

Wykeham Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121526
Local Authority	North Yorkshire
Inspection number	363939
Inspection dates	21-22 June 2011
Reporting inspector	Lesley Clark

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair	Janet Crossley
Headteacher	Sue Clothier
Date of previous school inspection	16 April 2008
School address	Main Road Wykeham Scarborough YO13 9QB
Telephone number	01723 862413
Fax number	01723 862413
Email address	admin@wykeham.n-yorks.sch.uk

Age group	Error! Reference source not found. Error! Reference source not found.
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Introduction

This pilot inspection was carried out by one additional inspector. She observed six lessons taught by two teachers and a teaching assistant and heard pupils from every year group read. All year groups were observed being taught on more than one occasion. Meetings were held with Year 6 pupils, the Chair of the Governing Body and staff. The inspector observed the school's work, and looked at the school's tracking of pupils' progress and a wide range of documentation relating to safeguarding and leadership and management. Sixteen questionnaires returned by parents and carers, as well as questionnaires returned by staff and pupils, were scrutinised.

Information about the school

This school is very small compared to other primary schools. It serves two small villages on the outskirts of Scarborough. Half the pupils come from outside the immediate catchment area. All pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who have special educational needs and/or disabilities is broadly average. None currently has a statement of special educational needs. The school has exceeded the government's floor targets for the past three years.

Pupils are taught in two mixed-age classes. The headteacher is the only full-time member of staff. She teaches in the mornings and for two afternoons a week. The school holds the Activemark, the Inclusion Quality mark and the Basic skills award and has Healthy School status.

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	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	1
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

This is a good school. Pupils read well for their age and develop a love of books because all aspects of reading are well taught. Pupils achieve well from broadly average starting points in the Reception Year. They make good progress at each stage of their education. Their overall attainment is above average by the end of Year 6.

The school has several outstanding aspects.

- Pupils make rapid progress in mathematics because this subject is exceptionally well taught throughout the school.
- Pupils behave extremely well and have excellent safety awareness. They are very attentive in lessons and respect each other's needs.
- The school takes outstanding care of all pupils and this helps it to achieve its aim of 'Educating the Individual.'
- Excellent partnerships with parents and carers underpin pupils' enjoyment of school and their readiness to learn.

The school assesses pupils' learning well. Teachers use the information to plan interesting and relevant lessons. However, pupils are over-reliant on teachers to point out their mistakes. They are not sufficiently involved in setting targets or in checking their written work. In the Early Years Foundation Stage, adults keep detailed and accurate records of Reception children's learning and collate these in informative 'Learning Path' books. The staff team has yet to share this information fully with each other so as to make sure that the next steps in children's learning are fully identified and that learning activities reflect children's current interests.

The school is well led and managed. Parents and carers agree that they and their families are well supported and that 'Everyone in this school gets on well together.'

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What does the school need to do to improve further?

- Strengthen pupils' involvement in improving their work, especially in writing, by:
 - involving pupils in setting precise and manageable targets and checking whether they have met them
 - ensuring that pupils know what they are expected to achieve in lessons
 - giving pupils opportunities to check their work against agreed criteria.
- Devise a system to ensure that information about Reception children's learning and development is:
 - shared regularly between the staff team
 - identifies clearly children's next steps in learning
 - ensures that learning activities reflect children's current interests.

Main report

Pupils work hard, listen attentively and ask questions when they are unsure. They are very keen on reading. By the age of six, their attainment in reading is above average. They are beginning to read accurately and with some fluency and they know how to sound out words if they encounter difficulties. Pupils' good achievement and above average attainment in reading continues as they move up the school. Pupils explained, 'We read quite a few times every day and keep our own reading records and reading review books. We try to read two story books and a non-fiction book each week.' By the end of Year 6, pupils read expressively and with good understanding. They read dialogue dramatically and use a wide range of intonation to enliven their reading. Pupils readily discuss books and have a mature perception of implied meaning because much of their work in literacy is based on reading for inference and using what they read to help them with their writing. Effective extra support for pupils who have special educational needs and/or disabilities enables them to make good progress with their reading skills and become largely competent readers by the time they leave Year 6.

Attainment in mathematics is consistently above average. Pupils thoroughly enjoy mathematics lessons because they are lively, very practical and make them think. They say 'the work is quite difficult and it takes time to work things out.' Quick-fire mental and oral work gets lessons off to a brisk start. Pupils have sufficient time to work on challenging individual and group tasks and, at different stages in the lesson, have to explain their reasoning. As a result, pupils know how to apply their knowledge, when to ask for help and what they need to do to improve their work. Target setting is at a very early stage. Pupils agree, 'We would like to set our own targets because then we could understand what to do.' In mathematics, pupils have too many targets to focus on, and in literacy, targets are too diffuse for pupils to grasp exactly what they need to practise to improve their writing skills.

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Attainment in writing is generally above average but is not as strong as in reading and mathematics. Pupils in Key Stage 1 have a good grasp of basic skills and by the end of Year 6 most pupils write accurately and expressively. Pupils with special educational needs and/or disabilities make good progress because they are given expert support to help them to learn basic skills. They have equal opportunities to read, discuss and learn through drama as other pupils. This develops their confidence and speaking and listening skills and contributes well towards narrowing the gap between their attainment and that of other groups of pupils. For example, pupils created a dream-like sound picture as they moved round the room reading prepared extracts from Tom's Midnight Garden which they then discussed and turned into a group poem.

Children make good progress in the Early Years Foundation Stage. They have a good balance of adult-led and child-led activities and develop into confident young learners as a result. Most are working well within the levels expected at the start of Year 1 and a small proportion exceeds these.

