

# Wyndham Primary School

## Inspection report

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<b>Unique Reference Number</b>	108488
<b>Local Authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	337091
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Allan Lacey 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	256
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C Brennen Airey
<b>Headteacher</b>	Mrs Barbara Redhead
<b>Date of previous school inspection</b>	23 November 2006
<b>School address</b>	Wyndsail Place Kenton Newcastle-upon-Tyne NE3 4QB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw eight teachers, observed 10 lessons and undertook a detailed scrutiny of pupils' work. They held meetings with staff, governors, parents and groups of pupils. Inspectors looked in detail at the following: the school's development plan and safeguarding policies; the school's data on pupils' progress; assessment records and case studies and minutes of various meetings, including those of the governing body. The inspectors also analysed the 83 questionnaires returned by parents and carers of pupils at the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and how well assessment information is used by teachers in enabling pupils to do as well as they are able
- the effectiveness of leaders and managers at all levels, including the governing body, in driving improvement
- the progress and achievement of all pupils especially in English
- whether the curriculum is making a difference to pupils' learning.

## Information about the school

This is an average size primary school. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils identified as having special educational needs and/or disabilities is above the national average. The number of pupils with a statement of special educational needs is below the national average. Almost three quarters of the pupils are of White British heritage. The remaining pupils are from a diverse range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average. The school runs a daily playgroup which is managed by the senior staff at the school. The playgroup offers placements for up to 14 two- and three-year-old children in half-day sessions. The school holds a number of awards including the Healthy Schools award, Activemark 2009, gold Artsmark, gold Investor in People Champion, Basic Skills Quality Mark 2 and the gold Enviro Schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where pupils thrive in a nurturing environment in which every pupil is valued as an individual. Pupils say that they enjoy coming to school and feel safe and secure. Parents and carers are supportive of the school; typical comments include, 'my daughter absolutely loves this school, she would come here seven days a week if she could!'

Children enter the Early Years Foundation Stage with skills and knowledge that are often well below those expected for their age. By the time they leave the Reception Year, their attainment is just below average. Pupils' good progress continues as they move through the school and attainment at the end of Key Stage 2 in English, science and mathematics is at the national average.

Pupils' extremely positive attitudes and excellent behaviour contribute significantly to their learning. Pupils enjoy the opportunities to take responsibility within the school and see themselves very much part of a team working together. Pupils make a good contribution to the local community with many very worthwhile and innovative links being made. Pupils demonstrate an outstanding level of understanding about the need to eat healthily and take plenty of exercise. The spiritual, moral, social and cultural development of the pupils is good. Pupils are reflective and show a good level of understanding and respect for other people's cultures, values and feelings. Pupils' punctuality is exemplary and attendance has improved to above the national average.

The large majority of teaching is good. The best lessons fully motivate and engage the pupils in their learning. Pupils are actively involved in lessons and make good progress, although the pace of a few lessons slackens sometimes because occasionally teachers talk for too long. Most teachers use assessment information effectively to match work to pupils' ability, but this is not always the case and leads to a few lessons lacking the appropriate pace and challenge. In some lessons, pupils are not always given sufficiently clear guidance about what they need to do to improve their work. Work is marked promptly, but marking does not always identify clearly what pupils need to do next to improve. Support staff make a very good contribution to learning because they are well informed about the needs of the pupils they support. The curriculum provision is well organised and imaginative and impacts positively on pupils' motivation and progress. It is enriched by the school's numerous links, partnerships and creative opportunities which contribute very well to pupils' enjoyment of school. The school engages with parents and carers extremely well, with them valuing the 'open door policy' of the school where parents and carers are free to visit the school at any time without appointment. The headteacher provides inspirational and creative leadership. Staff and governors

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share the headteacher's passion for improvement and are united in a drive to raise achievement and standards. School self-evaluation is effective in providing leaders with a developed view of what needs to be done to improve. However, analysis and evaluation of how teaching is impacting on how well pupils are achieving are not yet rigorous enough. The monitoring of teaching and learning is comprehensive. However, it occasionally focuses too much on what the teacher is doing and not enough on pupils' learning and achievement. The governors fulfil their responsibilities well. They are well informed and provide a good balance of challenge and support. The school succeeds extremely well in promoting an environment of tolerance, understanding and celebration of the religious and culturally differences found among its pupils. In the light of the school's significant strengths, leaders and managers demonstrate a good capacity to improve the school further.

