

Wyton on the Hill Community Primary School

Inspection report

Unique Reference Number	110703
Local Authority	Cambridgeshire
Inspection number	367386
Inspection dates	12–13 July 2011
Reporting inspector	Steven Hill

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Mick Mitchell
Headteacher	Joanne Phillips
Date of previous school inspection	19 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by seven teachers. Meetings were held with staff, groups of pupils and members of the governing body. The team observed the school's work and examined a range of documentation, particularly that related to safeguarding, and data about pupils' attainment and progress. Responses to questionnaires were analysed from staff, pupils in Key Stage 2 and from 29 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are teaching and learning still good after the changes of the last few years, and has an apparent dip in standards in 2010 been addressed successfully?
- How effectively are the many pupils who enter the school at different times helped to settle in and make progress?
- Has pupils' good personal development been maintained since the last inspection, particularly their behaviour?

Information about the school

This is a smaller-than-average primary school which is situated on the edge of a Ministry of Defence (MOD) base. The very large majority of pupils come from the immediate area. About half of them have parents or carers in the armed forces. Most of the other pupils come from civilian families who have moved into former MOD housing that used to be within the base. The changes in personnel at the base mean that pupils now come from Army as well as Royal Air Force (RAF) families. More pupils speak English as an additional language than in most schools, and most of these have Nepali as their first language. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion with statements of special educational needs. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils who start at or leave the school part-way through their primary education is very high. This is partly due to military personnel moving in and out of the base, but there is also high mobility in the civilian population.

Since the last inspection, there have been a number of changes of staff, including the appointment of a new headteacher. There have been many changes to the governing body, with few current members in place for more than two years. The governing body manages a breakfast club, which operates every morning at the school.

Throughout this inspection, all the pupils were working with their teachers for next year's classes, as part of an experimental transition programme. Most of the Year 6 pupils were out of school, visiting the secondary school they will attend from September.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for all its pupils. As a result, they are happy in school, enjoy learning and achieve well. The very strong pastoral support provided, the consistent reinforcement of moral values, and the positive role models provided by adults mean that pupils' spiritual, moral, social and cultural development is good. Pupils work hard and take a pride in their successes. A good curriculum provides them with interesting and memorable experiences, which contribute well to their learning and their enjoyment of school. Pupils' behaviour is good and boys and girls from different backgrounds get on well together. Pupils new to the school are helped to settle in quickly through the good relationships that adults soon establish with them, and through the friendly welcome and support of their classmates. As a result, they soon make good progress in their learning.

Attainment at the end of Year 6 has been significantly above average in most of the last few years. However, results of national tests at Year 6 were disappointingly low in 2010. This was a very small year group whose pupils had high levels of special educational needs and/or disabilities, and some did not make enough progress because of some weaknesses in provision that the school has since addressed well. Attainment in mathematics and English for the current Year 6 is now above average again. Standards have gone up across the school, with results of assessments at the end of Year 2, and at the end of Reception, also considerably better than they were last year.

Pupils now make good progress, and a gap between their attainment in mathematics and English has been closed, although progress in mathematics is still not quite as good as in English. There is still variability in progress between different classes, because of some remaining inconsistencies in teaching. These are being reduced as rigorous monitoring is used to give feedback to teachers, successfully helping them to improve their practice. Similarly, better systems to track pupils' progress ensure that any shortcomings in the progress of individuals or groups are quickly identified and extra help put in place to help them catch up.

Teaching and learning are good. Teachers manage classes well, establish clear routines and have high expectations of work and behaviour. In the large majority of lessons, teachers ensure that pupils have tasks that are well matched to their needs and monitor their ongoing progress to ensure a good level of challenge. In a minority of lessons, this is not consistent, so pupils occasionally tackle tasks that are too hard or too easy for them, slowing their progress. Marking varies in quality and does not always show pupils how to improve their work, although there is some good practice in English, with pupils clearly told the strengths and weaknesses of the work they produce. This is rarely the case in mathematics.

The school is a thriving, cohesive and harmonious community and is reaching out very effectively to promote community cohesion in the local area, for example through its

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involvement with the Parish Council, the RAF Community Team, and a school in a nearby village. However, pupils have not had many opportunities to learn about or interact with communities beyond the immediate locality.

The school has made many important changes to raise the quality of provision, and has successfully raised attainment in the last year, drawing on good systems to evaluate its own effectiveness. Along with the common purpose and teamwork of staff, the very clear, shared educational direction set by the headteacher, and the good support of governors, this demonstrates the school's good capacity to sustain improvements.

What does the school need to do to improve further?

- Make teaching and learning more consistent by:
 - ensuring that written marking in pupils' books always shows them clearly how to improve, particularly in mathematics
 - checking more consistently on pupils' progress during lessons and intervening, if necessary, to make sure that their work is both challenging and manageable
 - making sure that pupils do not spend too long without being actively involved in learning.
- Extend the good work done to promote community cohesion in the school and the immediate locality by giving pupils more opportunities to learn about, and interact with, the diverse range of contrasting communities in the United Kingdom and beyond.

