

Wyken Croft Primary School

Inspection report

Unique reference number	103696
Local authority	Coventry
Inspection number	376947
Inspection dates	1–2 May 2012
Lead inspector	Linda Killman HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	708
Appropriate authority	The governing body
Chair	George Jones
Headteacher	Derek Gardiner
Date of previous school inspection	10 June 2008
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Age group	3–11
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Introduction

Inspection team

Linda Killman	Her Majesty's Inspector
Judith Harrison	Additional Inspector
Andrew Read	Additional Inspector
Sally Noble	Additional Inspector

This inspection was carried out with two days' notice. Inspectors spent 17 hours observing teaching and 22 teachers were seen; four hours were dedicated to hearing pupils read, and meetings were held with pupils, governors, and staff. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work and looked at a wide range of pupils' work, data on achievement, attendance and behaviour, the school's priorities for improvement, minutes of governing body meetings, and safeguarding documentation. Inspectors received 153 parental questionnaires.

Information about the school

Wyken Croft is three times larger than the average primary school. Three quarters of the pupils are White British; the remainder are from a wide range of minority ethnic groups. The percentage of pupils known to be eligible for free school meals is below average. Average proportions of disabled pupils and those with special educational needs are supported at school action plus, or through a statement of special educational needs. The school meets the current floor targets, which are the minimum standards set by the government for attainment and progress. The headteacher is a National Leader of Education and the school is a National Support School supporting professionals in other schools. Awards held by the school include: Artsmark Gold, Eco and Green Flag awards, Activemark and the International Schools intermediate award. The on-site children's centre and privately-run extended childcare are subject to separate inspection arrangements.

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 of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. It is not outstanding because the quality of teaching is not consistently good or outstanding in most subjects. In addition, leaders' and managers' attention to detail in monitoring safeguarding arrangements is not as rigorous as it should be.
- Pupils' achievement is good in the Early Years Foundation Stage and Key Stage 1. They make outstanding progress to reach above-average levels of attainment in English, mathematics, and dance by the end of Year 6. Standards in reading for six-year-olds have improved this year, exceeding the level usually expected at this stage. In some other subjects, such as art, craft and design, pupils' achievement is satisfactory.
- The quality of teaching is good overall, but inconsistent. Good leadership of teaching has raised standards in reading across the school and improved pupils' understanding of how to improve their work in English. It is less effective in identifying where weaknesses lie in teachers' knowledge, skills and understanding of the full range of subjects in the National Curriculum.
- Pupils' behaviour and understanding of safety have been recognised as outstanding in two previous inspections and again in this one. These and pupils' above-average attendance are the result of the school's consistently high expectations, an embedded ethos of respect for diversity and its steadfast commitment to equality of opportunity, which permeates all aspects of its work.
- Leadership and management are good at all levels, including the governing body. Key leaders demonstrate ambition and drive for continuous improvement. The headteacher provides good leadership in managing performance and curriculum development. He is pivotal in promoting pupils' outstanding spiritual, moral, social, and cultural development. Staff morale is high. Nonetheless, intensive focus on raising achievement in English and mathematics has resulted in weaknesses being undetected in some other subjects.

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What does the school need to do to improve further?

- Improve teaching so that much is outstanding and it is never less than consistently good in most subjects by ensuring that:
 - the school's expectations for high-quality teaching and assessment in English, mathematics and physical education extend to all other subjects
 - teachers develop the good level of subject knowledge and understanding of progression that they demonstrate in English and mathematics in all other subjects
 - assessment information is used as effectively in other subjects as it is in English and mathematics, so that work is pitched at the right level for all pupils and promotes their good progress in lessons
 - key leaders monitor and evaluate the effectiveness of teaching and learning rigorously across the range of National Curriculum subjects.

- Improve systems for monitoring the effectiveness of the school's safeguarding arrangements, ensuring that records are checked and updated at least once a term.

Main report

Achievement of pupils

Pupils make better progress than all pupils nationally given their starting points on entry. Their achievement is good overall. In the Early Years Foundation Stage, children make good progress in all areas of their learning. They excel in their personal, social, and emotional development, which is promoted strongly through the good curriculum. They share, cooperate, treat each other with respect, and show a keen desire to learn. By the end of Reception Year, children achieve a good level of development in early literacy and numeracy skills, preparing them well for learning in Year 1. Through Key Stage 1, good progress continues. By the age of six years, most pupils develop as confident, avid readers with a good repertoire of strategies to use in tackling unfamiliar words. Pupils' readiness to share a book with inspectors typifies their enjoyment and enthusiasm for reading. They commented that they 'love to read' and 'do hard sums'. By the end of Key Stage 1, the very large majority are working securely at or above national averages in reading, writing, and mathematics. Firm foundations for competent literacy and numeracy skills are set by the age of seven years. These contribute strongly to the increasingly rapid progress that they make in English and mathematics through Key Stage 2.

