

Wykeham Primary School

Rainsford Way, Hornchurch, Havering, RM12 4BP

Inspection dates 10–11 October 2013

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

Summary of key findings for parents and pupils

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

- Over the last two years pupils' attainment in English and mathematics has remained broadly average. Pupils, especially higher attaining pupils, have not been progressing at a fast enough rate to raise attainment further.
- Too little teaching in the Early Years Foundation Stage and Year 1 is good. Progress in pupils' learning is inconsistent across classes.
- In these year groups teaching is not sufficiently demanding to help pupils make consistently good progress. Pupils do not always have enough time or opportunity to work and learn on their own.
- Although there is evidence of recent improvement in pupils' progress, this has not been sustained over a long enough period of time.
- Targets for pupils' progress are not challenging enough and leaders at all levels, including governors, are not using data well enough to gain an accurate view of pupils' progress in lessons and to ensure rapid improvement in attainment by the end of Key Stage 2.
- The governing body relies too heavily on evidence provided by the school and its view of the school's effectiveness is not sufficiently accurate.

The school has the following strengths:

- Behaviour is good and pupils say they feel safe. Everybody gets on well together, no matter what their background. Pupils are keen to learn and pay attention in lessons.
- Since her appointment, the headteacher has acted decisively to make sure there is no inadequate teaching. Further professional development is helping to improve the quality of teaching.
- Since September 2103, consistently good teaching in Years 2 to 6 means pupils are making faster progress. Lessons are well-structured and pupils have clear learning goals.
- The newly appointed subject leaders in English and mathematics have quickly identified the most important things which need doing. Actions to improve learning are beginning to have a positive impact, especially in mathematics.

Information about this inspection

- Inspectors observed 21 lessons, of which two were joint observations with the headteacher and deputy headteacher. In addition, inspectors made short visits to seven lessons. Each class was observed at least once. Inspectors observed two assemblies, children playing at lunch and playtime and listened to a sample of Year 2 and Year 5 pupils read.
- Inspectors had discussions with the Chair of the Governing Body, vice chair and one other member, a representative from the local authority, the headteacher and deputy headteacher, senior leaders, middle leaders, the teaching staff and a group of pupils.
- Inspectors looked at a range of documentary evidence, including: the school's records of pupils' progress; documents relating to health and safety, staff vetting procedures and special educational needs; the school website; minutes of governing body meetings; reports made on the school by the local authority representative; and the school's checks on its progress and priorities for improvement. Pupils' written work was also examined.
- Inspectors took account of the school's most recent survey of parents and carers, as well as the 42 responses to the online questionnaire (Parent View) and the results of 33 staff questionnaires. Inspectors met some parents and carers informally at the start of the school day.

Inspection team

Rebekah Iiyambo, Lead inspector	Additional Inspector
David Howley	Additional Inspector
Marina Coleman	Additional Inspector
Kate Robertson	Additional Inspector

