

Wyberton Primary School

Inspection report

Unique Reference Number	120681
Local Authority	Lincolnshire
Inspection number	358817
Inspection dates	14–15 July 2011
Reporting inspector	Kath Campbell

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Joanne Cooper
Headteacher	Helen Richardson (Executive) and Anna Maltby (Assistant)
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 19 lessons taught by eight teachers. The inspectors held meetings with members of the governing body, staff and pupils. They also talked informally to parents and carers. They observed the work of the school and looked at a range of documentation, including information about pupils' progress, child protection and safeguarding. They looked at pupils' current and past work and scrutinised responses on 96 questionnaires completed by pupils and 82 by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do higher-attaining pupils reach high enough standards?
- Are boys achieving as well as they should, particularly in reading in Key Stage 1 and writing and mathematics in Key Stage 2?
- Has the consistency of teaching improved sufficiently to ensure good learning, particularly for pupils in Key Stage 1?
- How rigorously do curriculum teams monitor and evaluate the impact of initiatives in order to drive through improvement?

Information about the school

Wyberton is a smaller than average-sized school that serves a residential area within the town. The proportions of pupils from minority ethnic groups and who speak English as an additional language are low. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special needs, is above average. The school has gained several awards in recognition of its work, including the Artsmark, Activemark and an Enterprise and Business curriculum award. Since May 2011, the headteacher has been appointed executive headteacher of two schools. The assistant headteacher takes over responsibility for Wyberton during the executive headteacher's absence at the other school.

Wyberton Whizz Kids provides before-school and after-school childcare during term time and also holiday care. This facility is not managed by the governing body and is inspected and reported on separately.

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

Wyberton is a good school that has made rapid improvement since its previous inspection, chiefly because of the school's excellent leadership and management. The executive headteacher and the assistant headteacher complement each other's skills well and are instrumental in driving through improvement. Parents and carers, staff and pupils hold them in high regard. One parent expressed the views of many commenting, 'Our thanks to the headteacher and staff for their commitment and drive in continuing to provide a well-rounded learning experience with each year group'. Inspection evidence supports this view.

The improvement in the quality of teaching and learning is the key to the school's success. There has been a considerable rise in expectations of what pupils can achieve. Pupils' work in the current Year 6 indicates that their attainment is above average, with a good proportion of pupils working within higher levels. Rigorous monitoring has resulted in teachers being held far more accountable for the standards pupils achieve. That accountability takes various forms, ranging from interviews about the progress of specific pupils to the precise analysis of data, and has made a major contribution to the rise in attainment. Pupils throughout the school, including those with special educational needs and/or disabilities and those who speak English as an additional language, achieve well. Targeted initiatives, such as those to encourage greater enthusiasm for reading and writing, particularly among boys, have made significant inroads into a legacy of underachievement. Boys and girls currently make equally good progress. A strong focus on improving mental mathematics skills has also contributed to the rise in standards, especially of higher-attaining pupils. Very secure systems for tracking pupils' progress now identify potential underachievement at an early stage and excellent intervention strategies quickly get pupils back on track. However, progress is not yet totally consistent throughout the school. Most lessons motivate pupils very effectively and focus strongly on the learning of individual pupils. In a small minority of lessons, teachers miss valuable opportunities to move pupils on to an even higher level of challenge. Much-improved assessment procedures are used more effectively. Marking is good, with evidence of high-quality practice in some classes. However, it is not consistently used with enough precision to move pupils on to the next step in their learning.

The school's innovative business and enterprise curriculum is good and has greatly improved pupils' life chances. Some features are outstanding, such as the business links within the wider community that promote learning and well-being exceptionally well. The introduction of 'Independence Awards' has also played a strong part in raising pupils' aspirations. Opportunities for pupils to use literacy and numeracy skills in different subjects are developing well. However, there is still further to go before the curriculum can be judged outstanding, because it is not yet leading to consistently good learning outcomes in all lessons.

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A particular strength of the school's excellent care, guidance and support is the outstanding range of support mechanisms offered to pupils and families whose circumstances may make them vulnerable. Within personal development, pupils have an exceptionally strong understanding of feeling safe, partly through the 'risk taking' opportunities on offer within the curriculum and partly because of their confidence in the adults who teach and look after them.

The executive headteacher and the assistant headteacher have a very clear vision for the future. They know their school very well and self-evaluation is accurate. Together, they have created an impressively good climate for learning where staff have a very strong commitment towards raising attainment. The school has a warmth and friendliness that permeates all its work. The governing body is well organised and has a secure understanding of strengths and weaknesses. It monitors the school's work effectively. The overall picture is positive. Excellent leadership, combined with much-improved strategies for raising attainment and tracking systems that accelerate progress, give the school a good capacity to improve further.

What does the school need to do to improve further?

- Develop greater consistency in the quality of teaching and learning by:
 - ensuring all teachers have the highest expectations of what pupils can achieve
 - ensuring marking is always used effectively to move pupils on to the next step in their learning
 - sharing the good practice that exists within the school.
- Strengthen the business and enterprise aspect of the curriculum by:
 - focusing specifically on providing more opportunities for pupils to apply their reading, writing and mental mathematics skills to real life situations.

