

Wykebeck Primary School

Inspection report

Unique Reference Number	107933
Local Authority	Leeds
Inspection number	336980
Inspection dates	15–16 March 2010
Reporting inspector	Kathryn Dodd

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Mr Grenville Jensen
Headteacher	Mrs Jennifer Millington
Date of previous school inspection	17 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons or part lessons and 10 teachers were observed. The inspectors held meetings with staff, groups of pupils, parents and carers, governors and external partners. The inspectors observed the school's work, including a review of improvement plans, the systems for tracking pupils' progress and monitoring the quality of teaching, records demonstrating arrangements for safeguarding and a sample of pupils' work. The inspectors analysed 19 questionnaires returned by parents and carers.

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

- the rate of pupils' progress and evidence that it is improving
- pupils' attendance and the effectiveness of procedures to improve it
- how well teachers use assessment information to plan work that matches pupils' varying abilities
- the quality of care, guidance and support for pupils with additional learning, social, emotional and language needs
- how effectively leaders and governors contribute to evaluating the school's performance, monitoring provision and the capacity of the school to improve.

Information about the school

Most of the pupils at this slightly larger than average sized school are from White British backgrounds. The remaining pupils are from an increasingly diverse range of minority ethnic groups. Although the proportion of pupils who speak English as an additional language is below average, it is increasing and now includes a small minority that are at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is well above average, as is the proportion claiming free school meals. The headteacher has been in post since September 2008.

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?

3

The school's capacity for sustained improvement

3

Main findings

Wykebeck Primary is a satisfactory school. Good aspects include the quality of care, support and guidance provided to pupils and to their families. Effective partnership beyond school is helping to bring about secure improvement and support efforts to adapt provision to meet the increasingly complex and diverse needs of pupils. Pupils learn in a happy, friendly, safe and very welcoming setting. The leadership team places a strong emphasis upon raising attainment and making sure that pupils develop the personal and life skills they need to become successful as young adults of tomorrow. Parents and carers have very positive views, recognising a 'wonderful sense of a positive, caring community'. They agree that their children enjoy school. Parents and carers, as well as pupils, acknowledge that behaviour is improving quickly. Although attendance is starting to improve, for a significant minority it is below average.

Achievement is satisfactory. Although attainment by Year 6 is low, pupils make satisfactory progress. In recent years attainment has been rising steadily but securely. Similarly, progress is accelerating and there are examples of good teaching across year groups. In Years 5 and 6, for example, pupils make good progress, reflecting good-quality teaching. This is where teachers make effective use of assessment information to provide activities that challenge pupils of varying abilities. Similarly, good opportunities to engage pupils in exciting activities which sustain their concentration and to involve them regularly in understanding what they need to do to reach their challenging learning targets, contribute to their good progress. These good practices are not yet consistently well applied in all classes. Opportunities for pupils to talk about their learning to boost language acquisition are evident. However, staff are still developing their skills to do this to full effect, particularly with children in the Early Years Foundation Stage.

Since her appointment, the headteacher has evaluated very accurately the school's performance, recognising its strengths and pinpointing the areas needing attention. Priorities for improvement are identified precisely and accurately. She has successfully enlisted the support of staff, parents and carers, and governors. This, along with the rigour in which pupils' progress is now tracked and several recent adaptations to strengthen the curriculum, provides an increasingly positive platform upon which to raise attainment. Successes are clearly evident in key areas, such as in improving behaviour. As a result, pupils' progress is accelerating and attainment is rising. Even so, the capacity to improve remains satisfactory because the quality of teaching is inconsistent. Senior leaders, managers and governors are still developing the skills needed to monitor effectively the quality of provision, particularly the consistency of teaching practices, and to review the impact of improvement initiatives on raising

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attainment.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise attainment and accelerate progress by:
 - making improved use of assessment information so that activities always match pupils' varying needs
 - making sure that activities provided are sufficiently exciting and engaging
 - ensuring that pupils are clear about their precise learning targets and what they still have to do if they are to reach them
 - extending the skills of staff, particularly in the Early Years Foundation Stage, in promoting children's language development.
- Improve attendance.
- Improve the effectiveness with which leaders and governors:
 - monitor the quality of teaching, so that it is consistently good
 - review the impact of improvement initiatives on raising attainment.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 visit.

