

# Wykeham Primary School

## Inspection report

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<b>Unique Reference Number</b>	131787
<b>Local Authority</b>	Havering
<b>Inspection number</b>	341222
<b>Inspection dates</b>	17–18 November 2009
<b>Reporting inspector</b>	Carole Skinner

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>	4–11
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Maydell
<b>Headteacher</b>	Chris Jones
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Rainsford Way Hornchurch Essex RM12 4BP
<b>Telephone number</b>	01708 448187
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<b>Email address</b>	office.wykeham.havering@gfl.net

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## Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff, pupils and representatives of the local authority. They observed the school's work and looked at the school improvement plan, other action plans, pupils' work, assessment information, minutes of governing body meetings and the school's analysis of pupils' progress. Inspectors also reviewed 137 questionnaires completed by parents.

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

- the impact of actions to accelerate pupils' progress in English, mathematics and science in order to ensure good achievement
- the effectiveness of strategies to promote consistently good teaching throughout the school
- the effectiveness of assessment, target-setting and tracking procedures
- the extent to which leaders, managers and governors are embedding ambition, driving improvement and evaluating the school's performance

## Information about the school

This large primary school serves a well-established community. Most pupils are of White British heritage. The proportion of pupils who are eligible for free school meals has risen over the past three years but remains below average. The percentage of pupils who have special educational needs and/or disabilities has risen to well above-average levels over the same period. The deputy headteacher was seconded to another school in September 2006; she returned to her post in April 2009. The headteacher has worked with two acting deputy headteachers in the interim, the first having left to take up another post. Over the same period there have been three different chairs of governors.

**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?**

**4**

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

**4**

## Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Although attainment is broadly average in Year 6, it is not high enough for the more-able pupils. Expectations are too low and as a result pupils' achievement is inadequate, except in the Early Years Foundation Stage where pupils make satisfactory progress. Variations in teaching mean that there are marked differences between classes in the quality of pupils' learning and progress. There is too little good teaching to accelerate learning. Pupils with special educational needs and/or disabilities make satisfactory progress because of the carefully planned support they receive to help them overcome difficulties. The more-able pupils are not given sufficiently challenging work and do not achieve well enough.

Pupils make satisfactory progress in reading. Progress in writing, mathematics and science is erratic and inadequate in some classes and year groups. The school has not embedded clear and consistent teaching and assessment strategies to support its efforts to raise attainment in these areas. Assessment procedures are currently being modified to improve accuracy and consistency and to hold teachers to account more for their pupils' progress, but these are only in the early stages of implementation. At present, assessment information is not used well enough to ensure that tasks are matched to pupils' needs in order to build on their prior learning.

The school provides a warm and welcoming environment where each pupil is valued and known to staff. Pupils' good behaviour helps to create a positive ethos for learning in most classrooms. Pupils say that they are enjoying learning more because lessons are fun. This reflects the recent changes to the curriculum, which now includes more opportunities for 'hands-on' learning. Pupils also say they feel safe and parents appreciate the care their children receive. As one parent commented, 'There is a nice community atmosphere in the school.' The school has forged constructive relationships with parents, most of whom are happy with their children's experiences.

Leaders and managers give good attention to promoting pupils' well-being and developing their social skills and moral awareness. Since the last inspection, however, they have not taken sufficiently robust action to bring about the necessary improvements in teaching and learning. There is a lack of rigour in evaluating the school's performance, particularly the checks on the quality of teaching and its impact

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on pupils' rates of progress. As a result, improvement planning lacks precision and is not sufficiently focused on the most important priorities. Expectations for pupils' progress each year are not sufficiently demanding. Governors have too little impact on the work of the school and do not challenge it sufficiently to raise achievement. As a result of these shortcomings, the school's capacity for sustained improvement is inadequate.

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

- Accelerate pupils' progress in writing, mathematics and science so that it is consistently good throughout the school by:
  - setting suitably challenging targets for the progress expected in each year
  - involving teachers more fully in checking each pupil's progress at regular intervals and taking prompt action to address signs of underachievement.
- Improve the quality of teaching so that it is consistently good by:
  - raising teachers' expectations about the rate of learning of which pupils are capable and the quality of their work in lessons
  - improving teachers' subject knowledge and the range of strategies they use to promote good learning and progress
  - ensuring that teachers make effective use of assessment information to plan challenging tasks for all groups of pupils, especially those who are more able.
- Increase the effectiveness of leaders, managers and governors in driving improvement by:
  - evaluating all aspects of the school's work with greater rigour
  - embedding ambitious expectations among all staff and pupils
  - ensuring that the school improvement plan and subject action plans are clearly focused on raising achievement
  - developing governors' expertise in checking the school's effectiveness and challenging it to improve.

