

Wyke Primary School

Inspection report

Unique Reference Number	124935
Local Authority	Surrey
Inspection number	293145
Inspection dates	16–17 July 2007
Reporting inspector	Peter Thrusell

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 on roll	
School	185
Appropriate authority	The governing body
Chair	Mrs S Higham
Headteacher	Mrs S Heath
Date of previous school inspection	10 June 2002
School address	School Lane Normandy Guildford GU3 2HS
Telephone number	01483 811197
Fax number	01483 810281

Age group	4–11
Inspection dates	16–17 July 2007
Inspection number	293145

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a one-form-entry school, which draws its pupils from a wide catchment area. There is little deprivation, with a very small proportion of pupils known to be eligible for free school meals. Almost all pupils have White British heritage. The proportion of pupils with learning difficulties is just below that of most schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Wyke is a good school. Under the committed leadership of the headteacher, well supported by senior staff, the school provides a good level of care for its pupils. Where necessary, it draws on its good links with other schools and agencies to ensure pupils' well-being and safety and provide support for their learning. The school promotes a good level of personal development that contributes to good academic achievement.

Very good provision for personal and social development in Reception encourages children to develop good patterns of behaviour. They become confident in their approach to school and develop good relationships and positive attitudes to learning. Throughout the school, pupils enjoy lessons, 'which are fun', and the opportunities offered through a good, well enriched curriculum. They recognise the importance of a healthy diet and the need to keep fit. The school's promotion of healthy eating has seen a rise in the numbers eating the well-balanced school lunches. Many are keen to take part in the good range of sporting activities offered after school. One commented, 'It's like an added on PE lesson'. The school has been particularly successful in local sporting events.

Parents recognise the good start that their children make in their early years at the school. One commented, 'Our son loves school and his first three years at Wyke have given him an excellent start to his education and encouraged his natural love of learning'. Children in Reception make good progress. Well-planned provision provides many stimulating and enjoyable activities, which successfully combine the different areas of learning within a range of interesting topics. The school identified that children were not doing as well in reading, writing and mathematical calculation as in other areas. A focus on these areas over the last year has resulted in children now making equally good progress in them. Currently, many children are well on the way to achieving the expected learning goals. Good progress continues in Years 1 to 6. By the end of Year 2, standards in reading, writing and mathematics are broadly average. They have declined in recent years due, largely, to an increasing proportion of pupils joining the school with learning difficulties. Given their starting points, they make good progress. The school has also identified that more able pupils in Key Stage 1 could do better, especially in writing. Given their above average starting points when they were in Year 3, pupils currently in Year 6 achieve well and standards in English, mathematics and science are well above average. They have risen sharply in the last two years due to particularly challenging teaching in Years 5 and 6. Well-targeted support in Year 6 has enabled a group of pupils, at risk of underachieving, to make up considerable lost ground in their learning. A recent emphasis on mathematical investigations has proved successful in raising standards, particularly of more able pupils.

Over the last year, the school has started to assess and track the progress made by pupils throughout the year. Good use is now generally made of these assessments to plan appropriate learning activities for different abilities, and to set targets for pupils to aim for. However, these assessments have yet to be more closely analysed to quickly identify those not doing as well as expected. This results in some pupils not receiving the extra challenge or support they need soon enough, in order to make the best progress possible. Nevertheless, those identified with particular learning difficulties do receive regular, well targeted support so that they also make good progress.

Overall, there has been very good improvement since the last inspection. The school is accurate in its self-evaluation. Recent successful action shows that the school has a good capacity for further improvement.

What the school should do to improve further

- Raise achievement and standards at Key Stage 1, particularly of more able pupils and especially in writing.
- Make full use of assessment information to identify more quickly those not making the progress expected of them.

Achievement and standards

Grade: 2

Achievement is good and standards by the end of Year 6 are well above average. Children enter the school with broadly average levels of skills, which vary considerably from year to year. Progress in Reception and Years 1 and 2 is good. Pupils currently in Year 2 had lower than usual starting points when they were in Reception and have made good progress to reach broadly average standards. Good progress continues in Years 3 to 6. Standards by the end of Year 6 have risen sharply in the last two years and are now well above average. The school recognises that it now needs to make the fullest use of its assessment data to further improve the consistency of progress and raise standards. This is particularly so at Key Stage 1, where more able pupils especially could do better in their writing by developing the content and range of their written work.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils behave well, enjoy coming to school and are keen to learn. Attendance is good. Pupils are friendly, polite, confident and keen to take on responsibilities. The school has plans to increase pupils' responsibilities. Playground buddies are being trained to support younger pupils in their play. The school council represent their classmates well and feel that their views are valued. They are proud of the part they played in producing the 'paddock' quiet area and improving lunchtime arrangements. Pupils show a good understanding of healthy lifestyles, recognised with the Healthy Schools award. Pupils have a clear knowledge of how to stay safe both at school and in the wider community. Pupils' spiritual, moral, social and cultural development is good. They show respect for others and their different viewpoints. Cultural events such as Asian dancing and visits to different places of worship help pupils to understand the cultural diversity in society. They consider global issues by supporting Farm Africa. Many support village events. Pupils' good progress in literacy, numeracy and information and communication technology (ICT), along with their good collaborative skills, prepare them well for their later life and learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Overall, teachers provide pupils with interesting work that is usually well matched to their abilities. For more able pupils at Key Stage 1, some work lacks sufficient challenge. Relationships between pupils and adults are very good. As a result pupils