**What does the school need to do to improve further?**

- Further improve the quality of teaching and learning and hence pupils' achievement, by:
  - ensuring that the pace of all lessons is suitably brisk and challenging
  - developing target-setting and marking so that pupils know how to improve
  - improving the effectiveness of lesson observations by consistently focusing on the learning and progress of all pupils
  - improving the sharpness of the analysis of how well pupils progress and building this information more effectively into the monitoring of teaching and learning.

**Outcomes for individuals and groups of pupils****2**

Children start school with a wide range of levels of skill that are below those expected, and leave having attained average standards in English and mathematics, as a result of making good progress. Scrutiny of the progress of individual pupils shows that all make at least the expected progress in English and mathematics and many make better than expected progress. This applies to pupils of all ages and abilities, and to both boys and girls. The good support for pupils with special educational needs and those whose first language is not English ensures that their learning and progress are good and they are happy and secure.

The pupils' extremely positive attitudes and excellent behaviour contribute well to their learning. One older pupil described the feelings of many when he said, 'This school is great! It's just like being in a big happy family, there is no racism or bullying here!' The pupils express great trust in the adults around them and say they would feel confident in going to a member of staff with a problem in the knowledge they would be treated fairly and with understanding. There are many opportunities for the pupils to contribute to the school community. Older pupils provide excellent role models for younger pupils to look up to and emulate. Pupils demonstrate an excellent level of understanding about the

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need to eat healthily and take plenty of exercise in the variety of sporting clubs provided during lunchtimes and after school.

Pupils' spiritual, moral and social understanding is strong and cultural development is good. By the time that they leave the school, pupils have become mature and responsible young people who are confident and have high self-esteem.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the large majority of lessons teaching is of a good quality and high expectations secure pupils' good progress. In these lessons, detailed planning provides challenging work for all groups of pupils based on an accurate assessment of their prior learning. Pupils are encouraged to discuss their work with adults and their peers, and the use of specific targets using 'child friendly language' promotes learning and progress. In some of the satisfactory lessons, teachers' introductions are too long and limit the time available for pupils to work on their own. Marking in pupils' books is completed regularly and often includes encouragement; however, there are inconsistencies in the quality of advice it provides to indicate the next step in learning.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The good curriculum ensures basic skills are practised and used well in a broad range of subjects and interesting experiences for pupils. Information and communication technology is used effectively by teachers and pupils to raise interest, enhance learning and promote basic skills through a range of subjects. The curriculum is adjusted well for pupils identified as having special educational needs and/or disabilities, with activities planned at a variety of levels in lessons and effectively delivered in small groups. The curriculum is enriched by a good range of extra-curricular activities as well as educational visits and visitors to school. Pupils also have access to a wide range of sports along with the opportunity to take part in a number of artistic and musical activities.

The good quality of care and support provided ensures pupils' good personal development and excellent behaviour. They are given a clear moral framework and understand and follow the school and class rules which are supported with rewards rather than sanctions. They are encouraged to consider the needs of others and do so extremely well. The excellent relationships they have with staff mean they are confident in going to them if they are worried about their work or more personal matters. The school has a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher provides inspirational and creative leadership. She is well supported by the deputy headteacher and the new senior leadership team. The good leadership from the management team ensures that the whole school is committed to continuous improvement in the quality of provision. There is a clear focus on raising pupils' achievements. The staff's passion and commitment are very evident in pupils' enjoyment in coming to school and their outstanding attitudes and behaviour.

Parents appreciate the excellent and often innovative steps which the school takes to make sure they are involved, saying, for example, 'we sat in on our daughter's maths lesson and we learnt so much, now we can help her with her homework!' Governors are knowledgeable about the school and provide good levels of challenge and support. They have a clear understanding of the school's strengths and areas for development. The school has good links with other schools and outside agencies that support pupils' learning well. The leadership team monitors the quality of teaching regularly and

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provides effective guidance to enable teachers to improve their planning, subject knowledge and use of assessment. However, lesson observations occasionally focus too much on what the teacher is doing rather than on what the pupils are learning and achieving. The leadership team makes effective use of its tracking procedures to ensure that information on individual pupils' progress is easily available. However, the school's analysis of this information is underdeveloped, because the link between the quality of teaching and the outcomes it produces for pupils is not well developed.

