

Wykeham Primary School

Inspection report

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| Unique Reference Number | 131787 |
| Local Authority | Havering |
| Inspection number | 375458 |
| Inspection dates | 14–15 September 2011 |
| Reporting inspector | Heather Yaxley HMI |

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 393 |
| Appropriate authority | The governing body |
| Chair | Susan Asser |
| Headteacher | Jacqueline Treacy (executive headteacher) |
| Date of previous school inspection | 17–18 November 2009 |
| School address | Rainsford Way Hornchurch Essex RM12 4BP |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. Twelve lessons involving 12 teachers were seen. Meetings were held with staff, pupils, parents and carers, the Chair of the Governing Body and local authority inspectors. The inspection team observed the school's work and looked at assessment information, policies, procedures and minutes of meetings.

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

- The progress that the school has made since requiring special measures.
- Pupils' achievements in writing, mathematics and science.
- Improvements to the quality of teaching, particularly in relation to the use of assessment, teachers' subject knowledge and expectations of pupils.
- The effectiveness of leaders, managers and governors in driving improvement.

Information about the school

This is a large primary school where most pupils are of White British heritage. There is an average proportion of pupils identified with special educational needs and/or disabilities, including pupils with physical needs and moderate learning needs. The Early Years Foundation Stage comprises two Reception classes. There are pre-school classes within the school building but these are run independently of the school and governing body and, therefore, are not part of this inspection.

When the school was inspected in November 2009, it was placed in special measures. Monitoring inspections were conducted in May and September in 2010 and in February and May 2011 to assess the progress made towards addressing the issues raised in the 2009 inspection. The progress was judged to be inadequate in the visit in September 2010 and satisfactory on the other occasions. The school has been led by different interim headteachers since October 2010 and the current executive headteacher has been at the school since February 2011.

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

When the school went into special measures there was much to do. After a slow start, the pace of change has accelerated and the school is now in a good position to sustain the improvements and to make things even better. Staff and the governing body have demonstrated that their work makes a difference to pupils. As a result, pupils' attainment has improved and generally matches that seen nationally and the amount of progress that they make from their starting points meets the national expectation.

Inconsistencies remain in the quality of teaching and in some areas of pupils' attainment, such as mathematics, but the difference now is that senior leaders' self-evaluation is rigorous and robust. Senior staff are very clear about where the weaknesses lie and why that is the case and are prepared to take appropriately robust action to address weaknesses. Senior staff also know the school's areas of strength and use this information to share expertise, and staff are well supported by senior leaders and local authority consultants. Increasingly, these factors are giving staff the support and training that they need to do their job well, as evidenced by the increasing proportion of good lessons. Not all teaching, however, makes the best use of assessment to plan lessons that are relevant to the level of pupils' abilities and that are of interest to them.

Staff with additional responsibilities and the governing body have come a long way in developing their roles. Focusing on the difference that they make to pupils' achievement is now integral to their work. Some teachers are not yet fulfilling the full range of roles and responsibilities, not least because there has been so much to do. For example, monitoring and evaluation by some subject leaders are at an early stage and coordinators for key stages and year groups are new roles that have been introduced only this term.

The school is a happy place where pupils feel safe and well cared for. Staff work extremely conscientiously and enthusiastically to improve their practice. They are a strong and very supportive team. Pupils enjoy good relationships with staff and one another and their behaviour is good. Although parents and carers express mixed views about the education that their children receive, they are generally supportive of the school. They, in unison with staff and governors, are glad that the future leadership of the school is to be resolved soon, with recruitment for a substantive headteacher now underway.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the proportion of good teaching by ensuring that teachers’ plans are informed by ongoing assessments of how well pupils are learning as well as how engaged and excited they are by the curriculum.
- Ensure that staff with additional responsibilities take on the full range of roles and responsibilities to monitor and evaluate the quality of provision and outcomes for pupils.