Outcomes for individuals and groups of pupils

2

Children begin in the Early Years Foundation Stage with skills that vary between individuals, and overall from year to year. For example, the current Reception class started with capabilities that were a little above that expected. The previous years group had lower than expected skills when they started. Overall, children's abilities on entry are broadly in line with that typically seen. Pupils achieve well to reach above average attainment by Year 6, and enjoy their time in school, regardless of background or starting points. Their progress is greatly helped by their good collaborative skills. For example, pupils in Year 5 made good progress in understanding the moral and social aspects of history as they discussed the life of Martin Luther King, thoughtfully sharing ideas and answering challenging questions from adults. In Year 1, pupils improved their understanding of place value as they worked in pairs to identify the value of figures in two-digit numbers. Many enthusiastically and successfully took up the challenge to work with three-digit numbers.

Pupils who speak English as an additional language are provided with a carefully designed programme when they first start to develop their language skills, and are well supported in class to help them cope with and understand their work. As a result, they learn English quickly and make progress at the same good rate as their classmates. Pupils with special educational needs and/or disabilities also make good progress. Those who have behavioural or emotional difficulties are given firm guidance and good support so that their behaviour improves. Instances of poor behaviour are dealt with well, so that these pupils make good progress and do not disturb the learning of their peers. Pupils with

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moderate learning difficulties are given manageable but challenging work to match their particular needs. Teachers and support staff help them to cope in class, whilst challenging them to extend their learning. As a result, they reach higher standards than might be predicted in the light of their difficulties and initial low starting points.

Pupils feel safe and secure in school and are confident that adults will look after them and deal with any problems that arise. Their good behaviour in class strongly supports their learning. They are making great efforts to live up to the core values they have adopted, particularly to the current emphasis on respect, and can explain thoughtfully how to do this and why it is important. They make a strong contribution to the school community through their care and friendship for each other, as well as through the many jobs that older pupils undertake very responsibly. This is being extended into the local community, for example in working with the Parish Council to express their views and make suggestions about improving the locality. Pupils have a good understanding of how to stay healthy, and join in exercise enthusiastically. Pupils' good basic skills, and positive attitudes exemplified by their above-average attendance, prepare them well for the future, in school and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	2
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	2
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers prepare lessons thoroughly and give pupils' interesting tasks that generate a good deal of enthusiasm for learning. They explain things well, often making very good

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use of interactive whiteboards to enliven and clarify explanations. Good use is made of discussion by pupils to fully involve them in lessons. This greatly supports the good development of speaking and listening skills, as well as boosting learning in different subjects. Often, other strategies are used successfully to ensure pupils are engaged and interested, such as having everyone write their ideas on small whiteboards. Occasionally, however, pupils sit for too long, passively listening without being active, and then their involvement and progress can wane.

There is a good curriculum that often provides pupils with interesting and exciting tasks. Pupils are given good opportunities to use information and communication technology (ICT) and develop good skills. There are extensive opportunities for them to practise their ICT and literacy skills in different subjects, which greatly enhance their learning, but they have fewer opportunities to use their numeracy skills in the same way. There is a good range of popular clubs that extend pupils' learning and enjoyment, including an innovative early evening Youth Club, run jointly by the school and the RAF community personnel. A programme of personal, social and health education is extended by links made in different subjects to reinforce key values and expectation.

Strong and consistent pastoral care underpins many of the school's strengths, particularly pupils' good behaviour and social development. Careful attention is paid to each pupil's individual circumstances and needs, and staff work hard to meet these. This is a particular strength in helping pupils new to the school to settle in. Good links with a range of other agencies are used actively by the school to tailor provision to support pupils whose circumstances may make them vulnerable. This, together with effective work with parents and carers, greatly supports pupils' well-being, happiness and consequent academic progress. The learning mentor makes a very positive contribution to the well-being of pupils who are worried or have problems, and they are very confident in the help and support she provides. The provision to induct pupils into the school, and for their transition to new classes or to secondary school, is a particular strength. During the inspection, pupils were greatly enjoying working with their new teachers and were already clearly feeling settled and making good progress.

The breakfast club makes a good contribution to a smooth and happy start to the day for pupils who attend. A relaxed and cheerful ethos, as well as a healthy breakfast, prepares them well for learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

Clear leadership from the headteacher has successfully generated a strong drive for change and improvement in staff. Good teamwork from all, in pursuing common goals, has led to more consistent provision and higher achievement. The rigorous analysis of outcomes is being used by all staff to identify issues and modify practice as needed. Teaching and learning have improved steadily as a result. The thorough analysis of the performance of different groups of pupils has enabled the school to ensure that all are doing equally well. This aspect of the promotion of equality of opportunity is complemented by rigorous work to address any incidents that might lead to discrimination.

