leads to above average standards overall by the end of Year 6. The general rise in the Year 6 test results over recent years reflects the successful impact of action taken to tackle weaknesses identified through self-evaluation. Classroom observations and the work seen in pupils' books show that many of the current Year 6 are on track to achieve or exceed the challenging targets set for them. Pupils enjoy their lessons, and their good behaviour makes a strong contribution to the school's purposeful learning atmosphere. They respond well to interesting and challenging activities and demonstrate their ability to work effectively both independently and collaboratively. This was exemplified in a Year 5 history lesson where pupils analysed evidence presented in the form of a murder mystery. They worked enthusiastically in small

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groups and made good progress in developing their understanding of the nature of source evidence. Pupils with special educational needs and/or disabilities make good progress because their needs are carefully assessed and they are sensitively supported with good challenge in class, or receive specialist individual or small group support from teachers or skilled teaching assistants.

Pupils are very proud of their school and are enthusiastic about many aspects of its work. There are strengths in pupils’ spiritual, moral and social development. Pupils regularly reflect on their lives and display sensitivity to the needs of those in particularly challenging circumstances. They demonstrate a good awareness of how to avoid risks, whether on the internet or during journeys to and from school. Pupils assert that incidents of bullying are rare and they say there is always someone who will listen to them if they have any concerns. Pupils behave very responsibly when they carry out the many jobs available for them around the school. They are closely involved with the local community and highly active in charitable fund raising. The school council plays an active role in representing the views of pupils to staff and the Governing Body. Regular attendance and above average basic skills ensure that pupils are well prepared for the next stage in their education.

These are the grades for pupils’ outcomes

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

How effective is the provision?

All lessons are characterised by excellent relationships between teachers and pupils. In the best lessons, pupils make good progress because assessment information is used well to guide the teachers’ planning of learning tasks. This was seen in a Year

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

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1 literacy lesson for example, where pupils made good progress in developing their writing skills because all were enthusiastically engaged in tasks that were carefully matched to their learning needs. However, in some lessons progress slows because teachers take too much time introducing the learning, which gives pupils too little time to apply their learning and skills independently. Particularly effective use is made of assessment information to track pupils’ progress towards their targets, identify underperformance and provide additional support where necessary. Teachers regularly mark pupils’ work and provide them with clear guidance on how to improve.

The curriculum provides pupils with a good range of learning experiences. It is particularly well planned to ensure continuity and progression between Reception and Year 1. Provision for creative subjects, such as art and music, is a real strength and contributes to pupils’ good spiritual and cultural development. This is reflected in the good quality of the displays seen around the school. The curriculum is enhanced especially well through local partnerships: for example, links with other schools broaden pupils' experiences. Pupils benefit from a good range of extra-curricular activities. These contribute much to pupils’ enjoyment, as do trips out of school, including residential visits. Excellent care, guidance and support for all pupils are at the heart of the school's ethos. This is recognised by the vast majority of parents and carers who say that the school is very caring and is supported by the inspection findings. Close attention is given to supporting children whose circumstances make them vulnerable to promote their well-being. Pupils are well cared for in the breakfast club and pupils say, 'We have lots to do and enjoy coming here.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

With good support from all staff, the school is exceptionally well led by the headteacher. This is recognised by parents and carers and seen in the highly positive questionnaire responses. The headteacher has been successful in her strategy of raising achievement by developing a strong staff team, which shares her vision. All staff are responsible for monitoring pupils' attainment and curriculum subjects to ensure that there is accountability for pupils' progress. The school has very strong links with external agencies that support the individual needs of pupils from a range of backgrounds. This is an essential element of the school's effectiveness in combating discrimination. It also ensures the promotion of equality of opportunity so there are no significant gaps in attainment between any groups of

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pupils.

