



Wykeham Primary School

Inspection Report

Unique Reference Number 131787
Local Authority Havering
Inspection number 293847
Inspection dates 13–14 November 2006
Reporting inspector Richard Hancock

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Rainsford Way
School category	Community		Hornchurch
Age range of pupils	4–11		RM12 4BP
Gender of pupils	Mixed	Telephone number	01708 448187
Number on roll (school)	446	Fax number	01708 478363
Appropriate authority	The governing body	Chair	Mr S Cook
		Headteacher	Mr C Jones
Date of previous school inspection	5 March 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school serves a settled and well established community. The percentage of pupils eligible for free school meals is well below the national average. The proportion of pupils with learning difficulties and disabilities is about average. Most pupils are of White British background. Attainment on entry is broadly average. The headteacher has been in post since the beginning of the school year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Standards are average, pupils make the expected rates of progress and their achievement is satisfactory. Pupils read well but their writing standards are a weakness. Standards need to be higher, generally. Pupils' skills in information and communications technology (ICT) are average.

Behaviour is good and this is enabling pupils to make the most of their learning opportunities. Pupils are also polite and well mannered and are growing up with a respect for themselves and for those around them. They are confident and ready to take on responsibilities, which they carry out maturely.

Parents are unanimous in their view that children enjoy school, and show good support for the school's initiatives to promote pupils' personal development, such as the use of homework to promote independent ways of working. Pupils feel safe and well cared for, and show a good understanding of what they need to do to keep fit and healthy. They are well involved in school life.

Monitoring by the senior leadership team has helped to ensure that teaching and learning are satisfactory. Lessons are well planned and have a clear purpose. This is enabling pupils to make satisfactory progress throughout the school, including the Foundation Stage, where provision is satisfactory. Throughout the school, relationships are good and this helps pupils enjoy learning but, on the whole, lessons are not demanding enough of pupils and lack challenge. The use of data to help teachers make the best use of pupils' strengths and weaknesses is now well underway but pupils do not have individual targets to aim at and this is limiting their progress, especially in writing, mathematics and science. Marking is inconsistent and is not always helping pupils to see what they have to do to improve. Senior leaders have a good understanding of how the quality of teaching can be improved, especially through the use of professional development.

The new headteacher has worked effectively with senior staff and the governing body to identify the strengths and weaknesses of the school. Improvement plans identify the key areas where the school needs to get better and are giving the school a clear sense of direction. They include some appropriate strategies for raising attainment but in their current form they do not have the cutting edge to help ensure that the school is in the best position to raise standards, especially in writing. The school has made satisfactory progress since it was last inspected. Now that it has stable leadership and a clear view as to the best way forward, its capacity to improve is satisfactory.

What the school should do to improve further

- Improve development planning in order to raise standards of attainment, especially in writing.
- Provide all pupils with individual targets, especially in English, mathematics and science, in order to give them more appropriate challenge.
- Ensure that teachers provide regular feedback to pupils so that they know what they have to do to improve.

Achievement and standards

Grade: 3

In the school as a whole, standards are average and achievement is satisfactory. By the end of Year 2, standards in English and mathematics are in line with the national average but standards in science are below average. Until 2006, pupils' overall test results at the end of Year 6 were improving and had been above average but there was a setback in English last year, especially in writing, where performance was below average, particularly at the highest level. The standard of current work throughout the school is broadly average but needs to be higher, especially in writing where standards are not nearly high enough, but also in science and mathematics. The achievement of pupils with learning difficulties and disabilities is satisfactory. Standards in ICT have improved and are higher than they were at the time the school was last inspected. Standards of reading are good.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. From the Foundation Stage onwards pupils make good progress in their personal development, especially in its social and moral aspects. They behave well in lessons, and around school they are well-mannered and considerate. Pupils are keen to learn and take part in all activities. In discussions, they show respect for others' views and applaud their achievements. They work well with others and can be relied on to complete work without adult supervision, although they do not check the accuracy of their written work carefully enough.

Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of their own culture and a satisfactory understanding of others. They are acquiring the key skills to help them succeed in adult life, apart from their writing skills, which are not good enough. Their understanding of healthy lifestyles is well developed. Pupils willingly take on duties around the school, for instance as play leaders, although the range of duties is not wide. The school has worked effectively to improve attendance and this is now close to average.

