

Wyke Primary School

Inspection report

Unique Reference Number	113743
Local Authority	Dorset
Inspection number	338230
Inspection dates	23–24 June 2010
Reporting inspector	Anna Sketchley

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Simon Andrews
Headteacher	S B Crumpler
Date of previous school inspection	2 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed seven teachers. Inspectors spoke informally to a few parents and carers and analysed 109 questionnaires. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including pupils' work, systems for monitoring and tracking pupils' progress, plans for improvement and reports written by the local authority. Questionnaires completed by 50 pupils and 13 staff were evaluated.

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

- the ability of leaders at all levels to improve attainment and progress in English and mathematics, especially for boys in both key stages and higher-attaining pupils in Key Stage 2
- how quickly the strategies used to improve teaching, learning and the curriculum are arresting underachievement, especially of boys in their writing and higher-attaining pupils
- how well provision for pupils with special educational needs and/or disabilities supports their attainment and progress so that they achieve as well as all other pupils
- how well children in the Early Years Foundation Stage achieve.

Information about the school

Wyke is an average-sized primary school with seven, single-age classes. The proportion of pupils with special educational needs and/or disabilities is below average and comprises those with specific and moderate learning difficulties and speech, language and communication difficulties; there are two physically disabled pupils. Almost all pupils are of White British heritage and none is at the early stages of learning English. The proportion of pupils eligible for free school meals is below average. The school has National Healthy Schools Status, Active Mark and Football Association Charter Status.

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

Wyke is a good school where many lively displays celebrate pupils' work. Parents endorse this judgement, making such comments as: 'I am so pleased with Wyke school. They are really creative in the way they teach; it keeps my son interested and on task.' Pupils demonstrate just how much they enjoy school by the pride they take in their work and their exemplary attendance. They are extremely well behaved and polite and have very good attitudes to learning. These qualities, together with excellent relationships and a calm and happy atmosphere, ensure a good climate for learning. The headteacher, staff and governors are determined to reach the highest possible standards in all aspects of the school's work and they are well on the way to fulfilling their aim.

The attainment of pupils in the current Year 6 is above average. Young children make a good start in Reception where a warm and stimulating environment ensures that they make good progress. This good progress is maintained throughout the school. The rigorous tracking of pupils' progress and regular monitoring procedures help to ensure the quality of teaching and the curriculum, and the school's evaluation of what still needs to be done is accurate. The school sets challenging targets and the new strategies implemented to meet these have been successful this year. Consistently good, sometimes outstanding, teaching and a stimulating curriculum engage all pupils.

The rapid success of teaching and curriculum initiatives shows that the school has a good capacity for further improvement. The most significant recent improvement has been the rise in attainment at the end of Year 6, especially of boys and more-able pupils. All pupils have benefited from the strong links that have been made across subjects so that they are practising their literacy skills very regularly. Although pupils have individual targets to help them improve their work independently, targets are not yet fully embedded in the school's routine work in lessons. Pupils with special educational needs and/or disabilities learn well through personalised programmes and the skilled help of teaching assistants and make the same good progress as all other pupils.

Wyke is a very cohesive community and there are impressive links with the local community. However, there are considerably fewer opportunities for pupils to develop an understanding of the diverse cultures that exist in the United Kingdom and internationally. Plans to address this issue are at an early stage of development.

What does the school need to do to improve further?

- Extend pupils' independence as learners throughout the school by helping them use

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their targets to review and improve their own work.

- Improve pupils' understanding of the diverse nature of cultures both in the United Kingdom and internationally by providing more opportunities for them to learn about cultures that are different from their own.

Outcomes for individuals and groups of pupils**2**

National tests show that over the last two years attainment in English and mathematics for pupils in Year 6 dipped significantly. However, evidence from samples of work, lessons and assessment data shows that attainment for the pupils currently in Year 6 is above average in both English and mathematics. Attainment in Year 2 is significantly above the national average. Initiatives to improve writing, particularly for boys, have succeeded in closing the attainment gap so that boys, particularly the more able, now make the same good progress as girls.

