

# Wykeham Primary School

## Inspection report

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<b>Unique Reference Number</b>	101518
<b>Local Authority</b>	Brent
<b>Inspection number</b>	335736
<b>Inspection dates</b>	26–27 January 2010
<b>Reporting inspector</b>	Kerry Rochester

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Adams
<b>Headteacher</b>	Mr Everton Sharpe
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Aboyne Road London NW10 0EX
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<b>Email address</b>	admin@wykeham.brent.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The majority of time was spent observing learning. The inspectors visited 29 lessons, observed all teachers and held meetings with governors, some members of staff, groups of pupils and had informal discussions with some parents. They observed the school's work and looked at a range of evidence, including the systems for assessing and monitoring pupils' progress, the work that pupils had produced in their books, teachers' marking and the questionnaires completed by 113 parents and carers, 62 pupils and 44 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's evidence to support its view that pupils attain above average standards and make good progress
- recent development in the Early Years Foundation Stage and the impact this is having upon outcomes
- how the leadership team develops and drives improvement.

## Information about the school

Wykeham Primary school is a larger than average school. The proportion of pupils eligible for free school meals is well above average. A large majority of pupils are from a range of ethnic groups, of which the majority are from an African background. The proportion of pupils who speak English as an additional language is well above that found nationally. The proportion of pupils with special educational needs and/or disabilities is in line with the national average, and the proportion with a statement of special educational needs is below average. The majority of these pupils have moderate learning difficulties or emotional or behavioural difficulties. The school has gained a number of nationally accredited awards such as Healthy Schools and Activemark. A privately run breakfast and after school club operate from the site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Wykeham Primary School is a good and improving school where considerable improvements have been made since the last inspection. Staff know the pupils well and pupils appreciate this, reporting that they feel safe in school and are cared for. Parents, pupils and staff are all supportive of the school's work. One parent typically commented that: 'My daughter looks forward to school and has gained a lot of confidence whilst at Wykeham.'

Over four years, standards have risen dramatically as a result of the high expectations of school leaders. Pupils' achievement is good. The children enter the Early Years Foundation Stage with well below average skills for their age. As a result of good teaching and learning, pupils make good progress, reaching above average standards in English and mathematics and broadly average standards in science, by the end of Year 6. Pupils of all abilities and ethnic groups make equally good progress overall, including those with special educational needs and/or disabilities. The good progress made by the pupils is the result of effective teaching and a good curriculum. However, marking is not used consistently well to support pupils' learning.

The headteacher leads the school well and has worked successfully with staff and governors to improve systems for accurate self-evaluation. This has led to good improvements since the last inspection; the weaker aspects, such as the consistency and quality of teaching and learning, have been successfully addressed. These strengths indicate that the school is well placed to improve further. Senior leaders are well supported and challenged by the governing body. A detailed tracking system helps to monitor pupils' attainment and progress; the capacity of middle managers to use and analyse data and to monitor and contribute to school improvement is not fully developed.

The school is a cohesive and harmonious community and pupils show a good spiritual and cultural awareness, having a deep understanding and respect for people from different cultures. The care, guidance and support for pupils are good and underpin their good personal outcomes. The pupils also enjoy caring for and looking after each other and are particularly proud of their 'Red Hat' buddies at playtime. Pupils show their enjoyment of school through their good attendance. Their behaviour is consistently excellent, which underpins the school ethos. The pupils get on well together, show excellent attitudes to learning and work diligently in lessons. They have good understanding of what it means to lead a healthy lifestyle, reflecting the school awards, and they take advantage of the good sporting activities provided. The school has strong links and partnerships with parents and carers, outside agencies and the local community. Pupils thrive on the many opportunities they have to contribute to their local

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and wider community.

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

- Improve the consistency with which marking and assessment are used to support pupils' learning and progress.
- Strengthen middle leadership by:
  - improving the capacity of middle leaders to analyse performance data and use this information to support further improvement
  - ensuring middle leaders monitor and evaluate whole school initiatives more rigorously.

## Outcomes for individuals and groups of pupils

2

All groups of pupils, including those from minority ethnic heritages, achieve well. Progress through Years 1 and 2 is good so that standards at the end of Year 2 are broadly average. Good teaching and learning strengthens across Key Stage 2. Setting arrangement in Years 5 and 6 support further rapid progress. As a result, the progress of Year 6 pupils in English and mathematics in 2009 was outstanding. Pupils use literacy and numeracy skills effectively across other subjects, such as writing about Australia as part of the school's themed curriculum. Those pupils who speak English as an additional language are well supported through effective provision and they make the same good progress as their peers. Good use of support and intervention strategies ensures those pupils with special educational needs and/or disabilities make good progress. Pupils enjoy their learning, display very good attitudes and support each other in the classroom. Pupils' skills in information and communication technology are well developed, and alongside their good basic skills ensure they are well prepared for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is good in most lessons resulting in an improved picture of progress since the last inspection. Teachers forge good relationships with the pupils and manage behaviour very well. Pupils respond by working very hard and being attentive. Lessons include a good range of activities that keep the pupils on task, and teachers make good use of interactive whiteboards so that pupils are engaged quickly at the start of lessons. In most lessons, good pace and effective questioning ensure that good progress is made. Teachers work hard to deliver the right level of challenge and this is supported by very detailed planning. However, although some teachers are very thorough in marking and assessment of pupils' work, this is not consistent across the school. The feedback given is not always helpful in showing how pupils might improve their work further.

