

# Wykeham Church of England Voluntary Controlled Primary School

Main Road, Wykeham, Scarborough, North Yorkshire, YO13 9QB

**Inspection dates** 24–25 February 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Governors have ensured the continued development of the school by securing good leadership through a shared headteacher arrangement.
- The interim headteacher wasted no time in identifying dips in standards in 2015. The resulting action plans have been effective and teaching has improved.
- As a result of good teaching, pupils are on track to reach the standards expected for their age in reading, writing and mathematics.
- Children in the early years make good progress as a result of good provision. Phonics teaching is effective. Children are keen to learn because the activities match their interests.
- Pupils behave well, enjoy school and feel safe. They learn how to keep safe and develop healthy lifestyles.
- Parents are very supportive of the school. They appreciate the wide range of opportunities the staff provide.
- Pupils who are disadvantaged and those with special educational needs make good progress from their starting points due to the support and individual care they receive.
- The creative approach to teaching science excites and captures the pupils' imagination. They remember what they learn in science and use their knowledge well.

### It is not yet an outstanding school because

- Leaders do not plan precisely enough what teachers need to do to enable some pupils to make rapid progress and reach higher standards.
- As a result, governors are not always sharp enough in checking the impact of leaders' actions.
- Not all staff use the school's feedback and marking policy effectively.
- Pupils do not make as much progress in mathematics as in reading and writing.
- Pupils have limited opportunities to learn about people who are different to themselves, including those from different faiths and those of no faith.

## Full report

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

- Leaders should improve their planning for further school developments by ensuring that:
  - they plan for pupils to reach the highest standards expected for their age
  - plans include very precise ways for leaders and governors to check if they are achieving what they set out to achieve
  - pupils have more opportunities to develop their understanding and respect for people who are different to themselves, including people of different faiths and those who have no faith.
  
- Improve teaching, learning and assessment so pupils achieve outstanding outcomes by ensuring that:
  - all staff consistently use the school's approach to questioning, feedback and marking
  - approaches to teaching mathematics enable pupils to better develop their understanding of mathematical concepts and reasoning so they can use and apply their knowledge to solve different problems.

## Inspection judgements

### Effectiveness of leadership and management is good

- The interim headteacher has provided a determined, yet calm approach to leading the school through a difficult phase. Staff and parents are rightly positive about the school and pupils' achievements.
- The interim headteacher quickly understood what aspects of teaching and learning needed to improve and put in place plans that have been effective. Teachers and other staff receive the appropriate balance of challenge and support so that teaching and outcomes for pupils are improving. Staff agree that the opportunities to develop new skills are helpful. The two teachers are appropriately developing skills linked to their new subject leader roles.
- The interim headteacher knows the pupils and their circumstances well. She uses this detailed knowledge to make sure the right support is in place, for example, by providing before- and after-school activities, and challenging some parents to improve their children's attendance.
- The subjects that pupils learn match their interests. There is a good balance between teaching reading, writing and mathematics and different aspects of the world, both now and in the past. The use of art, music and drama to extend learning in science has been effective, especially for the younger pupils. Pupils are excited about the current project, which involves body part T-shirt designs, and could accurately describe how skeletons develop as babies grow. Music and French are taught effectively by visiting subject specialists.
- The Christian-based values of respect, responsibility, trust and friendship provide a common sense of purpose. These values are reflected in pupils' spiritual, moral, cultural and social development. However, pupils currently have limited opportunities to develop their respect and understanding for people who have different faiths, or no faith, so they are better prepared for life as tolerant citizens.
- The interim headteacher and designate headteacher, who will lead the school from 1 April 2016, are working closely together to ensure a smooth handover. Staff in both headteachers' other schools already work closely together with this school, for example, arranging joint sports teams for events and shared staff training. Staff and governors are eager to extend these opportunities under the new arrangement.
- The local authority and diocesan education board provided good support to the school over a range of developments in a number of important areas. Both fully support the shared headship and possible change in governance.
- **The governance of the school**
  - Governors took the opportunity to 'try out' a shared headteacher arrangement at the start of this school year. This has been successful so they are confidently moving to a permanent shared headteacher arrangement from 1 April 2016. The approach they have taken has also given them confidence to agree to consult with everyone involved with the school about a formal federation with Hackness Church of England School.
  - Governors visit the school regularly and monitor the work of the school alongside the headteacher and local authority staff. Their professional knowledge and experience contribute to the improvements the school is making.
  - Governors ensure that additional funding, for example for pupils with special educational needs, the pupil premium, and primary sports premium, is spent effectively and that other statutory requirements are met.
  - In the past, the governing body has agreed to plans to improve the school's performance that have not demonstrated high enough expectations for some pupils to make the more than expected progress that would enable them to reach higher standards. The current plan demonstrates more ambition for pupils, but does not give enough detail about how governors will check if progress is being made towards meeting their higher expectations.
- The arrangements for safeguarding are effective. Staff have up-to-date training and know how to report any concerns they have about pupils' safety and welfare. Leaders work with other services and act on advice on the rare occasions it is necessary to do so.