The excellent personal skills that pupils develop from an early age contribute to their good learning in most lessons. The pupils are attentive, willing to contribute and work productively with concentration, especially where good or outstanding teaching inspires and motivates them. As one Year 5 pupil explained, 'When we have a laugh here the teachers don't mind, but, when it comes to lessons, we have to stop.' This

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astute comment pinpoints one of the reasons underpinning pupils' good achievement. Disabled pupils, those with special educational needs, and those known to be eligible for free school meals make as much progress as all other groups. The very large majority of parents and carers recognise the good progress their children make in developing their skills in communication, reading, writing and mathematics. Inspection evidence supports their view. However, it also revealed that the above-average standards reached in these subjects by the end of Year 6 are not always replicated in others. Examples seen of pupils' art, craft and design work, for example, show that their repertoire of drawing skills, although broadly within the range expected, is fairly limited, as is their capacity to use materials, techniques and processes with originality. Pupils develop skills in using information and communication technology (ICT) satisfactorily, generally within the boundaries of word-processing, research and design. In a Year 6 lesson, for example, pupils demonstrated a very basic set of skills in using computer software to create a jungle scene in the style of the artist Rousseau. They commented that they found the work too easy and would have preferred a greater level of challenge, for example, in drawing their own images using software. Pupils take great pride in the presentation of their written work and are eager to acquire and use one of the special fountain pens presented to those pupils whose handwriting reaches an excellent standard. Since the last inspection, pupils' understanding of their targets in literacy and numeracy and what they need to do to reach the next level has improved.

Quality of teaching

The school evaluates the quality of teaching as good and almost all parents, carers, and pupils agree. Inspection evidence confirms these views as accurate. Relationships in every class are extremely secure, promoting a positive climate for learning through discussion, negotiation and reflection. Teaching is mainly good and sometimes outstanding, but it is inconsistent. Inspectors saw examples of outstanding teaching in Year 1, Year 2, Year 3, and Year 5 in either English or mathematics. Typically, in those lessons, teaching held pupils spellbound and strongly promoted their self-esteem and confidence. The teachers have perfected the art of capturing every pupil's attention throughout the lesson. The depth demonstrated in their subject knowledge enabled them to plan lessons very well, taking into account fully individual needs, interests and prior achievement. Learning was structured carefully, with regular reference to the lesson objective and pupils' targets. On-the-spot assessment was used skilfully to ascertain where any misconceptions lay and adapt the teaching accordingly. All pupils, including disabled pupils and those with special educational needs, worked with impressive levels of independence and reflection. The work was adapted cleverly to the varying needs and abilities, providing the right level of support and challenge. Pupils of all abilities enjoyed successful learning, wasting not a moment of the time available. Satisfactory and occasionally inadequate teaching was seen in some other subjects, when pupils made limited or insufficient progress. This was the result of weaknesses in subject knowledge, teachers talking for too long while pupils sat and listened, or curriculum planning that was not adapted suitably to meet the varying needs and abilities of all pupils.

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Teaching assistants make a valuable contribution in supporting pupils' learning skilfully, particularly for disabled pupils and those with special educational needs. Inspectors looked at pupils work in a range of subjects. They found that marking in English is generally of a good quality, providing clear and constructive feedback about what pupils should tackle next. In other subjects, it is less well developed.

Behaviour and safety of pupils

The very large majority of pupils and their parents and carers, as well as staff, consider that behaviour is good. Inspectors found that it is outstanding. Pupils are superb ambassadors for their school and treat each other and adults respectfully. They take full responsibility for their actions because they are expected to. As one Year 6 put it succinctly, 'When you get a place at Wyken Croft, you know what you are signing up for. We all get along with each other.' The school's exclusion rate over time is zero. Year 6 pupils were adamant that prejudice-based bullying or unkind name-calling targeting appearance, religion, culture, background, or sexuality are non-existent. Pupils of all ages are highly aware of how to keep themselves safe from potential dangers and say that they feel completely safe. They are well-informed about e-safety and older pupils are acutely aware of the dangers of cyber-based bullying and social networking. Although none could recall a specific incident, pupils knew that the school would take very serious action if it occurred. Pupils develop excellent attitudes to learning right from the start in the Early Years Foundation Stage. Attendance, currently and over time, is consistently above average.