The good curriculum supports the development of basic skills well and is presented imaginatively and thoughtfully in order to interest the pupils. There are good links with partnership organisations to enhance the curriculum further, for example the work undertaken with the shared technician has improved the provision for information and communication technology and sharpened expertise. There is a good range of enrichment activities and pupils enjoy these. The quality of care, guidance and support is good. The school works well with a wide range of agencies to support pupils' individual needs. Transition arrangements across the school are effective and help pupils settle quickly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

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The headteacher has a clear vision for the school and, through a clear sense of purpose and challenge, he has driven improvement over the last three years. The school has comprehensive plans for the future, which are clearly focused on appropriate areas. Senior leaders have a clear understanding of the school's strengths and weaknesses. Teamwork is strong and the commitment to involving all staff in leading and managing different areas of provision ensures that the strengths and skills of a variety of staff are beginning to be used to drive further improvement. The school is equipping middle leaders with the skills to monitor and evaluate the quality of teaching and learning. However, at this level, the quality of monitoring is variable and not always focused enough on outcomes or rigorous enough to alleviate some inconsistencies.

Governors are supportive and influential partners in determining the strategic direction of the school. They fulfil their statutory duty in relation to safeguarding requirements. The school is fully inclusive and committed to equal opportunities. It has done much to improve the performance of all groups in the school. The school's contribution to community cohesion is effective, and there are good plans to further promote partnership with other schools nationally and internationally. The school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Good teamwork, organisation and leadership are evident in the work of the Early Years Foundation Stage. Children are supported well to settle happily and quickly into a safe and harmonious environment. The majority of children enter the Early Years Foundation

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Stage with knowledge, understanding and skills well below those typically for their age. However, children thrive and make good progress, not only because of high-quality care, but also because of good teaching. By the time the children leave Reception, they are still working at levels below those expected, but this nevertheless demonstrates good progress. The children benefit from a good range of well-planned activities that significantly contribute to their enjoyment of school. They behave well and there are clear expectations and routines. Teachers regularly assess on a day to day basis and use this information well to plan children's next steps.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The views of the parents and carers who responded to the questionnaire are overwhelmingly positive. Evidence from the inspection supports their views that children enjoy school, that children feel safe and that the school is well led and managed. Occasional comments highlighted some concerns over behaviour. The inspection team considered that the relationship between the staff and the pupils is a strength and that pupils behave outstandingly well.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wykeham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 113 completed questionnaires by the end of the on-site inspection. In total, there are 441 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	58	45	40	1	1	1	1
The school keeps my child safe	64	57	47	42	1	1	0	0
The school informs me about my child's progress	60	53	47	42	4	4	2	3
My child is making enough progress at this school	49	43	58	51	4	4	2	2
The teaching is good at this school	60	53	48	42	1	1	1	1
The school helps me to support my child's learning	50	44	52	46	6	5	4	4
The school helps my child to have a healthy lifestyle	49	43	56	50	6	5	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	39	52	46	5	4	3	3
The school meets my child's particular needs	41	36	56	50	7	6	4	4
The school deals effectively with unacceptable behaviour	48	42	52	46	10	9	1	1
The school takes account of my suggestions and concerns	43	38	49	43	9	8	2	3
The school is led and managed effectively	53	47	48	42	4	4	1	1
Overall, I am happy with my child's experience at this school	59	52	50	44	1	1	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 January 2010

Dear Pupils

Inspection of Wykeham Primary School, Brent NW10 0XE

Thank you for your valuable help during the recent inspection of your school. We were very impressed by how friendly and helpful you are and all the inspectors said how much they enjoyed talking to you about your life in school.

There is much to like about your school and the most important aspects that we would like to mention are that:

- You behave yourselves extremely well both in lessons and around school, and care for each other.
- You make good choices in keeping fit and healthy, and enjoy taking part in lots of sports and physical activities.
- You enjoy your lessons and always try your best.
- You contribute well to school life and the community.
- You show a good understanding and respect for each other.

Even though your school is good, your headteacher, staff and governors are determined that it will get even better. To help them achieve this, we have suggested that they do two things:

- We have asked teachers to help you do even better by ensuring their marking and feedback helps you know what to do next to improve your work.
- For all teachers to keep a closer eye on the progress you are making.

I hope you will play your part by continuing to work hard and do your best. I wish you every success in the future.

Yours sincerely

Kerry Rochester

Lead inspector

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