

Wynstream Primary School

Burnthouse Lane, Exeter, EX2 6AY

Inspection dates 15–16 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Determined and resolute leadership by the headteacher, senior leaders and governing body over a sustained period has resulted in pupils making excellent progress.
- The school's leaders and staff are wholly committed to an ambitious vision for the future and are not prepared to settle for 'second best'.
- Teaching is outstanding. As a result all pupils, and particularly those with special educational needs, make excellent progress in both their academic and personal development.
- The commitment to developing the standard of literacy throughout the school in recent years has had a dramatic impact on accelerating pupil progress in all areas of the curriculum.
The school tracks the progress of every pupil in all subjects meticulously and ensures that any underachievement is addressed immediately.
- Pupils' behaviour and attitudes to learning are outstanding. Relationships are a real strength. Pupils feel very safe and respect the staff, themselves and each other.
- Throughout the school pupils are encouraged to believe in themselves and in their ability to succeed. The school's motto, 'Aiming higher – Achieving more', sums up Wynstream's ethos and ambition.
- Pupils are very well prepared for the transition on to the next stage of their education and the needs and interests of individual pupils are fully met.
- The school provides pupils with an exceptionally caring and nurturing environment which is fully appreciated by parents.
- The curriculum is exceptionally well matched to the pupils' needs and provides pupils with a wide range of learning opportunities and experiences, including numerous exciting visits, clubs and activities.

Information about this inspection

- The inspection took place over two days and was carried out with half a day’s notice.
- The inspectors observed 26 lessons and three assemblies, including three joint observations with the headteacher, deputy headteacher and a senior leader.
- Meetings were held with the headteacher, the senior leadership team, the special educational needs coordinator, the governing body, pupils from Key Stage 2 and a representative from the local authority.
- A range of documents was examined, including the school’s action plan, the school’s self-evaluation, performance management records and procedures, the work pupils were completing in their books, the data relating to the pupils’ progress and attainment and safeguarding records, policies and procedures.
- Individual pupils from Years 1, 3 and 6 were heard to read by the inspectors.
- The inspection team considered the views of parents and carers by consulting the Parent View website, as well as analysing the school’s most recent parental questionnaire and talking to individual parents during the course of the inspection.
- All responses to a staff questionnaire were taken into account.
- Pupils’ behaviour, both inside and outside of the classroom, was observed, including a visit to the breakfast club.

Inspection team

Mark Anderson, Lead Inspector

Additional Inspector

Alan Jones

Additional Inspector

Jennifer Cutler

Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school situated in an urban setting near the centre of Exeter.
- Pupils are taught in thirteen classes. There are two classes in each year group, except for Year 4 which has one class.
- The great majority of pupils come from White British backgrounds.
- The proportion of pupils known to be eligible for free school meals and for the pupil premium funding is well above the national average.
- The proportion of pupils who have special educational needs supported at school action is broadly in line with the national average. The proportion of pupils supported at school action plus or with statements of special educational needs is well above the national average. These needs include specific learning difficulties.
- The number of pupils on roll has steadily increased from 297 in 2010 to 345 in 2013. The school is part of a federation with a local nursery, Chestnuts Nursery.
- The school meets the government's floor standards, which are the minimum standards expected by the government for pupil attainment and progress.
- The school provides a breakfast and after-school club facility situated on the school site.
- A new Chair of the Governing Body was elected in September 2012.
- A privately managed playgroup is located on the school site but is inspected separately.
- The school does not use alternative provision.

What does the school need to do to improve further?

- Ensure that the most able pupils are consistently challenged to achieve the highest levels of attainment.

Inspection judgements

The achievement of pupils is outstanding

- As a result of excellent transition arrangements for children joining the school they settle extremely well. The youngest children in the Early Years Foundation Stage mostly start school with skills and knowledge significantly below expected levels for their ages. By the time they reach Year 1 they achieve well, in all areas, having made outstanding progress.
- This outstanding progress is continued in both Key Stages 1 and 2 because teaching caters well for individual needs and the work the pupils are asked to complete is well matched to their different ages and abilities. Observations of lessons show that as pupils mature they apply themselves increasingly confidently to their work and progress quickens yet further through Years 3 to 6.
- Those who are disabled or have special educational needs make outstanding progress and rapidly close the gaps with all pupils nationally.
- Similarly, pupils entitled to the pupil premium attain above average levels in relation to average point scores and do very well when compared with all pupils nationally.
- Pupils who are eligible for free school meals make outstanding progress in comparison with national standards.
- The relentless drive to take literacy to the highest level is matched in all subjects and is embedded throughout the school. In the recent national phonics screening check at Year 1, for example, the pupils achieved results above national averages.
- Occasionally, the most able pupils do not reach their full potential when activities do not fully challenge them to do even better.
- Pupils are heard to read every day and reading has a high focus. The library and information and communication technology suite are situated at the heart of the school. The presence of a full-time librarian epitomises the school's unquestioned commitment to developing the reading and writing skills in all year groups.
- All the parents and carers whose views were expressed through individual conversations, responses to the latest questionnaire and opinions competed in the on-line survey, Parent View, believed that their children were making better than expected progress and achieving well throughout the school.

