

Wyke Primary School

Inspection report

Unique reference number	124935
Local authority	Surrey
Inspection number	381009
Inspection dates	26–27 January 2012
Lead inspector	Jeanie Jovanova

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Sue Higham
Headteacher	Sue Heath
Date of previous school inspection	16–17 July 2007
School address	School Lane Normandy Guildford GU3 2HS
Telephone number	01483 811197
Fax number	01483 810281
Email address	school@wyke.surrey.sch.uk

Age group	4–11
Inspection date(s)	26–27 January 2012
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Introduction

Inspection team

Jeanie Jovanova

Additional inspector

Graham Saltmarsh

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 13 lessons taught by seven teachers. They held meetings with staff, pupils, a teacher from the Traveller Education team and a representative of the governing body. They also attended an assembly and made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent) and listened to pupils reading. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation relating to safeguarding and child protection, the school's self-evaluation, the school improvement plan, minutes of meetings held by the governing body and data relating to pupils' performance. They looked at the 87 questionnaires returned by parents and carers, together with others completed by staff and pupils.

Information about the school

This is a smaller than average primary school, which draws its pupils from a wide catchment area. The proportion of pupils representing minority ethnic heritages is lower than in most schools, as is the proportion of pupils who speak English as an additional language, a few of whom are at the early stages of learning English. The proportion of pupils from Traveller backgrounds is higher than the national average. The proportion of disabled pupils and those who have special educational needs is lower than average. The proportion of pupils who are known to be eligible for free school meals has increased since the last inspection yet remains lower than the national average.

The school has gained the Unicef Rights Respecting Schools Award. Since the previous inspection, there have been significant staff changes. The school meets the current government floor standard.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. The overwhelming majority of parents and carers hold very positive views of the education it provides for their children, describing it as a friendly and supportive environment in which to learn.
- Pupils, including those who are disabled or have special educational needs, make good progress in nearly all year groups because teachers plan well for their needs.
- Pupils' ability to read confidently enhances their learning in all areas of the curriculum.
- Attainment at the end of Key Stage 2 has been at or above the national average for the last five years. Pupils working at the higher levels do particularly well. Teaching is good overall, with examples of outstanding practice in Years 3, 5 and 6. Teachers set clear learning objectives and outline the steps pupils need to take to achieve them.
- Children make satisfactory progress in the Early Years Foundation Stage. Teaching does not create enough opportunities for children to extend their thinking and develop independent learning skills and does not always take account of children's starting points or cater to their particular interests.
- Although the assessment of children's learning is in need of development in the Early Years Foundation Stage, it is stronger in Key Stages 1 and 2. Pupils are regularly involved in assessing whether they have achieved the intended learning and this contributes to the high level of involvement in lessons. While marking in English now informs pupils of the next steps needed to improve their work, this approach is not consistently used in mathematics.
- Pupils' behaviour is outstanding. They treat each other, adults and the school environment with exceptional care and consideration. Their sense of safety is outstanding.
- Leaders and managers have worked successfully to secure a range of improvements since the last inspection, particularly in terms of the results at the end of Key Stage 1 and pupils' behaviour and safety.

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What does the school need to do to improve further?

- Improve the quality of marking in mathematics so that it matches that in English by ensuring staff consistently indicate the next steps pupils need to take to move their learning forward.
- Improve the quality of teaching in the Early Years Foundation stage by:
 - ensuring planning takes account of children’s starting points and caters to their particular interests
 - ensuring a balance between teacher-led and child-initiated activities
 - developing rigorous assessment procedures that accurately indicate children’s abilities in all areas of learning and enable staff to track progress closely

Main report

Achievement of pupils

Pupils are keen to learn. On entering the Early Years Foundation Stage, children have skills and abilities broadly in line with those of typical four-year-olds, except in communication and calculation, where their skills are not as well developed. Progress in the development of linking sounds and letters (phonics) is satisfactory in the Reception Year so, when they reach Year 1, pupils are still working at levels below those of their peers nationally in communication and calculation. However, improvements in teaching, coupled with accurate assessment in Key Stage 1, means pupils are now helped to make good progress and reach age-related expectations by the time they move on to Year 3. Reading has improved considerably in Key Stage 1 so that attainment in 2011 was above the national average for the first time in five years. Progress in Key Stage 2 is significantly better than progress nationally and, by the end of Year 6, pupils now consistently reach levels of attainment that are above those of their peers nationally. The percentage of pupils reaching the higher levels is above the national average in both English and mathematics. During the inspection, pupils made good, and sometimes outstanding, progress in lessons because they were provided with clear objectives for learning and understood what they had to do to achieve them. Pupils who find aspects of learning more challenging or need help to catch up are well supported and make similar progress to all other pupils.

The school is truly inclusive. Pupils from a range of groups do much better at Wyke than they do nationally. The school has successfully narrowed the gap in writing between boys and girls and for summer-born pupils. The very few pupils at the earlier stages of learning English keep pace with their peers as they are supported well in their learning. Pupils from minority ethnic backgrounds do considerably better when compared to their peers nationally, including those from Traveller backgrounds. Pupils who are known to be eligible for free school meals attain above the national average for all pupils. Progress for pupils who are disabled or who have special educational needs is significantly better than for the same group nationally.

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Quality of teaching

Pupils, parents and carers expressed the view that teaching is good and this is borne out by inspection findings. Key strengths, exemplified in the outstanding lessons observed, include: teachers having high expectations of all pupils, posing a range of questions which challenge pupils of all abilities, modelling the task clearly and unambiguously, dispelling any possible misconceptions, creating a good balance between teacher input and group work and calling the class together at key moments to refocus learning. There is a strong emphasis on thinking and reasoning which permeates all areas of the curriculum, from the Year 6 mathematics lesson on solving problems systematically rather than randomly to the Year 3 art lesson which encouraged pupils to take a gallery tour of their classmates' work and discuss the merits, both aesthetic and technical, of their pictures and how to improve them. However, in the Early Years Foundation Stage, children spend too long listening to the teacher or completing very structured activities, and are not given enough opportunities to explore learning for themselves.