Leadership and management

Leadership and management are good and some aspects are outstanding. Key leaders, especially the headteacher and the Chair of the Governing Body, communicate passionately their aspiration for all pupils to be the very best that they can be as learners and well-rounded individuals. They are immensely proud of the pupils and the hardworking staff. Staff feel well-supported and valued, especially those new to teaching. The school is committed to high-quality professional development for staff at all levels, with all developing their skills continuously and many acquiring additional professional qualifications. Leaders and managers recognise that high-quality teaching is the key to pupils learning effectively. Systems for monitoring the quality of teaching in English and mathematics have resulted in mostly good or outstanding teaching. Feedback is usually evaluative and developmental, but, occasionally, too focused on behaviour and teaching rather than learning. Monitoring teaching in other subjects is too infrequent, resulting in some weaknesses being undetected prior to the inspection. Planned actions for improvement are based on mostly accurate self-evaluation. Above-average achievement in English and mathematics has been sustained over time and is testimony to the school's good capacity for improvement.

The governing body knows the school well and is very effective in holding it to

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account. It makes decisions confidently, always ensuring that pupils' education and pastoral needs come first. The school promotes equality of opportunity resolutely, for example, in ensuring that all pupils have opportunity to participate in extended school activities, including breakfast club and residential trips. Discrimination of any kind is not tolerated. The achievement of different groups of pupils is tracked diligently to ensure that none is left behind. Arrangements for safeguarding pupils meet requirements. However, the inspection revealed that monitoring is not as robust as it should be.

The school generates an extremely positive climate for learning, where, according to the school council, 'success is a given'. Curriculum development is innovative and planned carefully to ensure that pupils learn all that they should. A relatively new themed approach brings subjects together, which helps to make learning relevant, meaningful and enjoyable. Effective leadership has enabled staff to identify and plan for progression in skills across the full range of subjects, so they can be taught systematically. Assessment in subjects other than English and mathematics is infrequent, making it difficult for leaders and managers to monitor and evaluate how well pupils are learning and the full impact of new approaches. The curriculum provides extensive opportunities for pupils to reflect and wonder, as well as to work collaboratively, developing their extremely inclusive social skills. Pupils' impressive understanding of moral and social issues is developed through very good delivery of the school's provision for personal, social, health, and relationships education and citizenship. An outstanding extra-curricular and extended schools programme enriches the curriculum and provides opportunities for every pupil to shine in their chosen options. Over three quarters of all pupils attend at least one club a week and participate in an extensive range of educational visits.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

3 May 2012

Dear Pupils



Inspection of Wyken Croft Primary School, Coventry CV2 3AA

When inspectors visited Wyken Croft, we were hugely impressed with your friendliness and politeness. We are grateful to you all for sharing your thoughts and opinions with us about the school. We judged that your school is a good one and some of its features, including your behaviour and understanding of safety, are outstanding (a word we use to mean first class). On behalf of the other inspectors, I would like to explain the reasons for our judgement.

- You make excellent progress in reading, writing, mathematics, and dance, so that, by the time you leave the school, you are working above the levels of Year 6 pupils in other schools in England. Even so, you do not perform quite as well in some of the other subjects such as art, craft and design, or ICT.
- Your teachers teach you well. In literacy and numeracy, they plan enjoyable lessons with the work pitched at just the right level for you so that it is not too difficult or too easy.
- Your behaviour, understanding of how to stay safe, and attendance are all excellent.
- Your headteacher, all others who have responsibility within the school, and the governing body make sure that you are all treated fairly. All of the adults are dedicated people who want you to be successful learners as well as thoughtful and tolerant individuals. They all pull together to make your school the best that it can be by making improvements.

A good school like Wyken Croft can become an outstanding school if staff and governing body improve a couple of things, as you have done with your targets in literacy and numeracy. I have given them two targets to work towards.

- I have asked them to improve teaching so that it is always good and often outstanding.
- There are suitable procedures in place to keep you safe but the governing body, your headteacher, and senior leaders must check them more regularly.

I wish you all every success in the future.

Yours sincerely

Linda Killman
Her Majesty's Inspector

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