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

Pupils typically start school with levels of knowledge and understanding that are below those expected of children of their age. Early language and literacy skills are particularly weak. The Early Years Foundation Stage provides well for the school's youngest pupils, enabling an average proportion of pupils to move into Year 1 having achieved the early learning goals. Until recently, rates of progress have been uneven in Key Stages 1 and 2 because teaching has not always been good enough. Inspection evidence shows that standards are now rising in both key stages. The progress of all groups of pupils is accelerating because pupils have an enthusiasm for success brought about by far more effective teaching. Through the relentless evaluation and continual measurement of the impact of focused support initiatives, the achievement of some individual pupils is outstanding. Writing is a whole-school priority and recent initiatives, such as 'Visual Literacy', have greatly improved pupils' enjoyment of writing. The work in pupils' books confirms the increased confidence of both boys and girls to write at length. The progress of pupils with special educational needs and/or disabilities is meticulously monitored. Interventions are rigorously evaluated and further challenges incorporated, enabling these pupils to make as much progress as others. The good input for pupils who speak English as an additional language ensures these pupils develop vital skills rapidly. The greater

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involvement of pupils in assessing their own level of competence is also having a positive impact on learning outcomes. A good example of this was observed in a successful Year 4 science lesson. The task of designing and making a parachute captured pupils' interest right from the start and the classroom was a hive of activity, with animated discussion. Even the highest-attaining pupils were challenged. Everyone made good gains in their knowledge and understanding because the teacher and teaching assistant knew exactly who to target and support. Pupils were confident to explain their thoughts and ask for advice. Most pupils had an accurate view of their own level of understanding and were proud to be able to display their 'I am confident' self-assessment cards on their desks by the end of the session.

Within personal development, pupils have an impressively good level of participation in the school's democratic processes. The busy and successful school and community care councils are highly influential in decision making at all levels. Pupils of all ages say they enjoy school a great deal because learning is fun. This is reflected in their above average attendance. Behaviour is good and the small minority of pupils who present challenging behaviour are supported very well. Pupils are knowledgeable about how to stay fit and healthy. Their spiritual, moral, social and cultural development is good. Social development is strong. An impressive range of residential trips and activities, such as the Year 3 'Pizza Cafe' observed during the inspection, develop very secure social skills. Art and music play an important part in school life. By the time pupils leave, their good academic and secure personal skills ensure they are well prepared for the next stage of their education.

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These are the grades for pupils' outcomes

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lesson observations support the unanimous view in questionnaire responses from parents and carers that their children are taught well. Teachers' professionalism and their positive relationships with pupils are common features. In Key Stage 1, teachers focus particularly well on developing pupils' basic reading, writing and numeracy skills. They use assessment effectively to ensure tasks are accurately matched to ability. In all classes, teaching assistants make a strong contribution to pupils' learning. Focused support for the Y2 nurture group is of outstanding quality. In the most effective lessons, teachers provide just the right level of challenge to ensure good progress. In these lessons, the level of participation of pupils is high because they have a very clear view of what they need to do to succeed. Occasionally, in less successful lessons, long introductions leave pupils with too little time to practise skills.

The curriculum is exciting and is one of the main reasons pupils enjoy school. It has been carefully thought through to ensure the balanced development of academic and personal skills. Partnerships with local businesses and other schools are outstanding and there is an impressive range of opportunities to enrich and enhance pupil's enjoyment of learning. The school has made great strides in embedding a creative curriculum that ensures learning takes place in meaningful contexts.

Care, guidance and support procedures are highly effective and permeate the work of the school. Pupils know they are part of an immensely caring environment. One notable

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strength is the swift identification of individual pupils' needs. Intervention strategies of the highest quality, including counselling, enable pupils in need of support to grow in confidence and participate fully in school life. Procedures for monitoring attendance are very tight and have resulted in a significant reduction in the number of persistent absentees.

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	1

How effective are leadership and management?

There is a very strong determination by the executive headteacher and the assistant headteacher to secure rapid improvement. In the school's quest to raise standards, leaders monitor the quality of teaching and the progress of individual pupils with impressive tenacity. They have an accurate perception of strengths and weaknesses and the quality and rigour of monitoring, through lesson observations and numerous other evaluations, is of the highest quality. Systems for tracking the learning and progress of all groups of pupils are meticulous and have led to the elimination of inadequate teaching. The school has put an impressive range of support mechanisms in place to aid staff to improve their skills. For example, the school goes that extra step in its peer mentoring programme. As a result, all staff now have the confidence to embrace a wide range of teaching styles. They are able to meet the needs of individual pupils more effectively because they assess the day-to-day learning of pupils with greater precision. The recent addition of curriculum teams has successfully provided all staff with a valued voice in decision making, and levels of morale are very high. There is a clear vision for continuous improvement and strategic planning is of high quality.

