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17 September 2010

Mr Chris Jones  
Headteacher  
Wykeham Primary School  
Rainsford Way  
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RM12 4BP

Dear Mr Jones

### **Special measures: monitoring inspection of Wykeham Primary School**

Following my visit with George Rayner, Additional Inspector, to your school on 15–16 September 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in November 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – **inadequate**

Progress since the previous monitoring inspection – **inadequate**

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 Havering.

Yours sincerely

Heather Yaxley  
**Her Majesty's Inspector**

## **Special measures: monitoring of Wykeham Primary School**

### **Report from the second monitoring inspection on 15–16 September 2010**

#### **Evidence**

Inspectors observed the school's work and scrutinised documents. Meetings were held with a group of governors, senior leaders of the school, a group of teachers, two groups of pupils and the principal inspector from the local authority.

#### **Context**

There has been a considerable turnover of staff since the first monitoring inspection. Four new, experienced teachers, including one long-term supply teacher from an agency, started at the school this term. Another long-term supply teacher continues to work at the school. There is a new member of staff in the administration team. Vacancies remain for two middle leaders and these posts have been re-advertised. The deputy headteacher and assistant headteacher have non-class-teaching responsibilities. A second additional governor has been appointed to the governing body. Provisional plans to set up a children's centre at the school are now on hold.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Progress towards improving pupils' achievements in writing, mathematics and science are inadequate because too many pupils made insufficient academic progress over the past school year. The overall picture for pupils in Years 2 and 6 in July is a fairly positive one. Unvalidated results show that the momentum that was regained in 2009 has continued and, for Year 2, the proportion of pupils reaching the higher levels has increased. For Year 6, average attainment and satisfactory rates of progress have been maintained. However it remains the case that for both key stages, the most able pupils are not doing as well as they should. In addition, for other year groups the picture is a mixed one. For example, progress in mathematics is still too low in Years 3, 4 and 5.

Systems for tracking pupils' achievements have been refined and teachers now have clear expectations as to the amount of progress expected for each pupil, based upon their individual results at the end of the relevant key stage. There is still more work to be done so that suitably challenging targets are set for different groups of pupils, such as the most able, and for those of all abilities who receive additional programmes of support. Pupil-progress meetings, held between senior staff and individual teachers, continue to inject challenge and accountability for how well pupils are doing in class. Plans to assess pupils' attainments each term are in place so as to check how closely they are to reaching their end of year targets. Teachers have less information about pupils' achievements in science because the tracking and setting of targets for this subject has not moved on fast enough.

Progress since the last visit on the areas for improvement:

- Accelerate pupils' progress in writing, mathematics and science so that it is consistently good throughout the school – **inadequate.**

### **Other relevant pupil outcomes**

Pupils continue to be proud of their school. Overall attendance rates have improved and are now just below national average, although for pupils in Years 3, 5 and 6 last year, rates were too low. Persistent absence rates have reduced. Pupils have noticed a difference already this term, such as the work has already become harder, marking of their work is better and they now have to set their work out differently.

### **The effectiveness of provision**

There has been inadequate progress towards improving the quality of teaching. This is because many of the inconsistencies mentioned in the first monitoring inspection remain. This is evident in the monitoring by the school and the local authority last term and in some of the lessons observed by inspectors during this visit. It is fair to say that there has been a significant turnover of staff and that new teachers are still establishing themselves at this early stage in the term. Nevertheless, it still means that during the autumn term there has been insufficient good teaching to make up for pupils' previous lost learning, as exemplified by the inadequate rates of pupils' progress in some subjects and year groups. A small proportion of teaching is inadequate. Teachers' plans still do not provide sufficient opportunities for different groups of pupils to work at their own level independently and with appropriate challenge and interest. This applies equally to the most and the least able, who, in addition, are not always getting their fair share of teacher time. Inconsistencies in the use of targets and learning objectives in lessons mean that pupils are not always clear about what they are learning. However, group targets do have a high profile in the classroom and most pupils know the ones that apply to them and even when they are not sure what they are, they know where to look them up. The quality of marking pupils' work remains inconsistent but the way that support staff are assessing pupils' during lessons has improved. Consistently good teaching is found in the Early Years Foundation Stage. Teachers new to the school are experienced and they come with new ideas and much enthusiasm.

Progress since the last visit on the areas for improvement:

- Improve the quality of teaching so that it is consistently good – **inadequate.**

### **The effectiveness of leadership and management**

The school's progress in improving the effectiveness of leaders, managers and governors in driving improvement is inadequate because the pace of change is not fast enough, with the result that things have not changed significantly since the first

monitoring inspection. It remains the case that the right things are in place and that the senior team knows what needs to be done but the momentum is insufficient. Key milestones in the action plan have not been reached for each of the three key points for improvement. Even taking into consideration the significant changes within the teaching team and middle management over the past year, there has been insufficient urgency to address weaknesses. Key areas for improvement are not given sufficiently high profile within the work of the senior team, including the achievement of the most able pupils and the improvements required in science. In addition, there is no permanent leadership of key areas of the school's work, including the Early Years Foundation Stage, mathematics and science. Senior staff are not making the best use of the information available to them and some key things were not ready for the beginning of term. For example, a detailed analysis of pupils' results at the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 has not yet taken place. Accordingly, any relevant changes to teaching and the curriculum, and setting new groups for support programmes, have not happened. The senior team has quite rightly identified the need to tighten up the process for identifying pupils with special needs.

Good improvements have been made to the tracking system for reading, writing and mathematics for Years 3 to 6 but there are still gaps in the tracking other year groups, in science and for highlighting the underperformance of particular groups of pupils. There is also more to be done to support teachers in using the data confidently. Some good support has been given to individual teachers last term, enabling some to improve their teaching considerably. New teachers have been well prepared for the start of the new term and are very positive about the support from colleagues.

Governors' expertise in checking the school's effectiveness is much improved since the first monitoring inspection, particularly in relation to challenging whether or not pupils are making enough progress. They are very aware that improvements are not happening fast enough. They took swift action to ensure that the single central record of checks on staff meets the government requirements.

Progress since the last inspection on the areas for improvement:

- Increase the effectiveness of leaders, managers and governors in driving improvement – **inadequate.**

### **External support**

It remains the case that the school is dependent on local authority support for some aspects of its work, including subject leadership and governance. The support that staff receive from local authority consultants is much valued. Similarly, the monthly monitoring board meetings are valued as giving a clear steer for improvement and for challenging performance. The action plan has been amended to include attendance and behaviour but in general the plan has run its course and needs to be updated.

### **Priorities for further improvement**

No additional priorities are identified at this time.