Outcomes for individuals and groups of pupils

3

In lessons pupils show good levels of interest and generally enjoy their work, especially when discussing learning together, such as in pairs or collaboratively. They are usually keen to respond to teachers' questions. Pupils' concentration, however, sometimes drifts when they sit as a whole group listening to the teacher and when working independently. This is because activities are not always sufficiently challenging or exciting enough. Even so, pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make satisfactory progress. Pupils' progress, although still uneven, is starting to accelerate. Attainment is steadily but securely rising. In 2009, for example, despite the very high proportion of pupils in Year 6 with special educational needs and/or disabilities, the proportion of pupils reaching and exceeding the nationally expected Level 4 in English, mathematics and science was higher than in previous years. School data and inspection evidence reveals that the attainment of pupils currently in Year 2, although low, is higher than in previous years. Pupils are now starting to make up for previously lost ground. These improvements demonstrate that, despite pupils' low attainment, their achievement is satisfactory.

Pupils learn together in a warm and friendly community. Pupils of different ethnic backgrounds get on well together, showing respect for one another's similarities and differences. Pupils are eager to contribute positively towards their school.

'Anti-bullying ambassadors' for example, help pupils to feel safe. Pupils agree behaviour

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has improved. The number of exclusions has reduced. In assemblies pupils enjoy receiving rewards for their achievements, such as for demonstrating good attitudes to learning, being kind and caring and behaving well. Although attendance remains low, it is steadily improving. Pupils are well aware of the importance of good attendance. Nevertheless, the below average attendance of a significant minority of pupils continues to hamper efforts to accelerate these pupils' progress to a consistently good rate. Pupils participate in a wonderful range of exciting opportunities to develop their enterprise skills, learning about business and the world of work. They say how much they enjoy working together on projects in the locality. Such projects are helping to build their confidence, self-esteem and raise aspirations. This, along with their satisfactory progress and their improving attainment, behaviour and attendance, demonstrates that they are prepared soundly for their future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Good organisation, positive relationships, effective use of praise and the sensitive deployment of teaching assistants all make a strong contribution to pupils' progress. In

¹ 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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many lessons teachers share the learning objectives and explain clearly the steps pupils need to take if they are to achieve the learning targets. In Years 5 and 6, where teaching is good, effective use is made of assessment information to provide work that meets pupils' varying abilities and challenges their thinking. Similarly, higher expectations of what pupils might achieve, including the presentation of their work; questioning that keep pupils on their toes; along with regular opportunities for pupils to reflect on whether they are reaching the learning targets, typify these good teaching practices. These are yet to be consistently well embedded in all classes.

The curriculum is developing quickly. This stems from the rigorous analysis of the performance of varying groups of pupils which pinpoints where adaptations are needed. This is why, for example, a specific support programme has been introduced to boost the achievement of quieter older girls. Similarly, the introduction of a programme to develop pupils' social and emotional skills is paying dividends, particularly in improving behaviour and relationships. Effective partnerships in the locality are helping to extend the curriculum, particularly to provide extensive opportunities to develop enterprise skills and raise pupils' aspirations. Support programmes to meet the needs of the increasing numbers of pupils at an early stage of learning to speak English as an additional language are still developing.

Making sure that pupils are nurtured and cared for is a high priority. Good-quality pastoral support is evident in daily practice. Parents and carers praise the commitment of staff to their children's welfare. Good guidance and support extends to parents and carers, particularly to those whose children are experiencing social, emotional or learning difficulties. The strong contribution of specialist school staff, such as the learning mentor, parental involvement worker and behavioural support worker, along with the good partnerships fostered with external support agencies, reflect the school's commitment to helping pupils with additional needs. Good arrangements to welcome new joiners and their families ensure that these pupils settle easily into school life. Strenuous efforts with parents and carers, and pupils, to promote better attendance are starting to pay dividends, particularly for the poorest attendees.

These are the grades for the quality of provision

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

How effective are leadership and management?

Despite the additional challenges faced resulting from serving an increasingly complex and diverse community, as well as significant budgetary constraints, the school is

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securely improving. Since her appointment, the headteacher has worked relentlessly to ensure that all pupils can achieve well, in a supportive, caring and fully inclusive setting and she provides a very clear steer. Changes in the procedures for assessing attainment and tracking pupils' progress identify precisely where learning is too slow. Similarly, it pinpoints variances in the achievement of different groups of pupils. This information is being used to ensure increased equality of opportunity, to set challenging learning targets and raise expectations of pupils. This, however, is yet to manifest itself in accelerating pupils' progress to a consistently good rate.

