

# Wyburns Primary School

## Inspection report

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<b>Unique Reference Number</b>	115302
<b>Local Authority</b>	Essex
<b>Inspection number</b>	379057
<b>Inspection dates</b>	20–21 September 2011
<b>Reporting inspector</b>	Selwyn Ward

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joyce Giles
<b>Headteacher</b>	Dale Watson
<b>Date of previous school inspection</b>	25 September 2008
<b>School address</b>	Nevern Road Rayleigh SS6 7PE
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<b>Email address</b>	headteacher@wyburns.org

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors, who visited 12 lessons taught by eight teachers. Inspectors spoke with staff, parents and carers, members of the governing body and groups of pupils. Inspectors looked at samples of pupils' work, the analysis of the tracking of pupils' progress, attendance records, school policies and procedures, school leaders' monitoring records, school planning and risk assessments. They also analysed the questionnaires received from 98 pupils, 18 staff, and 52 parents and carers.

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

- Does the school have an accurate picture of children's attainment on entry to the school and of the progress pupils make through the Early Years Foundation Stage and Key Stage 1 and 2?
- To what extent do standards in mathematics lag behind those in English?
- Are more-able pupils making as much progress as they should?

## Information about the school

This school is smaller than average. The large majority of pupils are White British with small numbers coming from a range minority ethnic backgrounds. The number of pupils learning English as an additional language is very small. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils with special educational needs and/or disabilities is low, as is the proportion with a statement of special educational needs. The school has ActiveMark, Basic Skills award, Eco-school status and the Woodland Trust Green Tree award. The headteacher was appointed in April 2010.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**3**

## Main findings

Wyburns provides a satisfactory education for its pupils. Although these have not always been accurately assessed by the school, children's skills, knowledge and abilities when they join Wyburns are generally above those expected for their age. Children make good progress in the Early Years Foundation Stage, demonstrating above average skills and capabilities by the end of the Reception Year. Pupils' achievement is satisfactory because progress through Key Stages 1 and 2 is uneven, with pupils attaining only average standards in English and mathematics by the end of Year 6. More-able pupils have not made as much progress as they should, and that remains a weakness in those lessons where teachers' expectations are too low. Although tasks in lessons are often varied to cater for pupils of different abilities, there is not enough targeting by ability of what pupils are expected to learn so that they build steadily on what they know. That means that there remain lessons where there is little new learning for the most able pupils.

Nevertheless, the picture is improving. The headteacher has a mostly accurate view of the strengths of teaching and assessment, and of areas for development. His feedback to teachers has correctly identified ways of accelerating learning in lessons. The impact of this is beginning to show through, with more pupils now attaining higher levels in the national tests. Recent initiatives have improved the teaching of mathematics and better support pupils' learning in this subject, for example through stimulating displays. These have helped to narrow the gap between mathematics and English when, previously, pupils' mathematical skills lagged behind those in reading and writing. Although the school has further to go to ensure pupils consistently attain the high standards of which they are capable, these recent changes for the better demonstrate the school's satisfactory capacity for continued improvement.

A strength of this school is the good quality of the arrangements for pupils' welfare and safety. As a result, pupils feel safe, and parents and carers voice particular satisfaction over this aspect of the school's provision. Wyburn's good systems for promoting attendance and chasing-up absences have resulted in above-average attendance rates. Behaviour is good and pupils are keen to learn. They listen carefully and work with concentration, only losing attention on those occasions when the lesson pace slows because the teacher's introduction goes on for too long. Pupils enjoy lessons because the curriculum is made interesting and fun. The curriculum remains work in progress, however, because, in some subjects, such as science, there is an over-reliance on sometimes unchallenging worksheets. Nonetheless, teachers are increasingly making links between different subjects that help bring learning to life. An initiative to promote cooking skills, for example, has given a

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practical application to honing pupils' knowledge and understanding of measure and volume in mathematics.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By the end of the summer term 2012, increase the proportion of pupils attaining higher levels in all year groups and accelerate pupils' progress in lessons, particularly that of more-able pupils, by:
  - raising teachers' expectations of what pupils can do
  - matching the learning objectives and success criteria, set out at the start of lessons, to pupils' different capabilities
  - maintaining a brisk pace of learning and ensuring that activities always enable pupils to build on what they have learnt before
  - posing questions to pupils that make them think for themselves
  - reducing the reliance on worksheets that constrain opportunities for pupils to write and present information in their own way.
  
- By the end of spring term 2012, improve the effectiveness of assessment by:
  - working together within the school, and with staff in neighbouring schools, to assure the accuracy of teachers' assessments, including of children's skills and knowledge when they start school
  - making sure that all pupils know and understand their individual targets and the next steps they need to take to move their learning on
  - consistently giving all pupils clear guidance through marking that shows them what they need to do to improve their work
  - giving pupils throughout the school the opportunity to routinely check and assess their own and each other's work.

**Outcomes for individuals and groups of pupils****3**

Attainment has been consistently average in both key stages. Although, in most years, an above-average proportion of pupils attain the nationally expected levels, too few attain the higher levels. Given that the school caters for many able pupils, with relatively few having special educational needs and/or disabilities, outcomes have not been as good as they should be. Achievement is satisfactory, however, because rates of progress are improving. Pupils, including the more able, make satisfactory progress in lessons, with good progress evident in a growing proportion of lessons. Pupils are eager to learn, and when teachers' expectations are high, pupils rise to the challenge. In a Year 1 lesson, for example, pupils were unfazed by complex terms such as Cretaceous, Triassic and Mesozoic as they ordered different dinosaurs on a geologic timeline, determining their position according to each dinosaur's evolutionary characteristics. There was much new learning, and pupils confidently used terms such as herbivore, carnivore and omnivore. This contrasted

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with lessons in some older classes where progress was slowed because more-able pupils, in particular, were largely repeating work, as, for example, when Key Stage 2 pupils used a multiplication square to look up multiplication calculations that fell within familiar ‘times tables’.

