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Dear Mrs Wilson

Short inspection of Wyke Primary School

Following my visit to the school on 6 December 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You took over leading the school three years ago and in that time there has been further strengthening of leadership. You work very well with your deputy headteacher and the governors. The long-serving chair of the governing body has recently stepped down, though she remains an important member of the governing body. You have rightly consolidated those things the school does well and identified clearly those aspects which still need to be more effective. Your evaluation of the school's historic and current performance is accurate and helpful. Your current development plan focuses on the most important priorities. This will help you to move the school forward quickly.

Parents are pleased with the school. They talk positively about how happy their children are and the efforts leaders make to keep their children safe. Generally, they are pleased with the information they receive about their children's education. Pupils benefit from a well-organised school which balances academic progress sensibly alongside appropriate care and the development of pupils' well-being.

At the previous inspection, the school was required to improve the quality of marking in mathematics so that it matches that in English. Ofsted no longer reports on the quality of marking in schools. The school's current assessment policy was found, during this inspection, to be followed appropriately by all members of staff.

The school was also required to improve the quality of teaching in the early years foundation stage. Ofsted no longer refers to the early years foundation stage in formal reports. However, I found the early years to be effective during this inspection. This is because adults plan activities which take account of children's starting points, provide a balance between teacher-led and child-initiated activities and assess effectively the progress of children towards the early learning goals. The outside learning space has been enhanced and supports children's learning equally as well as the indoor classroom.

You have put in place a range of carefully considered measures to improve the quality of both the provision and outcomes. You have retained skilfully the most effective aspects of practice you found on joining the school. You have brought fresh ideas to the school and encouraged long-serving colleagues to make continual improvements to their practice. Senior leaders provide good models for teachers whose practice needs to improve and ensure that good-quality training is available for all members of staff.

All matters arising from the previous inspection have been dealt with thoroughly.

Safeguarding is effective.

You have created a safe and secure environment for the pupils. They are kept nurtured and protected well in school and there have been considerable efforts to enhance safety at drop-off and collection times. Children in Reception are in a secure and separate part of the school site. All visitors are challenged on entry. You make sure that the checks carried out on people wishing to work or volunteer at the school are thorough.

The 'rights respecting' approach ensures that safeguarding is ensured positively. Pupils understand the 'charter' method and point out accurately when someone's behaviour is likely to put at risk somebody else's rights. This means that the safe, family feel to the school is shared by all. Parents are happy about this and report that their children feel safe. The vast majority of parents say also that their children are happy at school. A typical example of parents' comments is a 'very supportive culture for all children'.

Inspection findings

- Your leadership is admired by all. Every member of staff who completed the survey says that the school is well led and managed. Governors agree and so do representatives of the local authority.
- You set clear expectations and have high standards. You have a productive and purposeful working relationship with your deputy headteacher. You carry a lot of responsibility between you. Sensibly, you are working with the local authority to train others for the successful management of specific aspects of the school's work.
- Consequently, everybody on the staff knows their role and responsibilities so that

all state that they like working at the school. This enthusiasm and commitment is infectious and extends to the whole school community.

- All pupils settle well into the school and leave having made good progress. A few go on and do extremely well. Every year, some pupils achieve less well than they might, but leave with outcomes that are broadly typical for their age.
- Higher-attaining pupils generally do well, but not enough go on to write at greater depth or achieve the high scores of which they are capable in mathematics or the English spelling, punctuation and grammar test.
- Compared to similar pupils nationally, middle-attaining pupils joining key stage 2 make more progress than is expected.
- There have been recent improvements to the teaching of phonics which means that pupils in key stage 1 perform increasingly well when matched to national standards. Boys achieve less well than girls generally against this standard.
- While many boys are articulate and bright, they do not always set out their work as neatly as they should. Sometimes they present their work scruffily or with little concern to follow simple guidelines. In key stage 1, teachers and teaching assistants are addressing this by insisting that, for example, pupils make a 'finger space' between numbers. This reasonable expectation is having an immediate effect and is a good model of how all staff can quickly challenge boys in particular to work at a higher level.
- Some pupils have gaps in their mathematical knowledge or in their ability to read fluently. There are many reasons for this. Sometimes they have joined the school midway through a year. Leaders have become adept at identifying any such gaps. They present teachers with clear information about what pupils already know, understand and can do. Teachers contribute well to this process by further exploring how each pupil's stage of development compares to emerging frameworks.
- Teaching is most effective when it is focused on enabling individual pupils to close any gaps. It is less effective when all pupils are doing the same work. The most able pupils are sometimes less productive in such circumstances. They do not misbehave, but equally they do not push or challenge themselves to work harder.
- Teachers make good use of the clean, well-decorated and stimulating learning environment. Each classroom has a rich array of words, numbers, letters, books and other resources to support pupils' learning.
- The teaching of writing is strong in upper key stage 2. All pupils are supported to be able to write effectively and some produce powerful examples of imaginative and carefully crafted texts. Teachers insist that pupils describe their work in the correct technical language. Pupils in key stage 1 can also account accurately for the ways in which words are spelled.