In all literacy lessons, pupils talk through their writing and share their ideas with a partner or in groups. Pupils were exceptionally well challenged in a Year 6 lesson and demonstrated that they were able to write persuasively. Year 3 pupils faced with mathematical problems showed confidence in assessing their own starting points and selecting tasks of an appropriate level of difficulty. In Year 2, pupils with special educational needs and/or disabilities made particularly good progress when learning to divide because they were provided with appropriate resources and good support.

Pupils feel secure in school and have a good understanding of how to keep safe. They say that they get on well together and are very friendly towards each other. If there are any problems they say: 'Teachers deal with it□they are very caring'. Pupils know how to live healthily and they enjoy the healthy tuck shop, new, healthy school lunches and the wealth of sporting activities on offer. They enjoy having responsibilities and make a significant contribution to the life of the school through the school and eco councils as well as being play leaders and monitors. They are proud of the difference they make by solving problems and are eager to tell of the charities they support. They organise activities to raise money for those less fortunate than themselves. Life skills learned through these opportunities and their good basic skills are preparing them well for the future.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils say, 'teachers make learning interesting and fun'. Teachers' subject knowledge is good and careful planning for different levels of ability means that tasks in lessons are usually well matched to the needs of all pupils. Good use is made of interactive whiteboards and this captures pupils' attention and ensures that teachers make it very clear to pupils what they are to learn. This helps pupils to assess their own learning at the end of the lesson. Careful questioning and good use of talking partners for discussion enable pupils to make considered responses and help teachers to assess pupils' understanding accurately. Occasionally, there is an over reliance on asking pupils who already have their hands up and consequently some errors are overlooked and some pupils do not participate sufficiently. The pace of almost all lessons is good ensuring that pupils work hard and make good progress.

Marking makes a good contribution to pupils' knowledge about their work and in most classes their literacy and numeracy targets are readily available on the desk and regularly updated. Pupils like knowing when they have achieved their targets but not all of them routinely refer to them in lessons to guide the improvement of their work.

The curriculum is well developed and meets the needs of all pupils while interesting and stimulating themes and topics excite and capture their imagination. There is good provision for pupils to work independently and with each other to solve problems. Literacy and information and communication technology are promoted well across subjects through linked themes, but numeracy is not so widely practised. Outstanding opportunities for the enrichment of the curriculum are a strength of the school. Pupils benefit from visits, for example to the Mary Rose, linked to work on the Tudors, and to

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the Hawk Conservancy, linked to science. The many visitors include community support officers who help promote an understanding of how to stay safe. Personal, social and health education is promoted well throughout the curriculum and particularly through residential visits. There are insufficient opportunities within the curriculum for pupils to gain a better understanding of cultural traditions and ways of life that are different from their own.

The school is sensitive in the way that it cares for each individual. Parents show a high level of satisfaction with all safety procedures, making comments such as: 'The atmosphere at the school is always very positive and it is a very happy and safe place to send our children.' Safeguarding procedures are carried out diligently. Provision for pupils with special educational needs and/or disabilities is well organised and pupils are effectively supported. Links with outside agencies are good but parental involvement is not as strong and some parents would like more regular information about their children's progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and deputy headteacher have communicated a vision for improvement to the whole school community and there is a strong team spirit and commitment to excellence. The open-plan organisation allows for an open and trusting working atmosphere in which both teachers and pupils thrive. Forward planning is good and because of a particularly thorough programme of self-review and evaluation the correct priorities inform the school's development plan.

Governors offer good support to the school but are not afraid to challenge issues of underperformance. They know the school well and monitor its work through productive links with subject leaders as well as through the school development plan. The promotion of community cohesion at school and local level is good and there are some examples of international links. For example, the school sends books to a school in South Africa and corresponds with a school in Italy. However, these links are somewhat tenuous and pupils do not have a strong enough sense of the cultural diversity that exists in the United Kingdom and beyond.

