

1 May 2008

Mr G Civil  
Headteacher  
Winyates Primary School  
Orton Goldhay  
Peterborough  
Cambridgeshire  
PE2 5RF

Dear Mr Civil

## SPECIAL MEASURES: MONITORING INSPECTION OF WINYATES PRIMARY SCHOOL

Following my visit with Krishan Sharma, Additional Inspector, to your school on 29 and 30 April 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in November 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Peterborough.

Thank you for the help which you and your staff gave us. Please pass on our thanks to the pupils who welcomed us into their school and were eager to talk about their work.

Yours sincerely

Elaine Taylor  
H M Inspector

## SPECIAL MEASURES: MONITORING OF WINYATES PRIMARY SCHOOL

Report from the first monitoring inspection: 29 and 30 April 2008

### Evidence

Inspectors observed the school's work, scrutinised documents and the pupils' work. They observed lessons and met with the headteacher, key members of staff, groups of pupils, governors and representatives from the local authority (LA). Informal discussions were held with a small sample of parents at the start of the school day.

### Context

At the time of the inspection in November 2007 the headteacher had only been in post for two months. There have been several changes of staff since then, including the secondment to the school of an assistant headteacher. The governing body has been strengthened with the appointment of two additional experienced governors, a new clerk and increased training for all governors. The LA has set up a committee, the operations group, to oversee progress with the school's action plans.

### Achievement and standards

Standards are below average and remain well below average in English. However, standards in Key Stage 2 are now closer to age-related expectations. Recent data from internal assessments indicates that the percentage of pupils reaching at least Level 4 is likely to increase significantly this year. Inspection evidence confirms that pupils are making better progress in lessons in the upper part of the school. However, the school is unlikely to meet its agreed Key Stage 2 targets. In Key Stage 1 standards have not shown the same improvement and remain too low. Across the school, standards in writing are particularly weak. Insufficient opportunities are provided for pupils to practise their writing skills across the curriculum. Standards in reading are better. The school now places greater emphasis on the teaching of phonics to improve pupils' reading skills, starting from the Reception class.

Progress on the areas for improvement identified by the inspection in November 2007:

- Raise standards in English – inadequate.

### Personal development and well-being

This aspect was judged to be satisfactory at the last inspection. This continues to be the case, with improvements noted in behaviour as a result of the more consistent approach to managing interruptions to learning. Exclusions have fallen and the log of incidents of abusive or aggressive behaviour shows a dramatic reduction in both number and seriousness. There are good relationships between adults and children. Pupils are confident and feel safe at school. They support each other well and are encouraged to celebrate success and positive attitudes. Pupils recognise the improvements that have been made. They told inspectors that they enjoy lessons

more as a result of better teaching. The school has worked hard to tackle absences, and attendance is now broadly in line with national averages. Basic skills remain weak. However, teachers are starting to give pupils more opportunities in lessons to develop independence by working in groups and discussing their work with their classmates.

### Quality of provision

Senior leaders have made a satisfactory start to addressing the weaknesses in teaching. The inspection found no inadequate teaching. However, the proportion of lessons that are good remains too low to bring about the improved rates of progress needed to address previous underachievement.

Teachers now plan work to meet learning objectives that are appropriate for the age of the pupils. However, these are not always modified to address the needs of different levels of ability. Pupils are told what they are aiming to achieve at the start of the lesson, but these aims are not always referred to again. Also, teachers do not check regularly throughout the lesson the progress pupils are making towards these objectives. Most teachers have high expectations and many set challenging tasks, but some pupils are not able to rise to the challenge because of the gaps in their basic skills. Pace in most lessons is now brisk. As a result, pupils behave well and engage with their work.

The classroom environment is used well to support learning, and pupils are given regular opportunities to talk to each other about their work. Teaching assistants contribute well to the lessons. In one mathematics lesson they were annotating their copies of the lesson plan in order to pass information to the teacher on the progress that the pupils in their group were making. Teachers are making satisfactory use of interactive whiteboards in their lessons, but pupils told the inspectors that there are not enough opportunities for them to use computers to support their learning.

Learning mentors are contributing well to the ethos of the school by working with the most vulnerable pupils and also through the lunchtime activities they run. They are helping to encourage parents into the school with drop-ins and activity groups such as card making. Academic guidance has improved from being inadequate at the last inspection. Pupils know their targets and are helped by constructive comments in marking.

Progress on the areas for improvement identified by the inspection in November 2007:

- Accelerate pupils' rate of progress in learning with higher expectations for achievement, greater pace and a higher level of challenge in lessons for all groups of learners – satisfactory.

### Leadership and management

The headteacher is providing strong leadership which has been further strengthened by the appointment of the assistant headteacher. Supported by the LA, he is tackling issues with determination. There is clear evidence of the swift and decisive action

taken to eradicate the inadequate teaching. No inadequate lessons were observed during the inspection. A system has been put in place to monitor the work of the school with clear lines of accountability and clear timescales for meetings. The system is starting to involve other leaders, but the process is not yet fully embedded. Subject leaders are developing greater confidence, but there is at present insufficient capacity within the school to sustain the system unaided. In order to accelerate the progress pupils are making, the leaders at all levels in the school need to be fully empowered to monitor and evaluate teaching and raise more of the satisfactory teaching to good.

Poor behaviour has been effectively tackled. This has enabled all teachers to develop better techniques in the classroom for giving pupils more independence in their learning. There has been a consistent message delivered to all staff of what constitutes good teaching and learning, and much has been done to improve consistency across the school. Staff morale is high and teachers have worked hard to act on the advice they have been given by consultants from the LA.

The school gathers evidence of its performance from a range of sources including work scrutiny, discussion with pupils and analysis of lesson plans. There have been paired observations with LA advisers to moderate judgements. As a result action planning is more precise. Governance is improving. Governors are better placed to share in the process with more opportunities to gather evidence first hand of the work of the school. They have benefited from LA training and have a clearer understanding of their role in the self-evaluation process, which they are starting to develop.

The more thorough collection and analysis of data that focuses on pupil outcomes has enabled the school to target intervention more successfully. A weakness at present is in the record keeping, which does not support the tracking of targets for improvement through the process for monitoring pupil performance. Also there is scope to develop teachers' self-evaluation and to involve parents and pupils more in the process.

Progress on the areas for improvement identified by the inspection in November 2007:

- Eradicate inadequate teaching through rigorous monitoring and evaluation reinforced by swift and decisive action – satisfactory.
- Sharpen self-evaluation with a clear focus on how well pupils are learning – satisfactory.

#### External support

The LA has provided strong support for the school. The action plan is suitably detailed and has measurable outcomes with clear timelines and responsibilities. Teachers spoke very highly of the training they had received and the case study provided for the inspection was good evidence of the impact of this training. The LA has effectively supported the governing body with training and new appointments

and was proactive in securing the secondment of the assistant headteacher to the school.

Priorities for further improvement:

- Ensure teachers support pupils' writing skills across the curriculum.