Full report

Information about this school

- This is an above-average sized primary school.
- The majority of pupils are of White British heritage, with those of Any Other White heritage making up the next largest group.
- The proportion of pupils who speak English as an additional language is below average.
- An average proportion of pupils are eligible for the pupil premium, which in this school provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals.
- The proportion of pupils with special educational needs identified at school action is lower than in most schools. The proportion of pupils with special educational needs identified at school action plus or with a statement of special educational needs is higher than in most schools.
- The school provides accommodation for a pre-school, a breakfast club and an after-school club which are run independently of the school and the governing body.
- A new headteacher and new middle leaders for English and mathematics have been appointed since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better and improve pupils' achievement by:
 - ensuring that in the Early Years Foundation Stage and Year 1, less time is spent on introductions to lessons so that pupils have enough time to work on their own and think for themselves
 - ensuring that work is suitably challenging for all pupils and closely matched to the range of ability in the class, especially the most able, so they make the best possible progress
 - developing teachers' skills in managing the work of support staff in lessons to ensure pupils are appropriately engaged in their learning
 - ensuring that pupils are given better opportunities to respond to teachers' comments in their books and show that they can improve their work.
- Improve the quality of leadership and management by:
 - ensuring leaders at all levels, including the governing body, accurately use data from all key stages, including Reception, to set challenging and ambitious targets for pupils' progress and track these rigorously to improve achievement by the end of Key Stage 2
 - developing the skills of the governing body in understanding pupils' achievement information so that they have a better understanding of the school's strengths and weaknesses and can better hold the school to account.
 - An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because not enough pupils make good progress from their starting points. Attainment at the end of all key stages, including the Early Years Foundation Stage, has not improved significantly since the previous inspection. Children enter the school with skills that are mostly as expected for their age and remain broadly average by the end of the Early Years Foundation Stage.
- Pupils do not make fast enough progress in Reception and Year 1. Although pupils in Year 1 classes make progress in the use of capital letters, full stops and finger spaces, when developing their writing, the work set for their literacy and numeracy lessons is not always sufficiently matched to pupils' different needs and levels of ability. Adults in the Early Years Foundation Stage are not doing enough to develop children's independent learning skills.
- Attainment in reading is broadly average, and all pupils reached national expectations for phonics in the follow-up check during Year 2. By the end of Key Stage 2, pupils' attainment is broadly average in English and mathematics. Throughout the school, especially in Key Stage 2, pupils read well and are confident. Most make good progress in reading. Pupils of all abilities read a range of complex texts and they also read often at home.
- 'The quality and quantity of work in pupils' books confirms that good teaching in Years 2 to 6 is helping them to review their work and to make good progress.'
- Some recent professional development in subject knowledge shows that teachers are now sufficiently skilled in the teaching of mathematics. However, this has yet to have an impact on standards.
- The provisional results of the 2013 tests show that Year 6 pupils eligible for the pupil premium did better than their classmates in reading. However, they were about a year behind in writing and mathematics. In the current Year 6, the school's tracking information shows that the gap is closing.
- Disabled pupils and those with special educational needs make similar progress in reading, writing and mathematics, compared to that of their peers in the school.
- Not all of the most able pupils are reaching their full potential because work is not always well matched to their ability, including in the Early Years Foundation Stage.
- Pupils from minority ethnic groups and those who speak English as an additional language do as well as their peers. Those who join the school with little or no English develop their language skills quickly.

The quality of teaching

requires improvement

- Since the previous inspection the headteacher has focused on improving teaching so there is now no inadequate teaching. However, test results from the past two years show that the quality of teaching has not been consistently high enough to ensure good progress.
- In the Early Years Foundation Stage, adults direct children's learning for too much of the time and as a result they do not have enough opportunities to learn independently and the pace of learning is too slow. Opportunities for the application of phonics (the sounds that letters make) in different contexts are not sufficiently developed.
- In lessons where teaching is less effective, teachers take too long to introduce an idea or to explain what pupils have to do. Consequently, pupils do not have sufficient time to work on their own and find things out for themselves. Even though pupils' attitudes to learning are good and they keep their attention well, because of lack of time, they do not make good enough progress in their learning, for example in extended writing .
- Since the previous inspection, targets for pupils' progress have not been set high enough and as a result, the work set for pupils has not been sufficiently challenging, especially for the more able. Since September however, the quality of teaching seen in Years 2 – 6 presents a better

picture.

- Where teaching is good or outstanding, it consists of well-structured learning that provides plenty of chances for pupils to talk to each other about their learning. Teachers use good subject knowledge to regularly ask pupils searching questions to help them to clarify their thinking. They also provide well-targeted work for different abilities and explain clearly what good work will look like. For example, Year 6 pupils made good progress in their understanding of how to budget for and plan the layout for a theme park. A variety of mathematical skills were applied in this investigation and the pupils confidently talked in pairs and small groups to explain what they were doing.
- There are good examples in some classes of how teachers' comments help pupils to develop their thinking and understanding. However, not all pupils are given enough time to respond to marking comments or engage in marking their own work or the work of others.
- The staff have readily engaged in impressive and ambitious professional development programmes to improve the quality of teaching. However, it is too early to judge the impact of newly adopted teaching strategies on pupils' learning and progress.
- Additional support for disabled pupils and those with special educational needs is sometimes not as effective as it should be. Some teachers do not give clear enough guidance to additional adults to help them engage pupils in their learning.

