

# Winyates Primary School

## Inspection report

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<b>Unique Reference Number</b>	110747
<b>Local Authority</b>	CITY OF PETERBOROUGH LA
<b>Inspection number</b>	310406
<b>Inspection dates</b>	6–7 November 2007
<b>Reporting inspector</b>	Linda Killman 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 on roll</b>	
School	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Clarke
<b>Headteacher</b>	Mr G Civil
<b>Date of previous school inspection</b>	6 May 2003
<b>School address</b>	Orton Goldhay Peterborough Cambridgeshire PE2 5RF
<b>Telephone number</b>	01733 234185
<b>Fax number</b>	01733 361305

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

This is a smaller than average sized primary school in an area of social and economic disadvantage. Almost half the pupils are eligible for free school meals, which is well above the national average. On entry, pupils' skills, knowledge and understanding are well below the expectations for their age. The proportion of pupils from minority ethnic backgrounds is below average. The percentage of pupils with additional learning or physical needs is well above average. A new headteacher is in post following a year of temporary leadership.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement. The overall effectiveness of the school is inadequate.

The pupils make a satisfactory start to their education in the Foundation Stage. Elsewhere, however, standards are in decline especially in English and, given the pupils' capabilities, are below what they could be. Achievement is inadequate because too many pupils make insufficient progress in lessons and over time. The new headteacher is energetically tackling areas of weakness. He knows that pupils can do better and has made a promising start in revising systems, procedures and policies to address pupils' underachievement. However, it is too early for these initiatives to have had any discernible impact. The leadership team has drawn up an agenda for improvement to bring about change, but the work has been too slow in making a rapid and noticeable impact on standards and achievement. Leadership and management, including governance, are inadequate. Although supportive and aware of the school's weaknesses, the governing body is not rigorously holding the school to account. Self-evaluation is over-generous because monitoring and evaluation lack rigour; weaknesses are left unresolved.

The teaching is variable but inadequate overall. There are pockets of effective practice, but too much that requires significant improvement. Despite extensive support and ongoing training from the local authority, major weaknesses in teaching prevail and this constrains pupils' progress. These include low teacher expectations, challenge and slow pace in lessons. A number of improvements are urgently required to secure higher standards and achievement.

The pupils' personal development is satisfactory. Pupils feel safe and secure, show generally positive attitudes towards learning, behave satisfactorily and most say that they enjoy school. The majority of parents support this view although some have reservations about their child's rate of progress and the unacceptable behaviour of a significant minority. Attendance is improving because secure monitoring systems are in place, backed up by effective support to encourage regular attendance. The support for pupils' welfare is satisfactory. However, academic guidance that tells pupils how to improve their learning is inadequate. The curriculum provision overall is satisfactory. Pupils spend adequate time on all subjects and enjoy a reasonable range of enrichment activities.

## Effectiveness of the Foundation Stage

### Grade: 3

In the Foundation Stage, satisfactory provision leads to pupils making satisfactory progress from very low starting points. The pupils quickly learn routines, show positive attitudes and enjoy learning. The lead teacher is making radical changes to practice in the Foundation Stage to ensure that pupils make progress in all areas of learning. For example, the recent revision of planning ensures that pupils access all six areas of learning equally well. Good, systematic teaching of letter sounds (phonics) provides pupils with a secure start as beginner readers and writers. Toys and other learning resources are inviting and displayed in inspiring ways to capture the pupils' imagination. Pupils are taught how to use tools and play safely; however, risk assessments are not undertaken frequently enough. The base for this age group operates

effectively day-to-day but no long-term plan for improvement based on systematic evaluation exists. The environment is calm and orderly, staff are attentive to the needs and welfare of all pupils and confident in helping pupils to learn appropriately.

### **What the school should do to improve further**

- Raise standards in English.
- Accelerate pupils' rates of progress in learning with higher expectations for achievement, greater pace and a higher level of challenge in lessons for all groups of learners.
- Eradicate inadequate teaching through rigorous monitoring and evaluation reinforced by swift and decisive action.
- Sharpen self-evaluation with a clear focus on how well pupils are learning.

## **Achievement and standards**

### **Grade: 4**

Pupils' achievement is inadequate. Pupils make insufficient progress from their exit points at the end of Reception to reach exceptionally low standards in reading, writing and mathematics in Year 2. The gap between what the pupils achieve and what they are expected to achieve for their age is too wide. Teaching of phonics is not systematic enough, leaving pupils ill equipped to read or spell unfamiliar words.