In their quest to bring about improvement, leaders have forged effective partnerships with parents and carers and with others, such as external support agencies, the local authority and other schools. The school makes a satisfactory contribution to community cohesion. It has a clear understanding of the school's context and of the challenges facing the local community, although the evaluation of the impact of the school's efforts is not yet fully developed. The quality of governance is satisfactory. Governors provide valuable help and support in managing budgetary constraints. Recent reorganisation of roles and responsibilities in the leadership team has clarified accountabilities. Leaders, along with governors, are now focusing on developing their skills in reviewing how well the school is performing, so that they can make a more effective contribution to evaluating pupils' achievements and monitoring the consistency of the quality of provision. Safeguarding procedures have recently been strengthened and are satisfactory. Good procedures are securely in place to safeguard the pupils at most risk.

These are the grades for leadership and management

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

Early Years Foundation Stage

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

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When children start in the Nursery or Reception classes, their skills are at levels well below those typical for their age. Often their communication, language, social and emotional skills are weak. Children settle well into school life. Warm and caring relationships between adults and children and the welcoming learning environment ensure that children are happy and feel safe. Children's personal, social and emotional development is good. Adults encourage children to get on well together, to take turns and share, to behave well and develop their confidence and independence. A strong emphasis is given to developing children's language skills. Opportunities for children to talk about their learning are being extended. However, staff are still developing the skills needed to do this with full effect. Teachers are making increasingly good use of the information they collect about children's small steps in achievement. They are starting to use this well so that planned activities, particularly in small-group activities alongside adults, take account of children's varying learning needs. Opportunities for taking learning forward are sometimes overlooked when children play independently because some activities do not have a clear learning purpose. New leaders have successfully facilitated a radical change in the organisation of the classes, which is helping to boost achievement. They use information about children's progress well to ensure that provision is adapted where it is in most need. By the time children start Year 1, although their skills have improved, only a minority reach the goals expected for their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Although only a very small number of parents and carers returned questionnaires, they are supportive of the school's work. They particularly appreciate how well the school supports those children who have additional learning, social and emotional needs or behavioural difficulties. New parents and carers, including those from minority ethnic backgrounds, appreciate the very warm and welcoming approach of staff. Opportunities for parents and carers to engage in school life, to understand how they can support their children's learning at home and to extend their own skills have recently extended and are good. Opportunities for parents and carers to share their suggestions are developing and are appropriate. Inspectors found arrangements to safeguard pupils satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wykebeck 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	58	8	42	0	0	0	0
The school keeps my child safe	8	42	8	42	3	16	0	0
The school informs me about my child's progress	6	32	12	63	0	0	0	0
My child is making enough progress at this school	7	37	9	47	1	5	0	0
The teaching is good at this school	9	47	8	42	0	0	0	0
The school helps me to support my child's learning	9	47	9	47	1	5	0	0
The school helps my child to have a healthy lifestyle	5	26	13	68	1	5	0	0
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)	6	32	11	58	0	0	0	0
The school meets my child's particular needs	11	58	7	37	1	5	0	0
The school deals effectively with unacceptable behaviour	8	42	9	47	1	5	0	0
The school takes account of my suggestions and concerns	9	47	5	26	3	16	0	0
The school is led and managed effectively	9	47	7	37	3	16	0	0
Overall, I am happy with my child's experience at this school	6	32	11	58	2	11	0	0

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 March 2010

Dear Pupils

Inspection of Wykebeck Primary School, Leeds, LS9 6QH

Thank you for the warm and friendly welcome you gave us when we inspected your school. We really enjoyed being part of your school community and finding out about your views. I am writing to let you know what we thought.

Although your attainment by Year 6 is much lower than expected for your age, your progress is satisfactory. There are a lot of things changing in your school. This is why you are now learning more quickly. We were particularly pleased to:

- hear that you think that behaviour has improved a lot
- find out that you know how important it is to come to school every single day
- hear that children who take on special jobs, such as the 'anti-bullying ambassadors' help you to feel safe
- hear how you welcome new children from different backgrounds into school
- find about all the wonderful opportunities you have to become enterprising and gain the skills you will need if you are to be successful when you get older.

I have asked that some improvements be made. These are to:

- make sure that you reach higher standards
- make sure that you are all given work that is just right for you, that excites and challenges you so that you do not lose your concentration in lessons
- make sure you are all clear about what your learning targets are
- make sure that the adults with special responsibilities check that you learn equally well in all your classes, and that the things they are changing to make your school even better are working well everywhere.

You can help by making sure that you tell your teacher if your work is too easy or hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best, behave really well and all come to school every single day that you should.

Yours sincerely

Mrs Kathryn Dodd

Lead inspector

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