### Quality of teaching, learning and assessment is good

- Teaching is good and leads to pupils making good progress from their different starting points. Assessment is accurate. Teachers' assessments are backed up by regular tests in English and mathematics. This means that teachers and pupils have a good understanding of progress made.
- Teachers are skilled in using assessments, including test results, to work out gaps in pupils' knowledge and understanding. They then plan work for pupils to help them catch up. Teachers are also skilled in using plans and advice from other services to support the good progress of pupils with special educational needs.
- A recently introduced approach to marking and feedback has improved how teachers question and talk with pupils about their learning, as well as the way books are marked when pupils have worked independently. Progress seen in pupils' books shows how effective the system is when it is used well. However, leaders do not always ensure that the system is used consistently by all staff.
- Teachers use a wide range of approaches to capture and keep the pupils' interest. The questions they ask challenge individual pupils. Staff have detailed knowledge of what each pupil knows and understands. They use this knowledge and positive relationships with pupils effectively. Their approach ensures that pupils who experienced difficulties in previous schools settle quickly, work hard and start to catch up.
- Teachers make sure that pupils practise their literacy and mathematical skills in a range of lessons. Science teaching is strong and benefits from the creative approach that teachers are researching as part of the Rolls-Royce science competition.
- As a result of good teaching, most pupils are keen readers and are confident when reading their work to the class. Younger pupils are taught a good range of skills to work out new words. They keep trying when they come across a difficult word until they get it right.
- Homework is used to support pupils' development of skills in mathematics and spelling, as well as reading. Pupils also have homework that encourages them to research and write about longer projects. Parents responded very positively on Parent View (Ofsted's online questionnaire) to the school's approach to homework.
- Teachers recognise they need to develop a wider range of methods to ensure that pupils develop more skills in using and applying their mathematical knowledge so they can reach higher standards.
- Some staff answer their own questions too quickly, which means that pupils do not get a chance to think through their own answers. This slows the pupils' progress.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils say they feel safe and know to talk to staff if they are worried about anything. They can remember what they have learned about e-safety.
- Pupils are ebullient when they play, enjoying skipping and basketball. They respond quickly to reminders from staff to play safely and think about others when in the small yard. Pupils develop fitness and sporting skills because the school uses local facilities for swimming, gym and cricket.
- Pupils learn about different lifestyles through religious education and visitors to school. For example, one pupil suggested that an alternative to the bible story about Solomon's judgement could be for the two women to get married and share the baby. However, pupils have limited opportunities to develop an understanding of different faiths.
- Pupils expressed some concerns about moving from their very small school to larger secondary schools. A range of residential trips and visits, including tackling London's underground, help to build the pupils' confidence in new situations. A range of activities in the summer term of 2015, linked to the secondary schools, provided reassurance to past pupils about the big move. Plans are in place for this to happen this year.

### Behaviour

- The behaviour of pupils is good. Most pupils are fully attentive and keen to learn. Some are developing a good level of determination to solve hard problems by themselves. A few pupils are too dependent on staff for reassurance or lose learning time when waiting for help.
- Attendance is below the national average. There has been some improvement this year, and significant improvement for pupils with special educational needs, as a result of effective work between staff and parents. The headteacher has a good understanding of the circumstances of individual pupils whose attendance is concerning and is developing a wider range of approaches to encourage better attendance.

## Outcomes for pupils

are good

- In each year group, pupils are on track to reach the standards expected for their age. Most pupils with low starting points are catching up with other pupils. Some pupils are on track to reach a high standard in reading and writing.
- Pupils are making increasingly strong progress in phonics (letters and the sounds they make) and in spelling, punctuation and grammar. Work in pupils' books and progress seen in lessons confirms the good progress pupils are making in reading and writing.
- Children in Reception are well prepared for the more direct teaching in Year 1 because they learn what is expected while they work and play alongside Key Stage 1 pupils in a combined class.
- Pupils who have special educational needs or disability are making good progress. Staff work well with other agencies to help them to acquire a good understanding of what pupils need to do to overcome their difficulties in learning.
- The progress of the very small number of pupils who are disadvantaged is varied. Staff are developing a better understanding of these pupils' needs as a result of their analysis of test results.
- In 2015, all Year 6 pupils met the standard expected in reading, writing and mathematics, but none made enough progress to reach the higher standards.
- In 2015, half of the Year 2 pupils reached the higher level in reading, writing or mathematics in the end of Key Stage 1 assessment. There were too few pupils in Year 1 to report on the outcomes of the phonics screening test.
- Most pupils are on track to reach expected standards, particularly in reading, that will help them get off to a good start in secondary school.
- The progress that pupils are making in mathematics is not as strong as in other subjects. Not enough pupils are acquiring the deeper levels of understanding for tackling more complex mathematical problems.