A good range of partnerships supports and enhances pupils' learning. In particular, the school's excellent links with a local National Trust property is making an excellent contribution to the curriculum. Building on their work there, parents, staff and pupils

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have built their own garden in the school grounds, growing healthy fruit and vegetables. Some staff have been able to use their skills in leadership, literacy and early years education to help other institutions. Ensuring that all pupils have equality of opportunity is well managed through careful monitoring and is becoming more effective as provision and progress for all pupils continues to improve. It is a demonstration of the school's commitment to equal opportunities that after-school clubs are arranged so that girls, as well as boys, can take part in football and netball. The school does not tolerate any form of discrimination. There are good safeguarding procedures and regular training supports staff well in carrying out their safeguarding obligations.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the school with levels of knowledge and skill broadly similar to those expected nationally and they make good progress because of good provision. Adults interact well with children, joining in their play while asking questions and facilitating learning. Relationships are warm and caring and the environment is safe, calm and stimulating for young children, especially the outdoor area. These features, together with good teaching and organisation and the correct balance between adult- and child-chosen activities help children to reach above-average levels of attainment by the end of the Reception year. An example of their good learning was seen in a phonics lesson when children played noughts and crosses together in two teams on a large clip board. They ably made words around such sounds as 'ee' and 'oi' and thoroughly enjoyed trying to block each other and prevent a line forming. Children with special educational needs and/or disabilities are especially well supported and included in all the

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activities. Whatever they are engaged in, children's behaviour is exemplary. They are confident in their surroundings and are keen to help, developing their personal and social skills well. Good assessment procedures make a significant contribution to progress because they are used to plan the next steps in learning for each child.

Thorough induction procedures and good liaison with pre-schools ensure that parents and children are familiar with Reception before starting school. This good relationship continues throughout the year through the weekly opportunity for parents to come into school and share books and games with their child. Currently, there is no home?school book dedicated to communication with home on a daily basis, although some parents use their child's reading record for this purpose. The school has plans to develop a record of learning for each child in readiness for September. The leadership and management of the Early Years Foundation Stage are good; children are exceptionally well cared for and their welfare is paramount.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 vast majority of parents and carers who responded are extremely supportive of the school. In the words of one parent: 'Wyke is a friendly and caring school offering a safe and stimulating learning environment. It definitely has our family's approval.' Of the very small number of concerns raised most were individual issues. A very small minority of parents indicated concerns about how unacceptable behaviour is dealt with. However, during the course of the inspection behaviour was exemplary and the school has effective strategies for managing it for all pupils. In addition, a few parents raised concerns about progress but inspectors found that all pupils make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wyke 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 109 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	67	31	28	2	2	2	2
The school keeps my child safe	76	70	29	27	2	2	0	0
The school informs me about my child's progress	58	53	45	41	5	5	0	0
My child is making enough progress at this school	60	55	42	39	7	6	0	0
The teaching is good at this school	75	69	31	28	0	0	0	0
The school helps me to support my child's learning	55	50	50	46	3	3	0	0
The school helps my child to have a healthy lifestyle	64	59	44	40	0	0	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)	62	57	41	38	0	0	0	0
The school meets my child's particular needs	64	59	42	39	1	1	1	1
The school deals effectively with unacceptable behaviour	44	40	55	50	4	4	2	2
The school takes account of my suggestions and concerns	50	46	55	50	4	4	0	0
The school is led and managed effectively	74	68	33	30	1	1	0	0
Overall, I am happy with my child's experience at this school	77	71	30	28	1	1	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



25 June 2010

Dear Pupils

Inspection of Wyke Primary School, Gillingham, SP8 4SH

I should like to thank you for the very warm and friendly welcome you gave us when we visited your school recently and for spending time talking to us. We really enjoyed meeting you. Wyke is a good school and you are doing well because of your hard work and the actions taken by your headteacher and other adults in your school.

These are some of the best things we found.

- You really enjoy coming to school, your attendance is excellent and you are very polite and well behaved. This is helping you do well.
- You have a good understanding of how to stay safe and live a healthy lifestyle.
- You enjoy helping in school and get on really well together.
- Your teachers teach you well and make learning fun. You have a good attitude to your work and find your learning really interesting.
- You are well cared for and you told us that you feel very happy and safe in school.
- Your headteacher and governors do a great job.

All the adults in your school want you to do your very best. Although they know what needs to be done next, we have asked them to do some additional things to make your learning even better.

- We would like them to help you use your targets very regularly to review and improve your work.
- We would also like them to provide more opportunities for you to learn about all the cultures in the United Kingdom and the wider world that are different from your own. □□□

Please keep working hard!

Yours sincerely

Anna Sketchley

Lead Inspector

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