Outcomes for individuals and groups of pupils

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Pupils’ attainment is now more consistently matched with national averages and rates of progress from their individual starting points are satisfactory. This includes satisfactory outcomes for children in the Early Years Foundation Stage who typically start school with skills that are in line with those found nationally. A recent dip in results for mathematics at the end of Key Stage 2 is out of step with the general trend of improved achievement. The dip relates to calculation skills and analysis already undertaken for pupils in all year groups reveals weaknesses more broadly relating to the teaching of number skills. Pupils of differing abilities and backgrounds make equally satisfactory progress. Writing skills have improved and pupils perceive themselves as confident writers, as seen in well-written, imaginative paragraphs written by Year 6 pupils about Anne Frank. Skills in science have been slower to improve because those for English and mathematics have rightly been given priority.

Pupils enjoy their lessons and are well behaved. They like the new rules and routines and conduct themselves well around school and at playtimes. When provided with appropriately challenging tasks, pupils of all abilities apply themselves well, improve their skills and gain a great deal of confidence. This was seen in a lesson where those who sometimes find mathematics a challenge learned how to estimate large numbers on number lines and then used that strategy to solve practical problems. In another lesson, Year 2 pupils showed great attention to detail when applying what they had learned about the features of Tudor houses. Pupils of all ages, abilities, cultural differences and backgrounds get along very well with one another. Pupils clearly feel very secure and well cared for, and this is supported by comments from parents and carers. However, pupils do not have enough opportunities to express their views and to contribute to life within school and their local community. They want to put their ideas into practice and to take on more responsibilities.

These are the grades for pupils’ outcomes

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| Pupils’ achievement and the extent to which they enjoy their learning | 3 |
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| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| 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 | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

In some classes, pupils have either had too many changes or have had mostly satisfactory, rather than consistently good, teaching. As a result, these pupils made less progress than others. Those pupils with special educational needs and/or disabilities are being suitably encouraged to apply what they know and can do more independently as a result of better assessment and planning by teachers as well as more appropriate deployment of teaching assistants. The special educational needs coordinator has done a good job in ensuring that those who are underachieving because of poor teaching are not confused with those who have particular learning needs and is working with teachers to adapt their teaching appropriately to meet these pupils' different needs. This is making teachers more accountable for providing the right level of teaching and learning for pupils of differing abilities and needs and raising expectations for all, particularly those who need to make up for lost learning. Staff have agreed and successfully established higher expectations with pupils for the beginning of this term in relation to setting out their work and general conduct. Pupils are rising to the challenge and the presentation of work in books has significantly improved.

Over the past year, senior staff uncovered important weaknesses in the curriculum and much has been done over the past 12 months to address the shortcomings. Subject leaders have been well supported by local authority consultants and are very appreciative of the support that they have had to develop their roles and responsibilities. There is now a suitable programme for teaching reading and spelling. The curriculum for science and music has been appropriately revised and a new scheme is to be implemented for information and communication technology. The school day has been reorganised to allow for more teaching time and, although still short of national guidelines for pupils in Key Stage 2, plans are in place to make more time available. Recognising the need to provide pupils with an exciting and more varied curriculum, themes have been introduced for each half term. Pupils like

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

this more creative approach to the curriculum. A computer-based programme for practising mathematics skills at home as a regular part of their homework was implemented for all year groups last term and is very popular with pupils and their families.

These are the grades for the quality of provision

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| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 3 |

How effective are leadership and management?

Ensuring that pupils have equality of opportunity is at the heart of the work of the leadership team and governing body. For example, their analysis of pupils' academic performance now ensures that action is taken for any groups who may be underperforming. Pastoral arrangements for new pupils and those on reintegration programmes ensure that vulnerable pupils are not left out. The school community is a cohesive and harmonious one where pupils value one another's differences.

The leadership team and the governing body have taken some hard, yet necessary, decisions since requiring special measures, enabling the school to move forward. For example, the budget for staffing was unsustainable and this has now been addressed. Underperforming staff have been challenged, leading to improvements in the quality of teaching. Relationships with pupils' families, although satisfactory, have sometimes been adversely affected by the recent changes and uncertainty, resulting in misunderstandings and a lack of timely information being given to parents and carers.

The executive headteacher has brought a strong sense of direction, order and confidence to the school. By consistently promoting good practice, she gives staff the direction and skills that they need to move forward with confidence. Increasingly, they trust her judgement, reflect purposefully on their practice and take advantage of the good professional development opportunities being made available to them. Consequently, the school has a sharper and more coherent vision.

