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Mrs A Emmerson
Headteacher
Wymondley Junior Mixed and Infant School
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Dear Mrs Emmerson

Ofsted 2011–12 survey inspection programme: transition from the Early Years Foundation Stage to primary schools

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visits on 5 October 2011 and 23 February 2012 to look at your work in transition from the Early Years Foundation Stage to Key Stage 1.

The visits provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: responses from parents and carers in Year 1 to a questionnaire; interviews with Year 1 parents, carers and pupils; discussions with senior leaders and teachers in Reception and Year 1; scrutiny of relevant documents and observation of four lessons.

Overall, the transition from the Early Years Foundation Stage to Key Stage 1 is good.

Key findings

- From their broadly average starting points when pupils join the Reception class, they make good progress and attain standards that are above average in reading, writing and mathematics by the end of Key Stage 1.
- Familiar routines used in the Early Years Foundation Stage, such as the use of the outdoor area, role play and child-initiated activities, are continued in Year 1 which makes a strong contribution to pupils developing good levels of independence and making a smooth transition to the next stage of their learning.

- Pupils' needs are assessed carefully and those who do not have the skills to access the Year 1 curriculum readily are given good opportunities to build their skills and confidence by having additional access to the Early Years Foundation Stage provision.
- Systematic monitoring of the progress that each pupil makes from when they join the school is accurate and thorough so their needs are understood well. Information is discussed regularly, used to plan interesting lessons and provide timely additional support for those who need it. Consequently, all pupils make equally good gains in their learning and development. Leaders do not have a clear picture of the impact of how pupils are grouped in Year 1 on their achievement over time because this information is not yet routinely analysed.
- Parents and carers are very positive about the successful move that their children have made into Year 1, particularly those whose children have special educational needs. Parents and carers are confident that their views are listened to, taken into account and that the school has tailored the transition process to meet their children's diverse needs effectively. Parents and carers say this is reflected in their enthusiasm for school.
- Good teaching and a variety of well-planned, practical activities provide pupils with challenging, relevant learning opportunities motivating them to work productively and sustain good levels of concentration in lessons. High levels of adult support are used well in lessons and good questioning moves pupils on to their next steps effectively.
- An interesting curriculum builds pupils' reading, writing, communication and mathematics skills progressively both inside and outside the classroom. This underpins their enjoyment of school and promotes their positive attitude to learning.
- The principles of good Early Years Foundation Stage practice are understood and applied well in Year 1 which contributes to pupils' good personal development and learning gains. Staff recognise that they are still building their expertise about how pupils develop their early literacy and numeracy skills to help them accelerate progress further.

Areas for improvement, which we discussed, include:

- increasing expertise in how early literacy and numeracy skills are developed more widely across the school to accelerate further the progress that pupils make
- analysing monitoring information to gain a clear understanding of the impact of how pupils are grouped in Year 1 on their achievement over time.

I hope that these observations are useful as you continue to develop transition at your school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

Jackie Krafft
Her Majesty's Inspector