The school has achieved considerable success in removing any barriers to learning experienced by individuals or specific groups of pupils. Equality of opportunity is promoted effectively through the curriculum and there are detailed analyses of outcomes to ensure both equality and challenge for all. The school's contribution to community cohesion is good. It plays a very valuable part in the local community, and increasingly with the wider community. The procedures for safeguarding are extremely robust and all staff receive regular and relevant training. Resources are deployed well. The school manages its finances well and ensures good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

All children get off to a good start in the Early Years Foundation Stage, making consistently good progress in their personal, physical and creative development. Within the Early Years Foundation Stage there is a strong emphasis placed on personal development and as a result, children make particularly good progress in this area. However, despite the good progress they make, children's skills in language and communication remain well below average.



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Teaching is good with a particular strength in the use of questioning to extend children's language skills. Assessment is systematic, thorough and ensures that there is a high level of challenge for all children in all areas of learning.

The curriculum provides a good balance between child-initiated and teacher-led activities and staff provide sensitive and well-targeted support, based on a good knowledge of the children. Attention to the welfare of children and their families is excellent, enabling children to settle quickly and enjoy their experiences. Children enjoy healthy snacks of fruit and vegetables and greatly enjoy physical activity, especially the whole-school daily exercise session. Behaviour is excellent in lessons, around the school at playtimes and lunchtimes. There have been recent, significant improvements to all aspects of provision in the Early Years Foundation Stage as a result of skilful leadership and management and an enthusiastic staff team.

The school's playgroup makes a valuable contribution to the Early Years Foundation Stage as it provides a very good start to the children's education. The provision is well managed and led. Children make good progress especially in their personal and social development. The school has clear plans to extend this provision by improving the premises for the children and improving opportunities for outdoor learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The vast majority of the parents and carers who replied to the questionnaire are very content with the quality of education and care provided at the school. Comments include, 'This is a good school, we are really proud of what has been achieved here', Many parents and carers commented specifically on the role of the headteacher in bringing about positive changes to the school. The inspectors found no reason to disagree with these views. A small minority of parents raised issues regarding the school taking insufficient account of their suggestions and concerns. The inspectors found that the relationship between home and school was of an excellent quality. Evidence gained during the inspection indicated the school had consulted extensively with parents and carers on a range of issues.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wyndham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	54	38	46	0	0	0	0
The school keeps my child safe	57	69	25	30	0	0	0	0
The school informs me about my child's progress	40	48	41	49	1	1	0	0
My child is making enough progress at this school	42	51	38	46	2	2	0	0
The teaching is good at this school	54	65	26	31	2	2	0	0
The school helps me to support my child's learning	47	57	33	40	1	1	0	0
The school helps my child to have a healthy lifestyle	47	57	34	41	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	47	40	48	0	0	0	0
The school meets my child's particular needs	45	54	34	41	2	2	0	0
The school deals effectively with unacceptable behaviour	37	45	39	47	3	4	0	0
The school takes account of my suggestions and concerns	31	37	42	51	4	5	1	1
The school is led and managed effectively	48	58	34	41	0	0	0	0
Overall, I am happy with my child's experience at this school	53	64	29	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 June 2010

Dear Pupils

Inspection of Wyndham Primary School, Newcastle-upon-Tyne, NE3 4QB

On behalf of the other inspectors and myself, thank you for being so friendly and welcoming when we inspected your school recently.

We very much enjoyed talking with you about your school. You should be very proud because you are very polite and your behaviour is excellent. You have a really good knowledge of how to live healthily and how to stay safe. You say you feel very safe and appreciate the care that all adults show to you. You told us that most of your lessons were fun and we agree with you.

Your headteacher leads your school really well, with the support of all her staff. They make sure you are happy and you learn well. Your school provides you with a good education. You make a good progress throughout the school because you are usually taught well and you work hard.

Your headteacher, all the other staff and governors are determined to make things even better. We have asked them to make sure that they watch carefully how you are doing in lessons and how the teaching is helping you to learn. We have also asked them to think of ways to make your lessons even more interesting and how they can help you understand your next steps in learning when they mark your work.

You can help the teachers by continuing to follow their advice on improving your own work, always trying hard and having fun.

Yours sincerely

Mr Allan Lacey

Lead inspector

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