The assistant headteacher has been a key player in the school's improvement because she has led the development of assessment very well. As a result, teachers now have robust information to use when planning lessons and know how to assess pupils' progress in class and over time more thoroughly. In addition, the leadership team, subject leaders and the governing body now have sufficient information to evaluate their effectiveness in improving outcomes for pupils.

The governing body take their responsibilities very seriously. Following the 2009 inspection, they acted swiftly to improve the business of governance and have worked collaboratively with the local authority. They have responded to the

challenge from monitoring by local authority and Ofsted inspectors, always taking swift, effective action when weaknesses have been identified and do not rely on outside support to address the weaknesses. It is testament to the work of the governing body and the leadership team that key aspects of the school’s work have been maintained during this period. For example, pupils’ good behaviour has been maintained and staff motivation has been high. Procedures for safeguarding pupils are satisfactory and have been enhanced by additional monitoring of checks made on staff and revised arrangements for site security.

These are the grades for leadership and management

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

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage has been consolidated and improved since the 2009 inspection. This is because this key stage now has a designated leader, ensuring strategic development, and resources and accommodation have been improved, facilitating better opportunities to meet children’s needs. These recent improvements contributing to good provision have yet to have a full impact upon outcomes for children. Assessments of children’s knowledge, skills and understanding have also improved and are more accurate and thorough.

Outcomes for children fluctuate from year to year and are satisfactory overall. Progress is greatest in children’s personal and social development. Children are well behaved and take good advantage of the learning opportunities on offer. By the time they enter Year 1, children are confident, independent learners who enjoy good relationships with one another.

The staff are experienced, conscientious and provide the children with a warm, well-organised, attractive environment. Activities to support a full range of learning objectives are provided both inside and outside, allowing children a choice of environments in which to learn and play. Particularly good opportunities are provided

for children’s social development including good role models from adults. Good relationships with parents and carers help staff to know the children well and encourage new children to settle quickly. At this stage in the term, children are attending part time and after only a few days in school they are learning the routines and making friends quickly.

These are the grades for the Early Years Foundation Stage

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|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. An inspector met with a small group of parents and carers on this visit and at the last visit. The offer of written comments was also taken up by a few. Although not a large enough group to ensure representation of all families, there were some common themes in their views. An ongoing concern is about communication between home and school and how some of the good community spirit that existed prior to the school requiring special measures has been lost. Some feel that they do not have enough opportunities to meet teachers to talk about their children. They also feel that they should have been kept better informed about changes in leadership and staffing. It is the case that sometimes it has not been possible to give information that relates to personnel and financial matters. It is also the case that the school has sometimes relied on written communication about changes.

In some cases, inspectors agree that the concerns of parents and carers are justified. For example, there is some misunderstanding about after-school clubs and reading at home, and the school has not always communicated what is happening in time to address parents’ and carers’ concerns. Information about clubs is about to be sent home and a new reading booklet was delayed by the printers but is now ready for use. There are also workshops planned this term to inform parents and carers about reading but they do not know about this yet. On a positive note, parents’ and carers’ views show their ongoing support for the school and confidence that their children are happy, safe and well cared for.

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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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

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| 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.



16 September 2011

Dear Pupils

Inspection of Wykeham Primary School, Hornchurch RM12 4BP

It is with great pleasure that I can tell you that your school no longer requires special measures. I know that you will understand how important this is to the school and your families. I know that it is important to you too because during my visits over the past 16 months you have told me how proud you are of your school and how you have been helping to improve it. So although I am sad not to be visiting you any more, I am very pleased that the school is now giving you a satisfactory standard of education. Together with other inspectors, I have spoken with many of you during my visits and want to say a big thank you for your help and your perceptive comments. Special thanks go to the play leaders and the groups that spoke to us about their class work.

Ms Treacy has worked very hard with the staff to improve many things and I know that you will want to help her continue this hard work and also to help the new headteacher when he or she is appointed soon. The things that I think will help next are for teachers to make sure that your work is interesting and at the right level for you, and also for subject leaders, year group coordinators and key stage coordinators to keep a tight check on how well you are doing.

So, very many congratulations for the part that you have played in helping your school to improve. I hope that you, the staff, governors and your families have plenty of opportunities to celebrate this achievement.

Yours sincerely

Heather Yaxley
Her Majesty's Inspector

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