**Outcomes for individuals and groups of pupils****4**

Pupils' progress is inconsistent from year to year and between the two classes in each year group. Although children leave Reception with broadly average attainment, they do not make consistently good progress in Year 1 and Year 2. Standards have fallen in Year 2 to below-average levels over the past few years. Pupils do least well in mathematics. Overall, pupils' achievement is inadequate. In Years 3 to 6 erratic progress often leaves teachers in Year 6 with too much to do to make up the deficits, especially for the more-able pupils who do not secure those higher order skills of which they are capable in writing, mathematics and science.

Pupils' positive attitudes and good behaviour help to prepare them well for learning. However, in too many lessons, pupils do not make enough progress because tasks are

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not sufficiently challenging or matched well enough to their needs. Many pupils find their tasks too easy, especially those who are more able. Progress in mathematics is often hampered by lack of understanding of key concepts and strategies; for example, Year 2 pupils were unable to devise different ways of doubling and halving. Pupils do not develop basic skills in writing and mathematics quickly enough. They do not have a good enough understanding of how to carry out scientific investigations or how to draw conclusions from their findings.

Pupils take part with enthusiasm in the wide range of clubs and other activities that the school offers. They are keen on sports and have a good understanding of how to keep fit and healthy. Pupils enjoy taking responsibility, for example as 'yellow caps' and school councillors. They have a lively interest in environmental issues, such as conserving energy, and take seriously their efforts as charity fund-raisers. Pupils develop good social and collaborative working skills that prepare them well for future life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

The school is in the process of improving the curriculum by moving away from an

<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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over-reliance on published schemes of work in favour of more creative, thematic approaches to learning. For example, topics such as 'A Moment in Time' help to engage and interest pupils. English and mathematics are given high priority. Learning is enhanced through well-chosen visits, including a residential trip, which foster good social skills and independence. Meaningful links between subjects are being introduced and increased as the curriculum evolves. Science remains a weakness as there is too little emphasis on developing the skills of investigation, analysis and drawing conclusions from evidence.

Inconsistencies arise in the way teachers interpret and deliver the curriculum in lessons. In the best lessons, teachers' good understanding of the subject is evident in their clear and confident explanations and in their high expectations of all groups of pupils. In some lessons, especially in mathematics and science, teachers' own lack of subject knowledge impedes learning. Teachers often tend to talk for far too long, which leads to pupils having too little time to work independently. The rate of learning in many lessons is too leisurely. In mathematics, teachers miss opportunities to ask pupils to explain their methods and strategies in order to consolidate understanding. Pupils are not sufficiently involved in assessing their own progress, and marking procedures, though good in some classes, are inconsistent.

Teaching assistants provide good support for pupils who need extra help when they are working in groups. Some are well trained to deliver specific programmes to help boost pupils' acquisition of basic skills. Teaching assistants are not always involved productively during lesson introductions, either to support learning or make observations about how well pupils are learning and progressing.

Support and guidance are more effective in promoting good personal development than in ensuring sound learning for all pupils. Pupils who join the school part-way through a year are assigned a 'buddy' to look after them and help them settle in. Good systems for managing behaviour and the positive recognition of achievements help to create a harmonious community. Pupils report that bullying is rare and any incidents are promptly dealt with. Rigorous monitoring of attendance and punctuality has led to marked improvements and a reduction in the number of persistent absentees. Good support for vulnerable pupils helps to remove barriers to learning and builds their confidence and self-esteem.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

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## How effective are leadership and management?

Changes in, and uncertainty about, the structure and organisation of the senior leadership team have hindered the school's development over the past three years. A new structure has yet to be finalised. Since the last inspection, leaders and managers have not taken effective steps to eradicate weak teaching and accelerate pupils' progress. They have yet to establish a coherent and ambitious plan to drive and secure the necessary improvements. These weaknesses arise from a lack of rigour in self-evaluation. There is insufficient monitoring of teaching and learning through regular lesson observations, scrutiny of pupils' work and teachers' planning. As a result, senior leaders do not have a clear enough picture of the quality of learning and progress in different classes and subjects. The setting of targets is insufficiently challenging and reflects the generally low expectations throughout the school. The governing body has suitable procedures to ensure the health, safety and well-being of staff and pupils. It is developing better systems to involve governors in checking the school's effectiveness. However, governors are not sufficiently aware of the extent of the school's shortcomings and are not exerting enough influence on its strategic development in order to ensure value for money.