Quality of provision

Teaching and learning

Grade: 3

Throughout the school teaching and learning are satisfactory. Teachers have clear objectives for lessons, relate well to pupils, and plan work that helps them make satisfactory progress but often the pace of learning is slow and lessons lack challenge. In the best lessons pupils are provided with good levels of challenge through tasks that interest and excite them. Then progress accelerates sharply, standards rise, and

achievement becomes good. Activities in the Foundation Stage are well organised and resourced.

Generally, the teaching and learning of pupils with learning difficulties and disabilities is satisfactory but is good when teachers and teaching assistants pinpoint the weaknesses that need to be worked on and find effective ways of addressing them. Although some teachers provide good feedback to pupils through their marking, this is inconsistent and results in pupils not knowing what they have to do to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory as it meets requirements and provides an appropriate range of learning activities for all pupils. In the Foundation Stage pupils make satisfactory progress in acquiring basic skills through a broad range of practical and enjoyable activities. In the school as a whole, reading is well provided for, but there are not enough opportunities for pupils to write at length. Good use is made of the school's environment to promote learning. Provision for numeracy is being strengthened by a well structured mathematics programme using ICT software.

The curriculum has good provision for pupils with speech difficulties, or those making slower progress in reading or mathematics. Extra-curricular activities and educational visits provide additional opportunities for pupils to enjoy learning together, an improvement since the last inspection. Sports and other physical activities, organised by specialist teachers from a partner organisation, are popular with pupils and help to keep them fit and active.

Care, guidance and support

Grade: 3

There are secure procedures for protecting pupils, especially in relation to outside visits. Pupils feel safe and well supported, one pupil remarking, with justification, 'Teachers are very kind to us but everyone here helps you'. Little bullying takes place and incidents are dealt with quickly and effectively. Pupils are taught how to keep themselves safe, for example during a lesson using electric lamps detailed attention was paid to safe practice. The school works well with external specialists to enhance what it provides for pupils. A good feature of the Foundation Stage is that pupils experiencing problems with speech and number are identified early so that they can be given extra help.

The school tracks pupils' progress to identify strengths and weaknesses in their work but does not make enough use of targets to help them raise standards. Teachers make effective use of encouraging remarks to motivate pupils, but the assessment of their work does not consistently result in clear feedback to pupils on the levels they have reached, the targets they have met, or what they need to do to improve further. This is limiting their progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Senior leaders and the governing body have an accurate understanding of the school's strengths and weaknesses and are providing it with a clear way forward. They have also collaborated to ensure that the whole school is committed to improvement with resources and staff well utilised to boost performance. Extensive monitoring of teaching and learning is resulting in a good awareness of where improvements are needed and the part to be played by professional development in helping to bring these about. However, the role of the subject coordinator has been slow to develop which means that some coordinators do not have a strong grasp of pupils' standards and what needs to be done to improve them. The most significant areas for improvement have been accurately identified in school development planning but the plans themselves are diffuse and the intended outcomes lack precision.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	3
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Firstly, thank you for making us welcome in your school. It was a pleasure to be in the company of so many well behaved and well mannered children who take such a pride in themselves and their school. We enjoyed the many interesting conversations we had with you and what you had to say helped us reach our judgements.

The school is providing you with a satisfactory education. The standards are similar to those of most other pupils, and your achievement is satisfactory. Your reading standards are good but writing standards are not nearly as high and we also believe you are capable of reaching higher standards in most areas of your work.

The school is helping you to keep fit and healthy and to feel safe. You have good opportunities to enjoy learning and to take part in activities. Lessons are carefully planned and some of them help you learn well, especially when they spark your interest. The school provides adequate levels of support for those of you who find learning especially difficult. There is good team work on the part of those running the school which is helping it to move forward. They are making sure that you have plenty of good books to read and to work from, equipment which is up to date and in good working order and a bright, well organised environment which is helping you to learn and enjoy school.

There are three things we believe the school needs to do to improve. Firstly, it requires a strong plan to help you reach higher standards, especially in writing. Secondly, it needs to provide all of you with individual targets, especially in English, mathematics and science, so that you have something to work towards. Finally, we would like teachers to share with you their knowledge of what you have to do to improve standards.

Thank you again. Every good wish for the future.

Yours truly

Richard Hancock

(Lead inspector)