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14 October 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 Glynn Storer, Additional Inspector, to your school on 23 and 24 September 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second 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

Progress since previous monitoring inspection – 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.

Yours sincerely

Elaine Taylor

H M Inspector

## Special measures: monitoring of Winyates Primary School

Report from the second monitoring inspection: 23 and 24 September 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, the chair of governors and a representative from the local authority (LA). Informal discussions were held with a small sample of parents at the start of the school day.

### Context

After considerable staffing difficulties last year, there is now greater stability. Recent appointments have strengthened the senior leadership of the school. The refurbishments that have taken place during the summer holidays have supported the drive to raise aspirations and heighten pupils' pride in their school.

### Achievement and standards

Provisional results from the most recent national tests and assessments for pupils at the end of Years 2 and 6, as well as the school's own data, show that overall standards in both key stages remain below national averages. In 2008, standards in English were well below average and in writing, exceptionally low in Key Stage 2. Nevertheless, the school is beginning to succeed in its drive to raise standards in this subject. In Key Stage 1, 2008 results in writing improved. More pupils than in previous years attained the expected standard for their age and standards moved closer to the national average. Furthermore, the school's tracking data for pupils currently in Years 2 and 6 show further increases in the numbers of pupils who are working at or above the expected standard for their age. The most impressive gains are in Year 6, where consistently good teaching in the mixed Year 5 / 6 classes has boosted progress. Currently, three quarters of all pupils in these classes are likely to meet or exceed national expectations, with about a third on course for above average levels. However, there is still scope to place greater emphasis on the development of literacy skills throughout the curriculum. Also, despite encouraging gains, standards remain variable and, in some year groups, are still too low.

Progress since the last visit on the areas for improvement:

- Raise standards in English – satisfactory

### Personal development and well-being

The improvements to the curriculum and to the care, guidance and support that children receive have had a positive impact on outcomes for pupils. Their personal development continues to improve. Pupils are positive about their learning and are

keen to achieve. They behave well in lessons and around the school. Playtimes are calm and ordered and children play happily together, taking advantage of the improved facilities. They told inspectors that they feel safe and that bullying is now almost unheard of. The school is working hard to improve attendance, with limited success. However, the newly appointed assistant headteacher with responsibility for all aspects of inclusion has put in place a range of new initiatives to tackle this issue. The school council makes a satisfactory contribution to the development of the school, but more could be done to involve all pupils in shaping improvements.

### Quality of provision

School leaders have had further success in dealing with weaknesses in teaching. The result is that the proportion of good lessons is higher and, whilst there is evidence of underachievement in some year groups, pupils' progress is accelerating and this is beginning to drive standards upwards.

Importantly, the school has introduced a systematic approach to assessment and the use of assessment data to evaluate pupils' progress. At termly pupil progress meetings, the headteacher holds staff to account for the gains and/or losses that pupils have made. This increased accountability has led to improved progress because it has raised teachers' expectations of what pupils should achieve and has resulted in greater levels of challenge in many lessons. In the best lessons, teachers also use the information that they have to plan tasks that maximise progress across the age and ability range.

Progress has been particularly impressive in upper Key Stage 2, where pupils have made considerable inroads into a legacy of underachievement from previous years. However, progress remains patchy and, whilst generally improving, is less marked in some classes in Key Stage 1 and lower Key Stage 2. Where teaching is less effective, teachers' management of activities does not always ensure that pupils are clear about how to meet lesson objectives. When pupils are unable to proceed independently, the pace of their learning and the progress that they make are reduced. Furthermore, the practice of considering pupils' prior learning when planning activities for different ability groups is not yet widespread throughout school.

The school has identified the need to provide additional support for pupils as they transfer from the Foundation Stage. To address this, there has been a complete restructuring of the curriculum in Year 1. This now combines aspects of Foundation Stage practice with the National Curriculum requirements. It is too soon to assess the full impact of these changes, but early signs are positive. The new inclusion manager is addressing the need to provide more opportunities for those pupils who are gifted or talented to develop their skills. The development of a range of enrichment activities both within the curriculum and as additional clubs is contributing to the increased enjoyment of all pupils.

Progress since the last visit on the areas for improvement:

- 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 – good.

### Leadership and management

There is now a systematic and coherent programme to monitor and evaluate the work of the school, which is led well by the headteacher. The involvement of subject leaders and other managers is an area for further development. Leaders at all levels are now very clear about their lines of accountability. They use data on pupil progress to inform judgements about the quality of the work in their subjects or year groups. This analysis of data enables the school to target intervention more accurately and this has led to a noticeable improvement in some areas. This is particularly evident in the increased proportion of good teaching across the school and in the raised standards in English. However, a small proportion of inadequate teaching remains. The governors have started to improve their strategies for monitoring the school's performance and training is increasing their confidence in this role. They are now better placed to challenge the school on how well it is tackling the issues from the previous inspection. All requirements for safeguarding are strictly adhered to. Self-evaluation is accurate, but now needs to take account of the views of all stakeholders, including pupils. Teachers have begun to evaluate their own performance, but this process is at the very early stages of implementation.

Progress since the last visit on the areas for improvement:

- 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 continues to provide good support for the school, both financially and in terms of specialist support from consultants. The school has been well supported in the development of the new management model. There has also been a suitable level of challenge. The LA now needs to collate the evidence it is gathering on the school's current performance in order to be in a position at the next monitoring visit to demonstrate clearly how their support has contributed to improvements in the school.

### Priorities for further improvement

- Develop the role of subject leaders to allow them to take a more prominent role in school self-evaluation.