- Teaching is supported ably by a strong team of learning support assistants. Some work closely with pupils who have statements relating to their special educational needs and/or disabilities or who have an education, health and care plan. The impact on this group of pupils is very clear. Such pupils are able to communicate effectively and skilful teaching helps them develop mathematical skills. As such, they are making good progress from their starting points.
- Teaching assistants also support the rest of the pupils by leading small groups, hearing individual readers and questioning pupils carefully while they are working to check that understanding is developing well.
- The progress of disadvantaged pupils and those who have special educational needs and/or disabilities compares well with their classmates. There are diminishing differences between their performance overall and that of other pupils nationally.
- You ensure that good use is made of any additional funding available to support learning. This is especially so of the pupil premium grant, the primary sports funding and additional resources to support those with an education, health and care plan.
- You also ensure that positive links are made with parents. This is particularly noticeable in the early years. Children were very keen to show me their family photo on the wall of the 'imagination station'. This is evidence of the positive partnerships you have formed with parents who are pleased to be involved in their children's education. Parents respect you and applaud the way you are leading the school. One parent commented, 'Wyke School is led by a headteacher who is transparent, inspirational and focussed with the children and the whole school community'.
- Personal development, behaviour and welfare are a real strength of the school. Pupils like the 'rights respecting' ethos. They like the way it encourages them to treat each other and adults with respect. It is helping them prepare for life in modern, diverse Britain.
- The school makes a unique and positive contribution to pupils' spiritual, moral, social and cultural development. Pupils were able to make informed comparisons between Christmas, as a festival of light, and Hanukkah and Diwali. This was impressive, especially within the context of an assembly. This was after they had sung their hearts out, accompanied skilfully on the piano.
- Pupils understand the difference between right and wrong. In Reception, they take turns well and share toys and other objects nicely. There is a strong sense of community. During the inspection, there were some lovely moments when pupils facing difficulties or who have special educational needs and/or disabilities were included naturally in other pupils' activities.
- Since the last inspection, work has focused appropriately on improvements to the early years. The outside space provides ample opportunities now for children to practise what they have learned inside. Several children demonstrated their

ability to count beyond 10 and some to count confidently in reverse.

- Similarly, children in the early years were proud to show their mark-making. Many were able to show good examples of how they had written whole words, including their names. Teaching is aimed at each child's needs, which is derived from good-quality assessment.
- Governors' recruitment activity is robust. They made the right decision in appointing you. Governors support your selection and retention of staff so that, currently, you have no vacancies. You have been successful in gathering a strong team together, given teacher recruitment challenges in the area.
- You benefit from targeted and effective support from the local authority. You requested additional work from your school improvement and inclusion partner as you looked to expand the leadership skills of the staff. This has been fruitful because it was a project with a clearly identified rationale. It is another example of your strong ability to work efficiently with others in the best interests of the pupils.
- Your leadership is sufficiently assured and self-confident that you are able to identify those things which need to be fixed. You are able to select the right solution and you make things happen so that there is continuous improvement.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- most-able pupils continue to challenge themselves to work at greater depth in writing and achieve greater mastery in mathematics
- teaching continues to close any gaps in pupils' mathematical knowledge
- boys are challenged to do as well as they can at all times and in all subjects.

I am copying this letter to the chair of the governing body and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Dr Simon Hughes
Her Majesty's Inspector

Information about the inspection

You met with me at several times during the inspection. You led me on a lengthy tour of the school and we jointly observed learning in each of the key stage 2 classes. I visited Reception and the key stage 1 classes in the afternoon. You showed me a range of the school's documentation. This included your own

evaluation of the school's effectiveness, a development plan, information about how well the pupils are doing and the work of visitors and external evaluators. I examined a small sample of Year 4 pupils' work, after I listened to them read. I took into account 75 responses to Parent View, Ofsted's confidential online survey, 13 responses to Ofsted's confidential staff survey and 12 responses to Ofsted's confidential pupil survey. I met with two members of the governing body and a representative of Babcock 4S, Surrey County Council's school improvement service.

The inspection was carried out to follow up the key lines of enquiry below.

- What are the quality of provision and outcomes like in the early years now?
- How good is the teaching of mathematics now?
- How well do the most able pupils do?
- Can teaching really be outstanding when the outcomes are not and the outcomes in mathematics are not strong enough for higher-attaining pupils?
- Is safeguarding still effective?