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2 October 2014

Mr J Pynn
Headteacher
Wykeham Church of England Voluntary Controlled Primary School
Main Road
Scarborough
North Yorkshire
YO13 9QB

Dear Mr James Pynn

No formal designation monitoring inspection of Wykeham Church of England Voluntary Controlled Primary School

Following my visit to your school on 1–2 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because the Chief Inspector was concerned about the quality of teaching and achievement of pupils at the school.

Evidence

The inspector analysed school pupil progress data and looked at a range of documentation, including the school improvement plan, school self-evaluation, records of monitoring of the quality of teaching by the headteacher, minutes of meetings of the governing body, reports of visits by the local authority and the single central record. The inspector visited four parts of lessons, all with the headteacher. Meetings were held with the headteacher, the vice-chair of the governing body, a representative of the local authority and pupils. Thirteen responses to the online questionnaire (Parent View) were also analysed.

Having considered all the evidence, I am of the opinion that at this time:

The quality of teaching and pupils' achievement is good.

Context

- The school is smaller than most primary schools with 30 pupils on roll.
- The number of pupils in each cohort is small, ranging from two to eleven.
- The over-whelming majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils known to be entitled to free school meals is below the national average.
- The proportion of pupils included in the register of special educational needs is below the national average.
- Pupils are taught in two classes: early years /Key Stage 1 and Key Stage 2.
- The current headteacher has been at the school for two years.
- A new teacher joined the school to teach the early years/Key Stage 1 in September 2014.
- The school was last inspected on 21–22 June 2011.

Main findings

Following the previous inspection, pupils' progress slowed and, as a result, achievement was in line with the national average by the time pupils left Year 6. This is supported by an analysis of pupil performance data and school self-evaluation undertaken by the current headteacher.

Over the past 18 months, pupils' progress has improved significantly as a result of good teaching and good leadership provided by the headteacher. An analysis of school-held progress data combined with outcomes of lesson observations indicates that the overwhelming majority of pupils in all year groups are making better-than-expected progress in reading, writing and mathematics. Pupils with special educational needs are making good progress in relation to their starting points. All pupils in Year 2 are on track to attain the standard expected for their age in reading, writing and mathematics in 2015, with the majority reaching the higher levels in all subjects. It is a similar picture with regard to the projected outcomes of Key Stage 2 national tests and assessments for the forthcoming year, with all pupils on track to attain at least the standard expected for their age in English and mathematics, with many reaching the higher levels. There is no difference in achievement between pupils benefiting from the pupil premium funding (additional government money) and all pupils nationally.

Pupils' spiritual, moral, social and cultural development is good and permeates a broad and balanced curriculum which meets the needs of all pupils, thereby reflecting the school's commitment to providing equal opportunities. All parents who completed the online questionnaire Parent View believe that their children are making good progress.

The quality of teaching is good and this why pupils are making good progress. Relationships between adults and pupils are good and this underpins the positive

learning attitudes that pupils bring to their lessons. This was clearly evident when pupils in the Key Stage 2 class were asked to design an experiment to test the insulation properties of different materials, using hot water. Pupils used a thermometer to take regular measurements to determine which material keeps the water warm the longest. They recorded their observations in a table and analysed the outcomes. This lesson was characterised by a high level of pupil engagement, effective questioning that challenged pupils' thinking and promoted understanding and good subject knowledge. As a result, pupils were interested and motivated and this promoted learning. When the pace of learning sometimes slows, it is because the learning intentions for the lesson are not as clear as they could be and this can affect the quality of the teaching and pupils' progress.

In the early years/Key Stage 1 class, there is a good balance between adult-led and child-led activities. Accurate assessment also allows pupils to benefit from some targeted teaching, particularly in mathematics, and this enhances pupils' understanding. The recently refurbished outdoor learning area is used well to develop pupils' physical, social, emotional and intellectual skills. Homework is used effectively to allow pupils to practise and apply the skills they have recently acquired in reading, writing and mathematics.

The swift intervention of the headteacher following his arrival two years ago correctly identified areas of slippage in the school's performance. His accurate evaluation of the school's effectiveness resulted in the identification of key areas requiring improvement, notably progress in literacy and numeracy, through effective teaching. Over the past 18 months, action has been taken by the headteacher to raise teachers' expectations of what pupils are capable of achieving. Other developments include: increasing the level of pupil engagement through practical activities and regular teacher-pupil dialogue; focused homework; greater use of information and communication technology as learning tools; and a focus on mental arithmetic. Monitoring of the quality of teaching is regular and provides teachers with useful feedback, thereby promoting improvement. All of these initiatives have contributed to improved pupil performance.

It is important that this level of provision be sustained. The school improvement plan is a good vehicle for securing improvement and identifies the correct areas for improvement. However, in order to measure the success of actions taken to raise achievement further, there needs to be a clearer indication as to the intended impact on pupils' acquisition of skills, knowledge and understanding.

The governing body now has access to up-to-date progress data that enable members to have a good understanding of pupils' achievement. This has not always been the case, otherwise the plateauing in progress following the previous inspection would have been identified earlier. However, this has been rectified. The local authority has offered training for the governing body in respect of data analysis and this should be accepted to ensure that all governors have a good understanding of the school's performance. The governing body now offers support and challenge in equal measure and is playing a key role in taking the school forward.

External support

The local authority did identify that pupils' progress needed to improve at the time of the appointment of the current headteacher. This is evident in the reports of visits completed by the education development officer over the course of the past year and a half. It is clear that targeted support has been given in relation to the priorities in the school improvement plan. This support has been effective in helping to bring about the increase in achievement that was necessary. The headteacher fully acknowledges and values the work of the local authority.

Priorities for further improvement

- Ensure that strategies in the school improvement plan designed to raise and sustain high levels of achievement relate closely to the skills, knowledge and understanding that pupils are expected to acquire.
- Ensure that all members of the governing body have a good understanding of pupil progress data so that they are well placed to take prompt action if the rate of pupils' progress dips in the future.
- Make the learning intentions very clear so they drive the teaching input and enable the teacher to assess pupils' progress.

I am copying this letter to the Corporate Director – Children and Young People's Service for North Yorkshire, to the Secretary of State for Education, the Chair of the Governing Body, the Regional Schools Commissioner and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Christopher Keeler
Her Majesty's Inspector