The school works well in partnership with outside agencies to support vulnerable pupils and those with special educational needs and/or disabilities. It has recently developed a partnership with another local school to share good practice and expertise, but this has yet to have an impact on improving pupils' achievement. Participation in a sports partnership with a local secondary school has enhanced provision in this area of the curriculum. The school has forged strong links with the local community, including the church and hospital. It is aware of the changing nature of the community and has developed plans to create links with a school that serves a more diverse ethnic and cultural mix, as well as schools overseas. The school takes effective steps to tackle discrimination, for example on the grounds of race or gender. It is less successful in promoting equality of opportunity through high quality teaching for all groups of pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children start school with the skills and knowledge expected for their age and reach average standards by the end of Reception. They make good progress in their personal, social and emotional development, quickly becoming confident and independent learners. This is because teachers give them plenty of opportunities to select activities and to learn through play and exploration. Teachers also plan to teach particular skills to different groups of children, for example letters and sounds and mathematical concepts. These activities are carefully matched to the children's different needs and stages of learning. A wide range of resources and activities is set out from which the children are able to choose. For example, children develop dexterity by cutting up cabbage leaves, threading bobbins on to a string and hammering nails and shapes into boards. Many of these activities develop children's creative and physical skills well. There are fewer opportunities for children to develop literacy and numeracy skills through self-chosen activities and particularly to ensure appropriate challenge for the more-able children. Children move freely between the outside area and the classrooms in all weathers thanks to the recently installed large canopy, which is a good development.

Teachers and teaching assistants observe particular children, noting down the progress they make. There are good systems for collating this information and tracking children's progress throughout the year. However, senior leaders have no systems for analysing the overall progress made by each class or cohort in order to identify relative strengths and areas for development. In the absence of an appointed Early Years Foundation Stage leader, an experienced Reception teacher, now in Year 1, is providing good support for staff with planning and assessment.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

The majority of parents expressed positive views of the school. A very small minority

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expressed concerns about the progress their children are making; inspectors found this to be a significant weakness. A few parents feel that the school does not take sufficient account of their views and concerns. Inspectors saw evidence that senior leaders and governors do take account of the results of parental surveys when deciding on the priorities for improvement each year. Inspectors agree that pupils enjoy school and that they are kept safe and helped to lead healthy lifestyles.

## 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 438 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	53	59	43	3	2	2	1
The school keeps my child safe	74	54	60	44	2	1	0	0
The school informs me about my child's progress	55	40	74	54	5	4	3	2
My child is making enough progress at this school	51	37	66	48	14	10	4	3
The teaching is good at this school	52	38	76	55	6	4	2	1
The school helps me to support my child's learning	50	36	77	56	8	6	2	1
The school helps my child to have a healthy lifestyle	44	32	85	62	5	4	2	1
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)	40	29	82	60	4	3	2	1
The school meets my child's particular needs	44	32	80	58	10	7	3	2
The school deals effectively with unacceptable behaviour	40	29	81	59	8	6	5	4
The school takes account of my suggestions and concerns	40	29	75	55	15	11	1	1
The school is led and managed effectively	47	34	74	54	8	6	2	1
Overall, I am happy with my child's experience at this school	64	47	65	47	5	4	3	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.**



19 November 2009

Dear Pupils

Inspection of Wykeham Primary School, Hornchurch, RM12 4BP

Thank you for your warm welcome when we visited your school. We enjoyed talking to you and finding out what you were learning. It was good to hear that you think that teachers are planning activities that are more interesting and fun than they used to be. I am writing to let you know what we found out during our inspection.

These are the things that are good about your school:

- Your teachers look after you well and keep you safe.
- You enjoy being at school, take responsibility for different jobs and behave well.
- You get on well with each other and with the adults and you have a good understanding of how to keep safe, fit and healthy.

However, many of you are not learning as well as you should in lessons and are capable of making faster progress, especially in writing, mathematics and science. Teachers do not always expect enough of you, especially those of you who are capable of reaching the highest levels. Some of you make good progress in lessons but some of you told us that you are given tasks that are too easy for you. We have asked the school to make sure that you are always given work that challenges you and makes you think.

We have asked that the school looks very carefully at ways of helping you to make good progress. There is quite a lot that needs to be done so your school will be given extra support to make sure it improves quickly. Inspectors will visit the school regularly to check how well you are doing.

You can help by continuing to behave well, working hard and making the most of all the opportunities the school gives you.

Yours sincerely

Carole Skinner

Lead inspector

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