are keen to participate fully in lessons. They particularly enjoy their learning when teachers provide opportunities for them to work in a practical way. One pupil said, 'We play games to help us understand what we are learning'. Teachers share the learning intentions well with pupils so that they know what to expect in the lesson. They give clear explanations and encourage pupils to discuss their work both within the class and with talk partners. Skilled teaching assistants work closely with teachers to provide good quality support for pupils, particularly those with learning difficulties. Staff give praise and pupils generally know what they are doing well. However, teachers' marking does not always identify accurately for pupils what they need to improve, nor relate to their individual targets.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of pupils' well. Teachers are beginning to make meaningful links between subjects to make learning more interesting and purposeful for pupils. There are opportunities for pupils to use and develop their ICT skills. However, teachers provide too few opportunities, particularly at Key Stage 1, for pupils to use their writing skills at appropriately challenging levels. This contributed to fewer than expected of the more able pupils doing as well as they should in their Year 2 writing assessments. Pupils know how to keep safe and to lead healthy lives through the effective personal, social, health education programme. They benefit from the school's effective links with local secondary schools, which enhance pupils' learning in physical education, science and music Enrichment to the curriculum is good. An extensive range of visits, visitors and well-attended clubs add significantly to pupils' academic and personal development and to their enjoyment of school.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Staff know the pupils well. Good relationships ensure that pupils have adults they can share any concerns with. Procedures for ensuring pupils' health and safety and assessing risks are fully in place. Child protection procedures are rigorous. Systems for identifying pupils with learning difficulties are robust, and effective support is in place. There are good links with outside agencies to support the school's vulnerable pupils. Assessment information is used to set challenging literacy and numeracy targets for pupils to aim for. Older pupils know their targets and why they have them. As a Year 6 pupil said, 'Targets help us understand what we need to do to get better'. Nonetheless, the level of academic guidance given to pupils can be inconsistent, and not yet sharp enough to ensure that all pupils, especially the more able, know what to aim for.

Leadership and management

Grade: 2

Leadership and management are good and provide opportunities for pupils to succeed well both in their personal development and academic learning. The school's performance is evaluated accurately and appropriate areas for improvement clearly identified and acted upon. The school identified the need to introduce efficient systems for assessing and monitoring pupils' progress. Good progress has been made in this area over the last year, although more is yet to be done in analysing assessment data. The school development plan is a successful tool for improvement, but there is not a strong enough emphasis on raising achievement and standards at Key Stage

1. Regular classroom observations and work sampling recognise strengths in teaching and learning. They also bring about improvements by showing teachers how their practice could be further developed. Governors are supportive of the work of the school and have a good understanding of its performance. They are becoming more confident in challenging the school about its actions. Good links have been established with other schools, which provide further training for staff and opportunities for curriculum development.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

24 July 2007

Dear Pupils

Inspection of Wyke Primary School, Guildford, GU3 2HS

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were always interesting to talk to, very polite and helpful. You spoke enthusiastically about enjoying school and all of the things you take part in. Wyke Primary is a good school.

We liked these things the most.

- Children in Reception get a good start to their time in school.
- You all behave very well, enjoy school and want to do your best in lessons.
- By the end of Year 6 you do really well in English, mathematics and science.
- The school gives good support to those who find learning difficult.
- You are all keen to adopt healthy lifestyles and do well in competitive sport. Your school lunches are delicious.
- There are many extra things that the school provides for your interest and enjoyment.
- The school listens to you when you suggest how things could be made better. It was good to see some of you enjoying the quiet of the paddock, which you helped to develop.
- Your headteacher, staff and governors are doing a good job.

We have asked the school to work on two areas. Teachers keep information on how well each of you is doing in lessons. They need to check this carefully to make sure that the work they give each of you to do is neither too difficult nor too easy, so that you all do as well as possible. This would help pupils, particularly in Years 1 and 2, and those who find learning easier, to do even better, especially in writing.

We did enjoy visiting your school and watching you learn.

Yours sincerely

Peter Thrussell

Lead Inspector