The behaviour and safety of pupils are good

- Pupils' keenness to learn is shown in the way in which they pay attention during lessons. They listen well to their teachers and each other, and want to learn new things. During the inspection, pupils talked avidly about what they were learning about different countries allocated to different year groups. They discussed the different activities that took place during multicultural week. They also talked enthusiastically about sports, such as football and hockey, and how it was important to them to get competition house points and move up the 'ladder' of achievement.
- At break time, older pupils play in a mature manner. They find games to entertain themselves and say that they love break time because they get to see and talk to their friends. Some playground behaviour can become boisterous. However, there is a good level of supervision with plenty of opportunity for social interaction in a safe environment.
- The school has clear expectations and procedures for behaviour management and the pupils are well supported by the pastoral team. Challenging behaviour is managed well with good systems and clear roles and responsibilities for staff. Pupils have a good understanding of the school's system for managing behaviour and believe that it helps them to behave well.
- Pupils say they enjoy school, a view supported by a significant majority of parents and carers who say that their children settled quickly at the school. Relationships between pupils, and between pupils and adults, are good. This contributes to the way pupils engage quickly with activities and tasks set.
- A small minority of parents and carers expressed concerns about behaviour. However, the children say that they feel safe, secure, well looked after and know how to use the internet safely. Pupils are confident that adults will help them deal with any incidents of bullying, such as name calling, which they say are very rare.
- The parents and carers who responded to the online questionnaire and who shared their views with inspectors were positive about the school and its staff. They consistently referred to class teachers as being helpful and always ready to talk to them. One parent or carer commented, 'The children are happy to come to school because they enjoy it.'
- Pupils enjoy getting certificates or praise for good work and celebrate these achievements in assemblies. They listen attentively to their teachers and presentations from their peers, which provide good opportunities for children to practise public speaking, celebrate their achievements and share them with parents and carers.
- Attendance is below average but improving. The school's overall figures are affected by long-term holidays taken during term time. Leaders and staff are doing all they can when working

with parents and carers to make them understand the effect of long-term absence on their children's achievement.

The leadership and management require improvement

- During the past two years under a new, enthusiastic and committed headteacher, leaders have taken decisive action to tackle weaknesses in teaching. They have produced an extensive package of professional development, linked to performance management, which sets targets for teachers and provides them with training and coaching so that they can develop their skills.
 - The school development plan has correctly made improving teaching a priority. However, less attention has been paid to checking data on pupils' progress and looking at their work to check that it is set at the right level to ensure good progress. Senior and middle leaders are not using data rigorously enough to challenge pupils and set targets that will promote good or better progress.
 - Recently appointed middle leaders have a good understanding of what needs to be improved and have started to take action. This is beginning to have some impact, especially in the teaching of mathematics, but it is too early to judge its longer term impact.
 - School leaders have identified areas which need improvement, such as the teaching of phonics (the sounds that letters make). This has resulted in improved teaching in Year 1, but has not had enough impact in the Early Years Foundation Stage.
 - The curriculum makes good links between subjects and ensures pupils' moral and social development is good. Pupils are motivated by the social and emotional aspects of learning because they help them to reflect on how to get on well with each other. They benefit from different types of teamwork activities and group presentations. Pupils' spiritual and cultural development is promoted through studying the work of different artists and through poetry. For example, pupils appreciated 'the golden leaves, dark nights, strong winds'.
 - The local authority has worked closely with the school, conducting whole-school reviews and providing appropriate guidance about areas for improvement.
 - Parents and carers say that communication is good and one parent or carer with children in different year groups explained that she had seen a real improvement in the school.
 - The school has made good use of additional sports funding. There is a strong focus on pupils' physical well-being and health. Regular use of sports coaches and the investment of time to develop teachers' skills help the pupils participate in a variety of sports activities that contribute to healthy lifestyles.
- **The governance of the school:**
- The governing body has been fully involved in working with pupils, staff, parents and carers to decide what it wants to achieve for the growth and expansion of the school. Governors check the performance of the headteacher and that other teachers are meeting their targets. They are prepared to make difficult decisions about underperformance and take relevant action with regard to teachers' salaries. Although familiar with information on pupils' progress and the school's performance, they have not been rigorous enough in comparing how well different groups of pupils are doing with those in other schools nationally. Governors do not have a fully accurate view of the school's performance and consider that pupils' progress and the quality of teaching is better than it is. They do not check carefully enough on whether the information they receive is fully accurate. Governors benefit from training so that they are better informed about making decisions in planning for improvement. They have a range of ways to keep in touch with parents and carers and are keen to develop links further. Governors manage the school's finances effectively, including the spending of the pupil premium. Governors fulfil their responsibilities and ensure safeguarding arrangements meet requirements.

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

Unique reference number	131787
Local authority	Havering
Inspection number	425560

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	437
Appropriate authority	The governing body
Chair	Mrs Susan Asser
Headteacher	Ms Mahrukh Katpitia
Date of previous school inspection	14–15 September 2011
Telephone number	01708 448187
Fax number	01708 4783363
Email address	office@wykeham.havering.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