The school benefits from the support and challenge offered by a highly effective governing body. Its members are fully informed about school performance through monitoring visits and detailed reports from the headteacher. They have worked closely with staff to ensure that safeguarding procedures are of high quality and all staff are fully trained in these matters. As a result the school has the full confidence of parents and carers regarding their children’s safety. The school ensures that all parents and carers are extremely well informed about their child's learning, well-being and development. As a result, parents and carers feel valued and respected as partners in developing their children's learning and improving the life of the school. The school's links with a broad range of partners has a highly positive impact on outcomes for pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Highly effective leadership and management have ensured that provision in the Early Years Foundation Stage has improved considerably since the last inspection. Provision is excellent. Children make good progress in all areas of learning and overall standards are above expectations when they enter Year 1. Children settle quickly on entering Reception because of the very well-organised induction arrangements, highly effective adult care and support, and excellent links with parents and carers. This is aided by staff making home visits. As one parent said, ‘the home visit was really helpful, we felt really confident about the staff caring for our children’. As a result, children feel very safe and enjoy their learning. All adults are vigilant in meeting the needs of children, and welfare requirements are fully met. A strong emphasis on children's personal and social skills ensures that they soon

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begin to share, to learn and to play together. They are very well behaved and polite to each other and to adults. Teaching is consistently good or better because staff have a clear understanding of how children learn and work exceptionally well as an enthusiastic team. They provide an exceptionally well-planned range of adult-led and free-choice activities indoors and outside that promote at least good outcomes in all areas of learning. The teaching of letters and sounds receives appropriate attention and children are making excellent progress in acquiring early writing skills. This is high quality continuous provision in action with skilled staff observing and intervening skilfully to move children's learning on, yet maintain the children's independence and learning through play. Nevertheless, the Early Years Foundation Stage team continually evaluates the effectiveness of provision. They are outward looking and keen to embrace any new ideas that will further enhance children's learning experiences.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The response to the pre-inspection questionnaire was much higher than usual. The overwhelming majority of parents and carers expressed positive views about almost every aspect of the school. There were no particular trends in the very few negative comments received by inspectors. Many respondents wrote additional comments indicating their strong support for the school and the direction it is taking. Typically, one wrote, 'It is a lovely school, very welcoming with a warm family atmosphere. I have always found all staff to be approachable and helpful, and my children have always been happy and settled at this school'. Although a small minority of respondents indicated concerns about behaviour, inspectors found that pupils behave well because the school has consistently high expectations and staff deal with misbehaviour effectively.

Responses from parents and carers to Ofsted’s questionnaire

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

The delete inspection team received 133 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	72	36	27	1	1	0	0
The school keeps my child safe	96	72	35	26	1	1	1	1
The school informs me about my child’s progress	84	63	49	37	0	0	0	0
My child is making enough progress at this school	83	62	46	35	3	2	1	1
The teaching is good at this school	91	68	42	32	0	0	0	0
The school helps me to support my child’s learning	75	56	54	41	3	2	0	0
The school helps my child to have a healthy lifestyle	86	65	46	35	1	1	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)	71	53	55	41	3	2	0	0
The school meets my child’s particular needs	79	59	50	38	3	2	0	0
The school deals effectively with unacceptable behaviour	54	41	58	44	13	10	3	2
The school takes account of my suggestions and concerns	60	45	65	49	4	3	1	1
The school is led and managed effectively	77	58	52	39	2	2	0	0
Overall, I am happy with my child’s experience at this school	94	71	36	27	2	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 October 2011

Dear Pupils

Inspection of Wynndale Primary School, Nottinghamshire, NG18 3NY

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke to many of you, and you were really helpful. We enjoyed listening to your singing in assembly and seeing how much you celebrated each other's success.

You receive a good education and reach above average standards at the end of Year 6. You enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. Your good behaviour is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. In most lessons you make good progress, but we have asked staff to make sure that you are actively engaged and really stretched in all of your lessons so that you make the best progress you possibly can. Your teachers spend a lot of time marking your work and you can help yourselves to make even more progress by trying hard to follow the good advice you are given.

You attend school regularly and understand the importance of being healthy, eating sensibly and taking part in physical activity. Your teachers plan a good range of visits and after-school activities that broaden your experiences. You told us how much you enjoy your topic work and we were impressed by the good quality of the displays of your work around the school. We were also impressed with how you all do so much to help the school. Adults at school look after you exceptionally well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. As part of this, we have asked the school to provide you with more opportunities to learn about the customs and beliefs of a wider range of people.

We hope that you continue to enjoy school and learning that you will continue to work hard.

Yours sincerely

Kenneth Thomas
Lead inspector

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