The quality of teaching is outstanding

- As a result of the senior leadership team's relentless drive to raise achievement, the quality of teaching has improved since the previous inspection and is now outstanding.
- The excellent work of the teachers is extremely well reinforced by very capable teaching assistants who are deployed very effectively to provide high quality individual and small group support. This has helped all pupils to make rapid progress and ensures that the vibrant curriculum is taught effectively.
- Teachers use a wide range of teaching strategies in individual lessons such as role play, discussions with partners and brainstorming. They quickly change their approach if they realise it is not having the planned impact. Occasionally, activities for the most able pupils are not quite hard enough.
- Lessons are very well paced and extremely stimulating. They both challenge and engage pupils of all abilities. For example, during an English lesson pupils' understanding of 'times gone by' was greatly enhanced when they were asked to transport themselves back in time to 1939 and describe life without iPads.
- Regular written and verbal feedback by teachers to individual pupils and groups is of a high quality and ensures that pupils have a clear understanding of their progress. Marking is

undertaken conscientiously and is highly effective in showing pupils how to make their work better and how well they have done.

- Staff display strong subject knowledge and continuously check during lessons that learning is occurring for all pupils. There is an excellent focus on providing opportunities for independent learning and pupils are continually encouraged to take responsibility for their own learning.
- Central to establishing an outstanding climate for learning throughout the school has been the uniformly high expectations that all staff have of their children's behaviour and learning.
- The many colourful displays of pupils' work in classrooms and throughout the interior of the school reflect the range of the curriculum and the genuine pride that adults and pupils clearly take in their school. For example, the impact of the visit of a polar explorer was vividly celebrated in displays headlined as 'Sub-Zero Heroes'.
- The range and impact of support for the few pupils who are not as much progress as others are outstanding. The nurture group is a strong example of how the school provides for all individual needs.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are exemplary and contribute to an exceptionally positive atmosphere for learning. The outstanding behaviour around school and in lessons is a key factor in ensuring that all pupils make good progress in all year groups.
- Pupils have a good awareness and understanding of different forms of bullying, such as cyber bullying. They are adamant that very little bullying takes place and are also confident that any inappropriate behaviour is dealt with immediately, fairly and firmly.
- During the inspection, all the pupils demonstrated that their confidence and social skills were at a high level and they were very keen to talk to the inspection team about the strengths of their school.
- Pupils from different age groups interact very well with each other. Older pupils commented that they enjoy the opportunities they have to look after the younger ones during the school day and are good role models.
- The pupils clearly enjoy and value their school and this is reflected in the good attendance. Several pupils commented that being at school was like being part of an extended family.
- Pupils, parents and carers felt that all the teachers were approachable, easy to talk to and were willing to listen.
- Pupils are very keen to take an active role in the life of the school and the well-established house system provides numerous opportunities for the pupils to work as part of a team.
- Outside at play all age groups are happy and relaxed. They move around the school well together and clearly demonstrate through their actions that they know right from wrong.

The leadership and management are outstanding

- The pursuit of excellence is central to the work of the school. Senior leaders, governors and all members of staff are highly ambitious and professional in their determination to help pupils achieve their full potential.
- The headteacher and deputy headteacher take a strong lead in driving improvements. They have addressed the areas that required strengthening at the last inspection, and have a clear vision for continuing to raise the achievement of the pupils and popularity of the school.
- Self-evaluation is built into the school's daily routine. Staff reflect on their practice, the success of activities for the children and the impact of these on progress. Together with the excellent monitoring of the quality of teaching, this leads to refinements in the way staff teach and how the curriculum operates.

- The Early Years Foundation Stage provides a very secure start to the pupils' journey and the federation with a local nursery results in a very successful transition from one phase to the next.
 - The school's tracking and monitoring systems are exemplary and ensure that all staff are extremely well informed as to their pupils' progress and needs. An example of the quality and range of these systems is the fact that detailed records of playtime observations are in place to ensure a high quality of the pupils' experience and learning outside of the classroom.
 - The school works exceptionally hard to engage parents and carers in their children's education in numerous ways including coffee mornings with the headteacher.
 - Staff fully support the headteacher's aims for the school and it was evident from returned staff questionnaires that they are equally committed to ensuring that ongoing improvement is sustained. There has been a very successful drive to broaden the leadership and the leaders of the four units and four curriculum areas play a very important role in the school's development.
 - Staff work closely as a team and their morale is high. They know that their opinions are valued and that the school has a commitment to their continuing professional development.
 - Performance management is used extremely well to improve teaching and identify strengths and any weaknesses.
 - The pupils' spiritual, moral, cultural and spiritual development is strongly promoted by the staff and through the curriculum. Pupils talk enthusiastically about how the school's residential trips broaden their outlook, develop their self-confidence and raise their awareness of children from different backgrounds.
 - The school acts swiftly to identify any pupils whose progress appears to be slowing. Regular pupil progress meetings ensure that additional and carefully targeted support is quickly put in place.
 - All statutory requirements relating to safeguarding are met and there is no evidence of any discrimination.
 - The local authority provides light touch support to this outstanding school.
 - **The governance of the school:**
 - The governing body, along with the headteacher, has played a fundamental role in taking the school forward since the last inspection. It has a clear and in-depth knowledge and understanding of the quality of teaching and pupil achievement in comparison with national averages. Governors ensure that statutory requirements are securely in place, including checks on staff and child protection procedures. They ensure that additional funds for pupils with special educational needs and those in receipt of the pupil premium are used very effectively to help those pupils achieve at least as well as others. Governors are fully involved in the process of performance management and this is closely linked to teachers' progression through the pay scales. The governors undertake appropriate training and are extremely well informed and strongly support, as well as challenge, the school's senior leaders.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134171
Local authority	Devon
Inspection number	406557
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Nicky Peterkin
Headteacher	Tracey Hannon
Date of previous school inspection	6–7 July 2011
Telephone number	01392 284990
Fax number	01392 284993
Email address	head@wynstream.devon.sch.uk

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