Marking is becoming increasingly effective at involving pupils in assessing their own learning. The system of pupils indicating how well they have achieved the objective of the lesson is well embedded in Key Stage 2. However, while marking goes beyond that in English books, by indicating next steps for learning, this happens far less in mathematics and pupils are therefore less clear about what they need to do to reach their targets.

Reading is taught as a discrete subject through daily guided reading, and the skills are effectively reinforced throughout the curriculum. Pupils often visit the school library, both formally with the whole class and independently to change home reading books. Discussions with readers about their reading habits reveal that they enjoy the responsibility they are given to take control of their own reading and this motivates them to read more.

Pupils are excited by the opportunities the curriculum offers them, including those that help them develop their social skills. Pupils choose to work together, and will happily work with different partners throughout the day. Teaching is very effective in developing pupils' spiritual, moral, social and cultural awareness. The emphasis on reasoning helps pupils develop into thoughtful, considerate young people. For example, when reviewing their own learning, or evaluating the work of their peers, pupils show maturity and insight beyond their years. There are opportunities too to marvel at the sights and sounds of nature, such as on a Year 2 trip to discover minibeasts in their natural habitats, or to develop deep aesthetic awareness when discussing great works of art.

Behaviour and safety of pupils

The Rights Respecting Schools' ethos, which has been introduced since the last inspection and threads through all aspects of the school's work, is a strength as it underpins the outstanding behaviour of the pupils. The vast majority of pupils,

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parents and carers agree that behaviour is a very positive feature of the school. Pupils talk animatedly of their input into drawing up class, lunchtime and playground charters and of the rights and responsibilities they took into account when formulating them. Pupils' behaviour is exemplary both around the school and during lessons. They demonstrate high levels of concentration and determination when approaching their learning and regularly work together, support each other and tidy up without the need to be asked. Adults and pupils have similarly respectful and cooperative relationships. Pupils are welcoming to visitors. For example, at lunchtimes, pupils made a point of inviting the inspectors to sit and eat with them. Even though incidences of bullying of any kind are incredibly rare, none in the records for the past year, pupils have a good enough understanding to be able to design posters informing others of how to spot and deal with different kinds of bullying. Almost all pupils say they feel safe at school, and the overwhelming majority of parents and carers agree that the school keeps their children safe. Records for this year and last year show that attendance is high. Punctuality is generally good.

Leadership and management

Leaders and managers at all levels have contributed to successfully driving school improvement since the last inspection and this has led to raising pupils' achievement and attainment. They have embraced the 'Rights Respecting Schools' agenda and model those ideals in all that they do. This contributes greatly to very good provision for pupils' spiritual, moral, cultural and social development which is further enhanced by strong links with the local community and a range of valuable visitors and trips to places of cultural interest, such as a Hindu temple. The school is particularly adept at ensuring pupils develop well-informed attitudes towards other cultures and takes every opportunity to present them with a range of experiences that counter stereotypical thinking. The curriculum is good, particularly because of the strong links that exist between subjects. For example, pupils are very proud of the stories they wrote based on the images they had painted on their boomerangs while studying Aboriginal culture. There is a wide range of well-attended clubs for pupils before and after school and at lunchtime, such as Spanish and cross-country, which add to the richness of the curriculum.

Great efforts have been made to recruit and retain high quality staff and this has resulted in improvements in pupil attainment at Key Stage 1. The very large majority of staff who completed the questionnaire agree that the school promotes their professional development well. For example, a teacher who completed a mathematics specialism course went on to champion greater use of practical apparatus which pupils cite as instrumental in developing their understanding of key concepts. Self-evaluation, including the monitoring of the quality of teaching, is accurate. In view of improvements in attainment and sustained excellent behaviour and the positive response of staff, pupils, parents and carers, the school has good capacity to improve.

The governing body contributes effectively to strategic planning. It has good

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knowledge of the school's strengths and areas for development and asks challenging questions of the staff when presented with progress data. Arrangements for safeguarding are good. Leaders and managers are committed to promoting equality of opportunity, shown by the harmonious relationships that exist and by the lower than nationally expected differences in attainment and progress between all pupils and those from specific groups.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 January 2012

Dear Pupils

Inspection of Wyke Primary School, Guildford GH3 2HS

Thank you so much for the very warm welcome you gave us when we visited your school. I would particularly like to thank all of you who gave your time to talk to us, and those who read to us. You were extremely helpful and it was a pleasure to spend time with you. You go to a good school. These are some of the things that are particularly good about your school.

- Your behaviour is outstanding both in the way you treat each other and the school environment and also in how you approach your learning.
- You make good or better progress in most lessons because teachers plan lessons that give you a chance to think for yourselves.
- You are very positive about the teaching you receive, and we agree that it is good.
- You are given the opportunity to assess how well you have done at the end of each lesson, and your teachers use this to plan for your needs.
- You enjoy reading and are good at it, and this helps you in all your lessons, not just when you are learning English.

Although you go to a good school, there are two things that we have asked your headteacher, teachers and governing body to do to make it even better. These are to:

- make sure that marking in mathematics helps you understand the next steps you need to take to move on in your learning
- make sure that the quality of teaching in the Early Years Foundation Stage is as good as it is in the rest of the school.

You can help by continuing to work hard and treat each other so considerately. I send my best wishes to each of you.

Yours sincerely

Jeanie Jovanova
Lead inspector

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