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15 July 2011

Mrs J Millington
Headteacher
Wykebeck Primary School
Brander Street
Leeds
West Yorkshire
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Dear Mrs Millington

Ofsted monitoring of Grade 3 schools: monitoring inspection of Wykebeck Primary School

Thank you for the help which you and your staff gave when I inspected your school on 14 July 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. It was also helpful that you were able to facilitate arrangements for staff to meet with me and to arrange a timetable for the day.

Since the last inspection the post of deputy headteacher has been filled; nursery children are taught by a full-time teacher and for two weeks currently a Year 3 and 4 class is being taught by a temporary teacher. The pastoral team has increased and there has been a rise in the proportion of pupils who speak English as an additional language attending the school.

As a result of the inspection in March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The unvalidated 2011 results for pupils in Year 6, who took the national tests in English and mathematics, indicate that attainment is higher compared to the previous year. This improvement includes the proportion of pupils who attained the expected Level 4 in both subjects. The targets set for the school by the local authority are likely to have been exceeded. A similar increase in attainment is evident for pupils in Year 2 and more children than previously, in the Early Years Foundation Stage, reached the expected levels for their age. Pupils are also making secure progress throughout the school with many more pupils in Year 6 making better progress in mathematics, in 2011, compared to the previous year. This positive picture has come about, in part, due to the comprehensive tracking of individual pupils' progress, which enables those who need particular support to be identified at an early stage. The rigorous monitoring of teaching and appropriate training for staff have also

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been contributory factors. Inspection evidence and the joint monitoring of lessons, undertaken during the inspection, confirmed the strengths and also the areas which leaders have already identified as needing improvement. Staff report that training, improving resources and their confidence to support children's language development has improved since the last inspection. Enabling children to talk about their learning is still a challenge, due to the increasing number of youngsters who speak English as an additional language. However, strenuous efforts are made to ensure that all pupils receive the necessary help.

Lesson observations and scrutiny of pupils' books show that pupils' understanding and use of their targets is variable. Helpful information is provided so that pupils know the small steps needed to complete a task. However, the mechanism to enable them to indicate that they understand how to do a task, for example, multiplication or division, is underdeveloped. Pupils generally found it difficult to explain to the inspector how they can improve their work. Leaders have already identified this as an area to be developed. Inspection evidence confirmed leaders' view that presentation of pupils' work is sometimes holding back their progress as it is difficult for them to read and interpret what they have written. However, good practice in this area is present and leaders plan to share this work next term.

Persistent work by members of the pastoral team is improving attendance across the school. Informative displays are evident on corridors and in classrooms with an element of competition introduced. Phone calls, text messages and an increasing number of events attended by parents and carers are raising the profile, within the community, of the importance of regular attendance. More pupils than previously are attending the breakfast club and after-school activities, which contribute well to their regular attendance and punctuality.

A regular programme of lesson observations, book scrutiny and analysis of planning is in place, which senior leaders evaluate effectively. This ensures that they identify particular weaknesses and areas of good practice. Consequently, staff meetings and whole-school training events have a clear focus and purpose. Support is given where needed and the impact of all this work is monitored and evaluated regularly by senior leaders. As a result teachers plan carefully for their pupils and are held accountable for the progress pupils make during the regular meetings they have with senior leaders. There is a holistic view of individual pupils' needs and this has contributed significantly to their improved progress throughout the school.

Members of the leadership team are effectively supported by the local authority during training sessions and monitoring activities. Helpful links have been established with other schools in the area so that good practice can be shared and pupils' work discussed and moderated. As a result a corporate approach regarding individual responsibilities has been established.

The headteacher is very well supported by her deputy and they have, as was evident during the monitoring inspection, a very good understanding of what has been accomplished and what still needs to be done. Developing and using assessment in the classroom is now

embedded but it is recognised that there is still some variability in the overall quality of teaching. Members of the governing body are involved in the life of the school, especially contributing to community developments and links with parents and carers. Pre-existing misconceptions are being removed as the school works hard to build positive relationships and ensure that the school's inclusive ethos is apparent and understood.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Marianne Young
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010

- Improve the quality of teaching in order to raise attainment and accelerate progress by:
 - making improved use of assessment information so that activities always match pupils' varying needs
 - making sure that activities provided are sufficiently exciting and engaging
 - ensuring that pupils are clear about their precise learning targets and what they still have to do if they are to reach them
 - extending the skills of staff, particularly in the Early Years Foundation Stage, in promoting children's language development.

- Improve attendance.

- Improve the effectiveness with which leaders and governors:
 - monitor the quality of teaching, so that it is consistently good
 - review the impact of improvement initiatives on raising attainment.