

Inspection of a good school: Winyates Primary School, Spirit Federation

Winyates, Orton Goldhay, Peterborough, Cambridgeshire PE2 5RF

Inspection dates:

19 and 20 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a happy, inclusive and high-achieving school with ambitious and notable expectations for all its pupils. These are realised through pupils' exceptionally strong outcomes. From generally low starting points, pupils do incredibly well in national tests, particularly by the end of key stage 2. At the heart of this is a strong focus on early reading and mathematics. The broader curriculum is also commendable, engaging and well taught. Pupils relish school and their learning.

A range of wider opportunities are provided besides academic subjects. Pupils appreciate and enjoy these. They include visits, visitors, clubs and sports such as American football and lacrosse. The school manages to broaden the horizons of its pupils through exposure to these extra opportunities.

Keeping pupils safe is a high priority. Pupils say they feel safe and know what to do if they have concerns. Relationships are strong. Adults treat pupils with respect and care. They know their pupils and families well. Pupils enjoy positive and supportive relationships with one another. Behaviour is managed positively. Pupils respond to this well and their conduct is exemplary. Everything that the school does is always with pupils' best interests at heart.

What does the school do well and what does it need to do better?

The curriculum is exceptionally well planned and delivered with precision. Subject leaders provide thoughtful guidance, support and training to all staff. Subjects are taught skilfully, taking account of pupils' needs and starting points. Regular assessments ensure that work is well matched to pupils, including those with special educational needs and/or

disabilities. Extra support or adjustments in class ensure that these pupils achieve well. Children get an excellent start in the Reception class. There is a sharp focus on language and vocabulary development. Effective activities, linked to the early years curriculum, are planned. Children engage with these enthusiastically and behave well. Learning takes place at every opportunity, including through daily songs, rhymes and interesting stories.

There is a well-planned, regular focus on teaching reading. Early years and key stage 1 pupils have daily phonics sessions, learning letters and sounds quickly to become fluent, confident readers. Pupils enjoy reading books well matched to their phonics knowledge. Adults read high-quality stories, poems and non-fiction books to pupils. This encourages a love of reading. Daily, tailored input is provided to those needing support so that they catch up.

The wider curriculum includes a broad range of subjects taught in depth. Some, such as history and geography, are taught through topics which carefully link learning in a range of subject areas. Pupils find these interesting and engaging. The curriculum provides opportunities to develop investigative skills, helping them to use their learning to consider new and novel problems. Work in books is of high quality. Pupils take pride in their work.

The school places a high priority on attendance and punctuality. Leaders are proactive and supportive in ensuring that pupils attend school. They follow up absences swiftly and work with other agencies to provide support and challenge to families where needed. Breakfast club provides a helpful incentive for many. Attendance, including persistent absence, is improving as a result, so pupils are in school more often and on time. Behaviour is exceptional. Pupils know, understand and follow the school's high expectations. This includes in class, around school and at breaktimes.

Pupils' broader development is given thoughtful consideration, including pupils' voice. The school provides a range of wider opportunities beyond the academic. These include musical, sporting, cultural and community opportunities. Experts, visits to local/national attractions and residentials are offered to all. Leaders aim to broaden pupils' horizons, particularly for those pupils who are disadvantaged. Pupils enjoy and appreciate these opportunities.

School leaders, governors and staff work together in the best interests of their pupils. This is very much a team. Leaders at all levels support staff and pupils to be the best they can be. Staff appreciate the broad training offer available plus leaders' consideration of their personal needs. All aim for excellence. Governors are knowledgeable and hold leaders to account. They support and challenge leaders. Everyone is aware of staff workload and well-being. Being part of a small federation of schools benefits all, particularly with shared planning, resources and expertise.

Parental engagement is important to school leaders. Regular events and a helpful website encourage parents to get involved. During the inspection, a large group of parents attended a welcome morning in the Reception class where children excitedly shared their work. Parents were overwhelmingly positive about the school and their children's education.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110747
Local authority	Peterborough
Inspection number	10294932
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	Governing body
Chair of governing body	Judy Moore
Headteacher	Colette Firth
Website	www.winyatesprimary.co.uk
Dates of previous inspection	20 and 21 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Spirit Foundation. This includes three other primary schools overseen by one headteacher.
- Oak Activities alternative provision in Peterborough is accessed part time.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in early reading and phonics, mathematics and science. She also considered the physical education curriculum. Deep dives include discussions about the curriculum, visits to lessons, discussions with staff and pupils and consideration of work in books.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff, parents, and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Jacqueline Bell-Cook, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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