Governance is good. Despite the many changes in membership, the governing body has a clear view of strengths and weaknesses in the school, and is increasingly involved in setting clear strategic direction. It is well able to hold the school to account for its performance. It has contributed well to the school's good procedures to keep pupils safe. Parents, carers and pupils' views are sought and acted upon in this, as in many other areas of school life. The school is very active in bringing in partner agencies, and in working closely with parents and carers, to ensure that pupils are safe. Links with another village school, a local secondary school and the sports partnership all enhance the curriculum well. The school has been very effective in promoting cohesion among the disparate communities in the local area, but has done little work to date to extend this to other communities further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in all areas of learning. The current Reception class, whose children started with above average capabilities, achieved well this year so that their skills

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and abilities are now well above that expected for their age. This was observed when they worked with the Year 1 teacher to practice 'counting on'. In response to the teacher's very good modelling of a task, they worked together in pairs, and made good progress, drawing on their secure understanding of number. In an outstanding lesson with a scientific theme, they demonstrated their excellent handwriting skills. Many wrote fluently in a joined hand, as they labelled pictures showing the life cycle of a butterfly. They are very happy in school, well behaved and show excellent concentration. They are very well prepared for their time in Key Stage 1, and are already very comfortable in their new environment.

The facilities available for Reception children are good outside and in the classroom. Staff in the Reception class provide a wide range of interesting activities, both indoors and out. This was observed when next years children spent part of an afternoon there. They were settled in very well by the sensitive interventions of the adults, who drew on children's individual interests and enthusiasm to engage them in a variety of practical activities, talking to them about what they were doing, and ensuring that they feel happy and settled in the classroom.

The class is well led and managed, with strong teamwork ensuring that assessments are thorough and used well to plan activities that meet individuals' needs. Strong links with parents and carers are apparent right from the children's early visits before they start.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A relatively small proportion of parents and carers sent in questionnaires. Those that did were overwhelmingly supportive of most aspects of school. They particularly value that their children are safe, and are making good progress because of good teaching. They are very positive about the leadership and management of the school, and appreciate how their children's particular needs are met. A few parents and carers expressed concerns about how the school deals with poor behaviour.

Inspectors saw good behaviour throughout the inspection, but discussion with staff revealed that there have been incidents of poor behaviour at times, usually from pupils who have particular problems. Records show that the school has dealt with these well, making good use of the outside support available from partner agencies, and involving parents or carers well. Pupils themselves, in discussion, felt that the school's systems of rewards and sanctions were effective, and were confident that adults dealt well with any incidents that occurred.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wyton on the Hill Community 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 13 statements about the school. The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	48	12	41	3	10	0	0
The school keeps my child safe	17	59	11	38	1	3	0	0
My school informs me about my child's progress	14	48	15	52	0	0	0	0
My child is making enough progress at this school	18	62	10	34	1	3	0	0
The teaching is good at this school	18	62	11	38	0	0	0	0
The school helps me to support my child's learning	15	52	12	41	2	7	0	0
The school helps my child to have a healthy lifestyle	16	55	11	38	2	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	62	9	31	2	7	0	0
The school meets my child's particular needs	16	55	13	45	0	0	0	0
The school deals effectively with unacceptable behaviour	12	41	13	45	3	10	0	0
The school takes account of my suggestions and concerns	15	52	14	48	0	0	0	0
The school is led and managed effectively	21	72	8	28	0	0	0	0
Overall, I am happy with my child's experience at this school	21	72	6	21	2	7	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 school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 July 2011

Dear Pupils

Inspection of Wyton on the Hill Community Primary School, Huntingdon,

PE28 2JB

Thank you for all your help and your warm welcome when we visited your school. We enjoyed talking with you and watching you hard at work in lessons. It was good to see how well you are following your key 'respect' value. We saw that you were settling sensibly and happily into your new classes, and we were impressed by your good behaviour and concentration.

Your school is providing you with a good education. You make good progress because teachers are good at helping you to learn. You get interesting things to do, so you enjoy learning. The adults look after you well and, if anyone needs any extra help, they make sure it is provided. You all get along very well together, and are working very well with the local community. You do not have much chance to learn about and get in contact with people from communities in other parts of the United Kingdom or abroad, and we have asked your teachers to try to improve this next year.

The adults organise the school well and are keen to make it even better. We have suggested that they concentrate on always keeping a careful eye on you when you are working, so that they can make sure your work is just right for you. We have also asked the teachers to tell you more often, when they mark your books, how to improve your work next time, especially in mathematics. You can help by keeping up your hard work, reading carefully what teachers write in your books, and telling your teachers if you think something is too hard or too easy.

We hope you carry on enjoying school.

Yours sincerely

Steven Hill

Lead inspector

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