The overall quality of teaching is good with much outstanding teaching in mathematics. Lessons are often lively, interesting and fun. A major strength in teaching is the high level of challenge for different groups of learners. Much of the work is tailored to pupils' individual needs so that pupils work at the right level and pace for their capabilities. Other strengths include: good subject knowledge; good quality learning resources and a strong focus on practical activities including drama. Where the quality of teaching is outstanding, excellent questioning requires pupils to explain their answers, spot patterns and use their skills inventively to solve problems. For instance, more-able Year 6 pupils had to think very creatively in order to convert 12 into 24 using five or more specified functions. Teaching sometimes falls below this good or better quality when learning objectives are unclear. In these lessons, pupils are unsure what they are expected to achieve. Pupils rarely check their writing against agreed criteria in order that they know what they should include to make the writing successful. As a result, they rely on adults to tell them what to do rather than being part of the process and taking some responsibility for their own learning.

Pupils benefit from specialist teaching throughout the school. All staff teach all year groups. This enables the headteacher to lead teaching by example, as well as through monitoring and evaluating teaching effectiveness through more formal observations. The school does not have a robust system for sharing information between teachers and support staff relating to the learning and development of Reception children. Although staff collate detailed observations of children's progress, these do not identify children's next steps in their learning. Staff plan interesting activities to promote children's learning, but miss opportunities to change and adapt these according to children's current interests. For example, children set up a hairdressers but this information was not noted so it could be developed and incorporated into furthering children's problem solving, reasoning and numeracy skills the next day.

Good provision for pupils' spiritual, moral, social and cultural development lies at the

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heart of this school. From this, pupils learn, 'It's good to be me' and to reflect on their experiences. They concentrate well in lessons and persevere with tasks. Pupils' behaviour and safety awareness are outstanding because they have clear strategies to help them to overcome difficulties. For example, they know that if they feel nervous or uncertain in any way it helps to 'say in my head I can do it.' Their prayers reflect their awareness of Christian moral values, requesting help, for example, 'to be a good friend now and long into the future.' Pupils learn to be assertive but without bullying. They are very sure that there is no bullying in school and confidently state that were there any 'it would get sorted out immediately.' They make sure that everyone has a chance to give an opinion. They are adamant that 'racism and jokes about gay people are wrong' and speak with great warmth of their friendships with pupils in a racially and culturally diverse inner city school. Parents and carers believe that pupils' behaviour is very good because any remotely unacceptable behaviour is dealt with fairly and effectively.

The school is well led and managed. Self-evaluation is accurate and is used well to set future priorities. These reflect the school's ambition and drive to improve. Teaching effectiveness is checked regularly and points for improvement are checked again a few weeks later to ensure that improvements have been made. This ensures that staff improve their practice and that pupils' learning is dynamic. The governing body fulfils its role effectively and holds the school to account. It knows the right questions to ask to support and challenge the school. The governing body has an accurate understanding of the school's needs and priorities and is proactive in safeguarding all pupils and adults who work in the school. Safeguarding meets all current government requirements. The school takes outstanding care of pupils in order to ensure that those who need extra support have the help they need. The school promotes equal opportunities very well and is highly successful at tackling all forms of discrimination. As a result, the gaps between different groups of learners are closing each year and the trend in the school's results is upwards, reflecting good improvement since the last inspection. Excellent links with parents and carers enable them to support their children's learning to the full. As a result, attendance is now above average and there are no persistent absentees. The school, therefore, demonstrates its good capacity for sustained improvement.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wykeham Church of England Voluntary Controlled 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 12 statements about the school.

The inspector received 16 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	11	69	5	31	0	0	0	0
Q2 My child feels safe at school	13	81	3	19	0	0	0	0
Q3 The school helps my child to achieve as well as they can	14	88	2	12	0	0	0	0
Q4 The school meets my child’s particular needs	14	88	2	12	0	0	0	0
Q5 The school ensures my child is well looked after	13	81	3	19	0	0	0	0
Q6 Teaching at this school is good	13	81	3	19	0	0	0	0
Q7 There is a good standard of behaviour at this school	11	69	5	31	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	11	69	5	31	0	0	0	0
Q9 The school deals with any cases of bullying well	11	69	5	31	0	0	0	0
Q10 The school helps me to support my child’s learning	14	88	2	12	0	0	0	0
Q11 The school responds to my concerns and keeps me well informed	13	81	3	19	0	0	0	0
Q12 The school is well led and managed	14	88	2	12	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



23 June 2011

Dear Pupils

Inspection of Wykeham CE VC Primary school, Scarborough YO13 9QB

Thank you for your warm and friendly welcome. A special 'thank you' goes to all the pupils in Year 6 who spent time showing me their work and talking to me about your school and to all those pupils who read to me. You go to a good school and you make good progress. You clearly enjoy reading. This is what your school does best.

- You make rapid progress in mathematics because you are extremely well taught.
- You behave very well indeed and have excellent safety awareness. You are very attentive in lessons and respect each other's needs.
- Adults in school look after you extremely well and this helps them to achieve the school's aim of 'Educating the Individual.'
- Your school has excellent partnerships with your parents and carers and this helps you to learn well and to enjoy school.

This is what I have asked your school to do next to make it even better.

- Involve you more in improving your work, especially your writing. I have asked your teachers to let you help set your targets so you can check when you have met them. It would also help you to learn even better if you knew what you were expected to achieve in lessons and a checklist to help you.
- Secondly, I have asked your teachers to make sure they have a system to ensure information about how well Reception children are doing is shared so they can plan what they need to learn next and take their interests into account.

You can help by asking questions so you know exactly what to do to improve your work. I send my best wishes to you all.

Yours sincerely,

Lesley Clark
Lead Inspector

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