

# Wykebeck Primary School

Brander Street, Leeds, West Yorkshire, LS9 6QH

**Inspection dates** 7–8 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching requires improvement.
- The quality of teaching is inconsistent. Pupils sometimes sit for too long while listening to the teacher and lose interest in the lesson. This reduces the times when they can learn well.
- Until recently, pupils in Years 1 and 2 have made slower progress than those in other classes.
- Throughout the school, pupils do not reach standards in reading equal to those in writing and mathematics. This stops pupils from doing well in lessons because they cannot easily read the instructions.
- The curriculum does not give pupils enough time to practise handwriting and spelling.
- Pupils do not read frequently either in the school library or in other subjects.
- Pupils' attendance remains below that of pupils across the country, although it is rising.

### The school has the following strengths

- Pupils make good progress in writing and mathematics to reach standards similar to those seen across the country.
- Pupils' behaviour is mostly good in lessons and around the school.
- Most pupils enjoy school. They play safely and show care and respect for others.
- The school takes very good care of its pupils and this helps them to feel extremely safe.
- Leaders and managers, including governors, have high ambitions for the school so that pupils' achievement, punctuality and attendance are improving.
- Much has been done to help weaker teachers become stronger in their teaching so that the majority are now good or better.

## Information about this inspection

- The inspection was carried out without notice.
- The inspectors observed 16 teachers teaching 19 lessons or part lessons.
- Inspectors made visits to two classes to hear pupils read.
- Meetings were held with pupils, school staff and members of the governing body.
- A telephone conversation took place with a local authority representative.
- The inspectors observed the school's work and looked at a number of documents, including pupils' work over the last year, safety procedures, tracking of pupils' progress, and the school's evaluation procedures.
- The inspectors analysed three completed on-line questionnaires (Parent View), six completed by hand as well as 37 completed by staff. They also analysed a recent school survey.

## Inspection team

Brenda Clarke, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

Steven Goldsmith

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is similar to the average as is the proportion of pupils who speak English as an additional language. This proportion has risen significantly since the last inspection.
- The number of pupils supported at school action is average.
- The number of pupils supported at school action plus is above average. There are no pupils with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- The school has achieved Healthy School status, Foundation level of International School Award and 'I Can' accreditation which is an international award acknowledging the good development of young children's speaking skills.
- Since July 2012, the school has undertaken a building project. Pupil numbers have risen significantly. Three teachers left in July and 10 new teachers were appointed for September 2012.

### What does the school need to do to improve further?

- Improve the quality of teaching so that more is at least good or better by:
  - planning exciting activities that keep pupils interested in learning
  - planning lessons that give most time to pupil activity so that pupils get on well with their work and spend less time listening to the teacher
  - ensuring that pupils learn at just the right speed and that they are given sufficient time to complete their work
  - planning more opportunities for children in the Reception classes to practise their speaking, reading, writing and counting skills.
- Raise standards and accelerate pupils' progress in reading to match that in writing and mathematics by:
  - providing reading books that better match the varying abilities of pupils
  - ensuring that pupils apply their knowledge of letter sounds accurately when reading
  - providing regular opportunities for pupils to practise the spelling of frequently used words at home and in school
  - developing more opportunities for parents to be involved in their children's reading
  - providing more opportunities for pupils to use their reading skills in other subjects and in the library.
- Improve attendance further so that it reaches the national average by maintaining the current focus on the promotion of regular attendance.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children start school with skills much lower than those typically expected for their age, particularly in communication, numeracy, and personal and social skills. Children make good progress in the Early Years Foundation Stage.
- Even so, because most children have a lot of catching up to do, in the last two years pupils entered Year 1 with skills well below average. Current school data show that this is improving.
- In 2012, pupils entered Year 1 with below average rather than well below average skills. The exception was in reading, where skills were well below.
- Over the last four years in Key Stage 1, the vast majority of pupils made satisfactory rather than good progress so that, by the end of Year 2, standards remained well below average. This was partly due to several staff absences. Pupils did not give of their best because teachers did not use effectively the information from the checks they make on pupils' learning.
- In Years 1 and 2, a far larger percentage of pupils are now learning better, and as well as similar pupils across the country.
- There is also a significant rise in how well pupils learn by the end of Key Stage 2. In 2011 and 2012, pupils' attainment rose from well below average at the end of Year 2 to average by the end of Year 6 in writing and mathematics. Standards remained below average in reading.
- Pupils write with purpose and do well in lessons. Their writing skills have improved because they are sure of the sounds that letters make. They practise writing at greater length but their handwriting is often untidy. Where teaching is stronger, pupils enjoy interesting tasks such as using persuasive writing to sell mobile telephones.
- Pupils' attainment in reading lags behind other subjects. Although younger pupils in Key Stage 1 know the sounds that letters make, they do not always use this knowledge when sounding out new words. Pupils do not read regularly to adults in all classes. The school library is not in use so pupils cannot experience how a library works or choose books that interest them. They do not read enough in different subjects.
- Pupils with special educational needs and those who speak English as an additional language do as well as other pupils because of the good support they are given in lessons. Pupil premium funding is used well to provide additional training for support assistants so they can give extra help to those at risk of falling behind. The school promotes equality of opportunity effectively so that these pupils learn as well as others.