In Key Stage 2, standards are below the national average in mathematics and science and exceptionally low in English. Too few pupils reach or exceed the expected level because teaching does not build successfully on what they already know and can do and teacher expectations are too low. There are too many pupils placed on the special needs register when, in reality, they are underachieving.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. They make satisfactory progress in their spiritual, moral, social and cultural development. They know how to live healthy lifestyles. Most pupils say that they feel safe, enjoy school and value friendships. Enjoyment in lessons is sometimes limited by teaching that does not fully engage them. The recently improved attendance rates are close to the national average. Pupils' behaviour is satisfactory. Most show respect for adults, listen attentively in assembly and there is a pleasant, calm atmosphere in the dining hall where pupils chat and relate well to one another. Occasional inappropriate behaviour by a small number of older pupils sometimes interrupts learning. Pupils make a satisfactory contribution to the community through the 'play-pal' scheme, the school council and raising money for charities. However, the basic skills needed to contribute to pupils' future economic well-being are inadequately developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching and learning are inadequate. Too often teachers lack a clear view of what they want pupils to learn. As a result, pupils do not always understand what they are expected to learn in each lesson. Progress then suffers and pupils are unable to determine whether they have been successful. The pace of lessons is often not brisk enough to sustain their interest. Long

introductions in some lessons leave insufficient time for pupils to develop and practise their skills independently. Few lessons capture pupils' interests through the imaginative use of resources or activities that enable pupils to learn through discovery. Teachers do not use information from assessing pupils' progress well enough to plan what pupils should learn next. Nor do they adapt curriculum plans sufficiently well to deal with pupils' immediate fundamental needs, which are sometimes left unaddressed. As a result, weaknesses in basic skills, often in English, are not tackled early enough.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum. It meets statutory requirements and ensures adequate time is allocated to literacy and numeracy. Teachers' use of national guidance to plan pupils' work ensures sufficient coverage in all subjects. All groups of pupils, including those with learning difficulties or disabilities, have equal access to the school's curriculum. The provision for information and communication technology is currently under review to ensure that pupils build their skills more systematically. Education for health and safety is satisfactory, as are opportunities for enrichment that include external visits and clubs. Specialist provision from sport coaches and secondary subject specialist teachers enhances sport, science, French and history. The school's library is uninviting; the books are worn and it does not presently entice pupils to develop an appreciation of books and reading.

## **Care, guidance and support**

### **Grade: 4**

The school provides inadequate care, guidance and support for its pupils. It takes reasonable steps to ensure pupils' health, safety and well-being through its risk assessments. Child protection procedures are in place. The school's care and guidance safeguard pupils' welfare and promote their satisfactory personal development and well-being. However, this is not balanced well enough with advice and information to encourage the best possible achievement. The tracking of pupils' progress is not secure, learners are not always sure what they are required to learn in lessons and they do not always have a clear enough understanding of their targets for improving their work. They do not therefore have a strong enough awareness of their progress.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate overall, principally because improvement has not been speedy or extensive enough, and senior leaders have not yet demonstrated the capacity to drive rapid and sustainable change for the better. The leadership team has drawn up an agenda for improvement to bring about change, but the work has been too slow in making a discernible impact on standards and achievement. A number of recently introduced initiatives are beginning to empower and support subject staff and other key staff to play an increasing role in school improvement. However, unequivocal evidence about how well pupils are learning is sparse and clear analysis of the impact of actions taken is not evident. Governance is inadequate. Although supportive and committed to the school, governors do not successfully hold it to account. Not all statutory responsibilities are fully met. The new headteacher is energetically tackling identified weaknesses. He is relentless in pursuing his vision that pupils

at Winyates should and must do better, but the school's leadership at other levels is not currently strong enough for this to be achieved.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

8 November 2007

Dear Pupils

Inspection of Winyates Primary School, Peterborough PE2 5RF

Thank you for making us welcome when we visited your school to see how well you are learning. You told us a lot about your school. This helped us to decide what the best things are and what needs to be improved.

These are the best things about the school:

- Most of you say that you enjoy school and have many friends.
- We are pleased that you are attending school regularly.
- You listen well in assembly and show politeness in the dining hall.
- You know how to stay safe and be healthy.

These are the concerns we have about the school:

- You are not reaching the levels you should be in English.
- Not all of you learn as much as you can as fast as you are able.
- Some teaching needs to be improved.
- The school is not sure enough about what it does well and what needs to be improved so that action can be taken to put things right.

Everyone will be trying to put these things right in the months ahead. Inspectors will be coming back regularly to see how things are going and to check that the school has improved. You too can help by making sure that you always behave well in class so that everyone can learn more and by making every effort to improve your reading and writing. The inspectors agree with your new headteacher that you can do it! We wish you well.

Yours sincerely

Linda Killman

Her Majesty's Inspector