

Inspection of Winyates Primary School, Spirit Federation

Winyates, Orton Goldhay, Peterborough, Cambridgeshire PE2 5RF

Inspection dates:	3 and 4 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils join the school from diverse backgrounds, often at different stages in their education journey. Many speak English as an additional language. All thrive in this joyful and exceptionally welcoming environment. Pupils work hard to meet the high expectations the school sets. They achieve very well, especially with reading and writing. Extra support is on hand when needed. In pupils' words, 'Teachers encourage us to chase our dreams.'

Across year groups, pupils delight in learning. In the Reception class, children practise their reading skilfully. They respond promptly to expected routines. Overall, pupils' behaviour is exemplary. They know they are safe in school, trusting staff implicitly to help if anyone is worried.

Pupils are immensely proud of Winyates. They flourish personally and academically, so they are ready for secondary school when they leave. Rich experiences enhance the curriculum, inspiring pupils to learn. Educational and cultural visits, such as to a prestigious ballet company, provide opportunities that many have not experienced before. The range of clubs, including a wealth of sports, ensures that everyone can join in. Pupil leaders make impressive contributions to their school. Digital leaders, for example, support technology in assemblies and champion the importance of online safety to others.

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

The exceptionally well-designed and thoughtfully implemented curriculum results in pupils' outcomes that are significantly above national expectations at the end of Year 6. These high-quality outcomes are reflected across subjects, whatever pupils' starting points. Curriculum content builds logically on what pupils know and can do. Pupils are supported to make connections between different aspects of their learning. This deepens their understanding and underpins their well-informed responses to new ideas.

The school's welcoming culture is rooted in an unwavering determination for all pupils to be the best that they can be. Regular checks on learning from the outset mean that pupils' needs are identified promptly. Decisive action addresses gaps quickly. Pupils with special educational needs and/or disabilities (SEND) learn seamlessly in the classroom alongside their peers. Staff know their pupils extremely well, so curriculum adaptations are targeted precisely and successfully to meet individual needs. Pupils who speak English as an additional language achieve at least as well as others. The highly effective use of visual resources and immersive exposure to the English language ensure rapid catch up with their classmates.

Securing children's speech, language and communication skills is a priority from the moment they enter the Reception class. Pupils love reading. It is an important part of every school day. In the early years, children learn their letters and sounds quickly. Targeted reading support builds expertise in pupils who need more time catch up. The popular lunchtime book barrows are wheeled onto the playground daily. The library is well used. Pupil librarians recommend books to others. The ambition for all pupils to read well

combines successfully with the skilfully implemented English and writing curriculum. Pupils become confident and creative writers as they move through the year groups.

Pupils enjoy school, so typically they behave exceptionally well and attend school regularly. Well-established support arrangements help pupils who need a quiet space to manage their feelings. The high-quality interventions mean that pupils return to their classes quickly. In the early years, children become reflective, curious learners through highly positive interactions with others, thoughtfully structured provision and purposeful play. Across the school, strong and productive relationships are at the heart of everyone's success.

The impressive personal development curriculum builds pupils' character, confidence and thirst for learning from the early years. Pupils are kind and respectful to each other, visitors and staff. They value individual differences. Everyone is welcome. Pupils benefit from opportunities to practise wider fundamental British values, including democracy. For example, pupils vote for the school council and enjoy visiting the Houses of Parliament. A rich programme of spiritual, moral, social and cultural development is woven thoughtfully through school life. The deep focus on pupils' emotional health and well-being ensures their readiness to learn. Inspirational speakers, as well as pupils' formal applications for responsibilities, motivate while offering early introductions to the world of work.

Leaders, together with governors and the whole Winyates school 'family', share the same ambitious vision for all pupils to achieve their potential. Staff are well trained. They appreciate the school's attention to their well-being, including manageable workloads. Safeguarding roles are understood and rigorously implemented. Pupils are taught to make safe choices. Parents and carers, including of those pupils with SEND and of pupils who speak English as an additional language, value the school's inclusive, caring and high-quality offer.

Safeguarding

The arrangements for safeguarding are effective.

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	10378443
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	184
Appropriate authority	The governing body
Chair	Judy Moore
Executive headteacher	Colette Firth
Head of school	Ross Colley
Website	www.winyatesprimary.co.uk
Dates of previous inspection	19 and 20 March 2024

Information about this school

- The school is part of the Spirit Federation, together with four other primary schools.
- Federation schools are overseen by an executive headteacher, and each has its own head of school.
- The school does not use any alternative provision currently.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in the following subjects: English, including early reading; geography; mathematics; and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of their work.
- A wider sample of plans and curriculum implementation arrangements were considered beyond the deep dives, including in computing.
- To evaluate the effectiveness of safeguarding, inspectors took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector spoke with a group of governors, including the chair of governors.
- Meetings were held with the headteacher, the school's other leaders, the school's special educational needs coordinator, other school staff and groups of pupils.
- Inspectors scrutinised behaviour logs, attendance records, minutes of governors' meetings, school improvement plans and school policies.
- The responses to the online questionnaire, Ofsted Parent View, were reviewed. These were considered alongside the free-text responses from parents. Inspectors also took account of responses to Ofsted's questionnaires for pupils and spoke informally with staff, pupils and parents during the school day.

Inspection team

Christine Dick, lead inspector

Ofsted Inspector

Colette Lamb

Ofsted Inspector

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