Links with parents and carers are much improved since the previous inspection and are now used effectively to enhance pupils' learning. Governance is good. The governing body is knowledgeable and is strongly focused on raising performance. Safeguarding procedures are robust, meet requirements and follow good practice. Procedures for child protection training are particularly effective. The school is strongly inclusive and ensures pupils feel valued as individuals. It promotes equality of opportunity well by narrowing the gap between the performance of different groups and providing innovative learning opportunities for all groups of pupils to achieve well. It tackles discrimination effectively and pupils within school are very appreciative of each other's successes. Through its numerous residential visits, pupils interact socially with pupils from a wide variety of backgrounds. The school promotes community cohesion well. Business links are impressively strong and the school takes an active part in local life through fundraising and other social events. It reaches out effectively to the wider community through, for example, its links with a rural school. Links with a school in Mombassa have added a

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global dimension that provides pupils with valuable insight into the lives of people in other communities. Wyberton is an impressively harmonious, cohesive and happy community where adults and pupils get along well together.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	2
The effectiveness of partnerships in promoting learning and well-being	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

In the Early Years Foundation Stage, children make good progress in all areas of learning. The strong emphasis on personal, social and emotional development effectively enables children to grow in confidence. In targeted areas, such as early language and literacy development, children make rapid progress because they receive a high level of individual support. A good example of this was seen in an effective lesson where children were trying to discover what might be in the huge cardboard box they had discovered in the outdoor area. The element of surprise created great excitement. The ensuing discussion promoted speaking and listening skills particularly well. Suggestions ranging from a black mamba snake to a lion caused much animated discussion and successfully ensured children made great strides in their learning in a short space of time. Those with special educational needs and/or disabilities were well supported, enabling them to enjoy success. Parents and carers greatly appreciate the good start their children make. They are given numerous opportunities to become involved in their child's learning. All staff work together effectively as a team. Routines are well established and children experience a wealth of learning opportunities. They are able to choose whether to work indoors or outside and there is a good balance between independent and adult-led activities. Occasionally, some independent activities lack sufficient challenge to extend the learning of higher-attaining children. Plans are in hand to improve the quality of the outdoor learning area, which is currently not as attractive as the indoor learning environment. Teaching is of a consistently good quality and is at its most effective when children are working in small groups. 'My Learning Journey' books are of high quality and provide valuable insight into

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the progress of individual children. Leadership and management of the Early Years Foundation Stage are good because all staff share the same vision and drive for future improvement.

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

Parents and carers are overwhelmingly supportive of the school. Questionnaire responses were unanimous in expressing a view that their children enjoy school and that teaching is good. They believe that they are well informed about their child's progress and that the school meets their child's individual needs. Very few parents and carers expressed concerns, and isolated comments tended to be of an individual nature. The lead inspector followed up with the school any issues raised in the questionnaires while preserving confidentiality. Inspectors also spoke with parents and carers to gain a wider view and found a high level of satisfaction.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wyberton 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	66	28	34	0	0	0	0
The school keeps my child safe	58	71	22	27	0	0	0	0
My school informs me about my child's progress	58	71	23	28	1	1	0	0
My child is making enough progress at this school	54	66	27	33	1	1	0	0
The teaching is good at this school	60	73	22	27	0	0	0	0
The school helps me to support my child's learning	50	61	29	35	2	2	0	0
The school helps my child to have a healthy lifestyle	53	65	28	34	1	1	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)	51	62	26	32	2	2	0	0
The school meets my child's particular needs	51	62	30	37	1	1	0	0
The school deals effectively with unacceptable behaviour	54	66	23	28	5	6	0	0
The school takes account of my suggestions and concerns	49	60	29	35	2	2	0	0
The school is led and managed effectively	54	66	25	30	1	1	1	1
Overall, I am happy with my child's experience at this school	62	76	19	23	1	1	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



18 July 2011

Dear Pupils

Inspection of Wyberton Primary School, Boston, PE21 7BZ

Thank you for looking after us so well when we visited your school. We found you helpful and polite and your behaviour is good. There are many things of which you should be very proud. Your attendance is above average because most of you enjoy coming to school. You also know a lot about how to keep safe and you do so many good things to make your school a success. You were keen to talk to us about the things you like and you told us a lot about the work in your books. Your work has improved because most of you try very hard and make a lot of progress. Those of you who are in Year 6 should be very proud of the standards you have reached this year.

You go to a good school that has improved a lot since the last time it was inspected. Your headteacher is doing a very good job. All your teachers find lots of different ways to help you to do your best. The extra support that some of you get is excellent. Your writing has improved and your teachers and those that help you in class try to make your lessons fun. We think the work you do with other schools and local businesses is outstanding.

We have asked your school to do some things to help it improve even more. Some of the teaching is really good and we want all of it to be as good as that, with really challenging and interesting work for you all. We want to make sure you always know how to improve your work each time it is marked. We also want you to have more chances to practise your reading, writing and mental mathematics skills in different subjects.

You can help by keeping up your above average attendance, continuing to work hard and taking notice of your teachers' comments when they mark your work.

Yours sincerely

Kath Campbell
Lead inspector

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