## Early years provision

is good

- Leadership of the early years provision is good. The headteacher quickly identified why children's overall progress had slowed during the previous school year and put in place effective development opportunities for the early years team.
- Effective teaching matches children's interests and moves their knowledge and understanding onto the next stage of development. Children are asked questions that make them think of different ways of using the interesting range of activities set out for them to explore. Opportunities to develop number, reading and writing skills are set out to entice children to think hard and practise basic skills.
- Assessment information is accurate. Parents play a part in providing examples of skills that their children are developing. In 2015, from their different starting points, children progressed to reach levels expected for their age. The current information shows that children continue to make typical or better progress.
- Children in the early years are benefiting from the 'arty' science project. Recent assessment information shows that they remembered what they learned from the shadow nativity play and can use what they know in different ways. They are learning to think scientifically at an early age.
- Children behave well. They learn to play and work together because of the caring and consistent approach that the staff employ. The school's Christian ethos supports the children's spiritual and emotional development well. They quickly respond to the teacher's singing to prompt an orderly queue for dinner, and they say grace in a meaningful way.
- All welfare and safeguarding requirements are met for the early years children. The children demonstrate that they feel safe through their confident behaviour and willingness to have a go at different tasks. Children enjoy playing alongside older pupils at break time. Older pupils show a caring understanding of the needs of younger children.

## School details

<b>Unique reference number</b>	121526
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10001217

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Crossley
<b>Headteacher</b>	Helen Isaac
<b>Telephone number</b>	01723 862413
<b>Website</b>	<a href="http://www.wykeham.n-yorks.sch.uk">www.wykeham.n-yorks.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@wykeham.n-yorks.sch.uk">admin@wykeham.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	21–22 June 2011

## Information about this school

- The school is very small compared to other primary schools.
- The vast majority of pupils are of White British heritage, with a very small number from other ethnic groups. Similarly, there are a very small number of pupils who need support for their special educational needs and who have education, health and care (EHC) plans.
- The proportion of pupils who are disadvantaged and for whom the school receives additional government funding is well below that typically found in primary schools. Pupil premium funding is additional money to support pupils who are, or who have been, eligible for free school meals or who are looked after by the local authority.
- A much higher than average proportion of pupils join and leave the school at different times during the school year and key stages.
- There are two classes in the school: one for Reception children and Key Stage 1 pupils known as the infants, and one for Key Stage 2 pupils, known as the juniors.
- Since the previous section 5 inspection, one of the two teachers and one of the three teaching assistants have joined the school. The previous headteacher left the school in July 2012 and her replacement left the school in July 2015.
- Since September 2015, the interim headteacher works at the school for half the week, under a shared arrangement with Brompton and Sawdon Primary School. From 1 April 2016, a permanent headteacher, shared with Hackness Church of England Primary School, will lead the school. The governing body intends to consult with parents and other stakeholders on proposals to establish a formal federation with Hackness Church of England Primary School in the near future.
- The school has a number of national quality awards and is currently a finalist for the national Rolls-Royce Science Prize 2015–2016.
- As a result of the very small number of pupils involved, the government's current floor standards do not apply in this school.

## Information about this inspection

- Both classes were visited twice for joint observations by the inspector and the headteacher. During the observations, pupils' books and work on display were reviewed. Pupils were asked about their work. Pupils were heard reading.
- Meetings were held with the Chair and Vice-Chair of the Governing Body, a representative from the local authority and from the diocesan education board, teachers and teaching assistants.
- The headteacher and inspector met frequently throughout the inspection to discuss all aspects of the school's work and information about the pupils' current progress. The inspector reviewed documents, policies and records relating to the work of the governing body, leaders' plans for developing the school and records of checks about the standards achieved. Pupils' books and learning journals were reviewed and checked against the school's assessment information.
- The inspector talked with pupils in lessons and at playtimes, met with the school council and considered the six responses to Ofsted's online pupil survey.
- Four responses to Ofsted's online staff survey were considered alongside 19 responses to Parent View and nine free text responses from parents. The inspector talked directly with five parents as they brought their children to school.

## Inspection team

Susan Hayter, Lead inspector

Her Majesty's Inspector

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