### The quality of teaching

### requires improvement

- Across the Early Years Foundation Stage, children are effectively taught the skills of good sitting and good listening. Staff and children get along very well and children are happy. Teaching in the Nursery is good. The success of the 'I Can' programme surrounds children with good quality conversation so that they develop confidence as speakers.
- In the Reception classes, the teaching of letter sounds and early reading skills is mostly organised in class groups. Opportunities are missed to use other adults to reduce group sizes and to help children to learn quickly.
- Although teachers organise activities that children enjoy, they do not plan well enough to strengthen children's speaking, reading, writing and counting skills or give them enough time to practise these without adult support.
- Throughout the school, a majority of teaching is good. However, too many lessons contain inconsistencies which stop teaching from being good overall. For example, not all teachers mark work in a way that helps pupils do better.
- Where teaching is good or better, well-planned lessons build carefully on earlier learning.

Teachers find imaginative ways to capture pupils' interests so pupils learn rapidly. Searching questions encourage pupils of all abilities to reflect and extend their answers.

- Well-trained teaching assistants give good support to groups and individuals, helping them to be fully involved in lessons.
- Where teaching requires improvement, it is mostly because pupils sit and listen in lessons for too long. They lose interest in tasks and have insufficient time to complete their work. Teachers do not expect enough of pupils, so they are slow to settle and do not work quickly. Pupils' learning is limited when the written instructions that teachers provide are too difficult for pupils to understand.
- Most teachers provide reading books that interest and challenge pupils. In classes where this does not happen, pupils do not read well enough.
- Only a few parents support their children's reading activities in school.
- Pupils' good spiritual, moral, social and cultural development means they get on well together, share tasks and listen carefully to different points of view.

### **The behaviour and safety of pupils** are good

- Most pupils behave well. They are keen to help one another and share resources in lessons.
- Pupils with special educational needs and those who speak English as an additional language enjoy good support in lessons. They work hard and keep going when tasks are difficult.
- Pupils say they feel very safe in school. Most play safely outdoors and get on well together.
- Older pupils enjoy working as play leaders. School councillors find ways to further improve the school's provision.
- Pupils say that bullying sometimes occurs but that it is quickly sorted out by an adult.
- Pupils whose circumstances may put them at risk receive strong support. Mentoring is a key strength that helps pupils and their families to resolve problems.
- Attendance remains below average but is improving. The number of pupils who are frequently absent has significantly reduced. Their absence is carefully checked and they receive support to help them catch up.
- The breakfast club provides a nourishing start to the day. It encourages pupils to arrive on time.
- Records from 2010 to 2012 show a higher number of exclusions than across the country. This is because senior leaders vigilantly follow the behaviour policy. The number of exclusions is now falling.

### **The leadership and management** are good

- The headteacher inspires staff, parents and pupils to work as a team and to try hard to improve standards and attendance. She has the confidence of parents, pupils, staff and governors.
- Leaders and managers have managed the significant increase in pupil numbers extremely well. Over 100 new pupils are enjoying school. Day-to-day management is efficient.
- There are rigorous systems to check the quality of teaching. Senior leaders thoroughly track pupils' progress and use this information effectively to hold teachers to account and to help them improve their teaching. This is working well. Standards at Key Stage 2 have risen and improvements have been sustained for two years. Leaders are increasing pupils' progress at Key Stage 1 because they have identified the right ways to rapidly improve pupils' learning.
- The headteacher has strengthened the way teachers work. Their work in the classroom is checked and pay rewards link closely to their pupils making at least good progress. Teachers have to discuss what progress their pupils make and why.
- Aspirational targets and systematic checks on pupils' progress are driving the rise in standards. These checks also make sure that support for all pupils provides just what they need to succeed.

- Equality of opportunity is at the heart of the school's work. Discrimination of any kind is not tolerated.
  - The school cares for all pupils very well. Procedures to ensure pupils' safety are thorough.
  - As the school population changes, leaders are adapting the curriculum so that topics are more relevant to different groups. Currently, the curriculum does not allow enough time for pupils to learn and apply library or reading skills. Pupils enjoy the good range of clubs, and music and sporting activities.
  - Partnership work in a local cluster of schools adds interest to the curriculum such as a jointly funded music project. The partnership also adds greatly to staff development.
  - Surveys show that a large majority of parents hold positive views of the school.
  - Pupil premium funding is used effectively to help eligible pupils to do better.
  - The local authority knows the school's strengths and areas for development. It provides additional support and training which has helped to raise standards in writing.
  - **The governance of the school:**
    - Governors give good support and challenge. They provide additional skills such as finance and safety. Governors know the school well and participate in decision making. They help to set school priorities and challenge the impact of initiatives.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107933
<b>Local authority</b>	Leeds
<b>Inspection number</b>	400949

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Grenville Jensen
<b>Headteacher</b>	Jennifer Millington
<b>Date of previous school inspection</b>	15 March 2010
<b>Telephone number</b>	0113 249 1525
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