The small number of pupils learning English as an additional language generally make similar progress to their peers. The same is true of pupils with special educational needs and/or disabilities, although there are some pupils with statements of special educational needs who have made exceptional progress because they have benefited from very well-targeted support.

Pupils have a good understanding of the need for a healthy diet and regular exercise. They enjoy taking on responsibilities within the school, and they raise money for a range of charities. They take an interest in the wider world, including through the school’s sponsorship of a child in Brazil and in the link being developed with a school in Mexico. A recent enterprise initiative helped pupils to develop their business acumen. Pupils’ preparation for future life is satisfactory rather than better, however, because pupils’ key literacy and numeracy skills are only average.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

The good relationships that staff have with their classes contribute to pupils’ strong motivation. Teachers routinely set out learning objectives at the start of each lesson, although often these focus more on the task to be undertaken rather than what the pupils are expected to learn. Success criteria are sometimes matched to pupils’

<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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different capabilities, but even these do not always give a sharp enough focus on what more-able pupils are expected to learn. In some lessons, the pace of learning is too slow, with pupils not pushed enough to build on what they already know and can do. In the most effective lessons, teachers’ questioning extends pupils’ thinking, but this is not a consistent feature of lessons across the school. Learning support staff are often very well deployed, making an invaluable contribution, particularly in helping lower attaining pupils and those with special educational needs and/or disabilities with individual and group tasks. They are not always used effectively, however, when the teacher is talking to the whole class. Sometimes, on these occasions, the learning support staff are just passive observers.

In their otherwise positive questionnaire responses, a quarter of the pupils in Key Stage 2 indicated that they did not know how well they were doing. Although pupils have individual targets in the English and mathematics books, their work shows that they do not routinely refer to these targets. In most classes, they are not involved in assessing whether the targets have been met. There are examples of marking from teachers that set out for pupils the next steps they need to take to improve their work, but this is not a consistent feature across the school. Opportunities are missed to involve pupils in assessing their own and each other’s work. In some instances, pupils turn in work with simple errors because they have not taken time to check spellings, punctuation or calculations.

The attractive and well-resourced site helps to fire pupils’ keen interest in ecology and the local environment. Pupils also enjoy the good range of well-attended clubs and extra-curricular activities. The links developed between subjects make the curriculum interesting for pupils and contribute to their good engagement in lessons, but the curriculum is satisfactory rather than better because there is an over-dependence in some subjects on worksheets that constrain learning and there is not enough challenge for the many more-able pupils.

Parents and carers are pleased with the arrangements for settling children into school in Reception and for pupils’ smooth transition to secondary school. Apprehensions are eased by bringing former pupils back to talk to those in Year 6 about their experience of moving to secondary school. The good systems for discouraging and chasing-up absences have resulted in attendance rates that are above average. Pupils who have missed school because of illness have been helped to catch up through the work set for them during their convalescence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<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>2</b>

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## How effective are leadership and management?

The headteacher has made a number of significant changes in his time at the school. These have begun to have an impact on raising attainment and accelerating pupils’ progress. Other members of the leadership team are still developing their roles but they share the headteacher’s ambition for moving the school forward. Their monitoring, for example, of marking has not always been rigorous enough. Leaders’ monitoring of lessons has helped to identify precisely what each teacher needs to do to improve their practice, although some of these weaknesses remain. In some instances, lesson observations focus overly on the features of teaching rather than on whether or not pupils of all abilities are making the progress they should. This has contributed to leaders having an overly positive view of the effectiveness of teaching. The school has recovered from a period since the last inspection where there was very little professional development and training made available to staff. Performance management has now been undertaken when, previously, this had been allowed to fall into abeyance. There are productive links with other local schools, including some sharing of assessments of pupils’ work.

Governance is satisfactory. The governing body is now aware of past shortcomings over which it should have challenged leaders. It is strengthening its role by taking up opportunities for training, learning how to interpret for itself school performance data, and by visiting and gaining a first-hand account of what goes on in school. The governing body has ensured that arrangements for safeguarding go beyond basic requirements as, for example, through the thorough systems for checking and ensuring dual-authorisation of medicines administered with parental consent. Equal opportunities are promoted satisfactorily. There is little gender difference in outcomes in most year groups, but more-able pupils are not pushed enough to achieve their full potential. Community cohesion is promoted well. Pupils take a keen interest in the immediate locality, having been involved last year in tree preservation projects and a campaign over road safety and parking. Their horizons have been broadened through links with schools in South America.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>



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<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children are happy, safe and confident in exploring their surroundings and trying out new activities because adults regularly praise and encourage their efforts. They move freely between indoor and outside areas, choosing from a range of activities which motivate them to learn and practise new skills. For example, children excitedly and articulately explained how rain was falling on a canopy in the outdoor area and sliding down onto the ground to make puddles. Soon afterwards, children began to catch the drips in containers and use them for ‘cooking’ in the role-play area.

The Early Years Foundation Stage leader, relatively new to post, has accurately identified key areas for development and is taking effective steps to improve them. Parents and carers are appreciative of the information they receive through the school’s induction procedures and in the home-school communication books. However, parents, carers and grandparents are not as closely involved as they could be in sharing children’s achievements and contributing directly to children’s ‘learning journeys’. Staff have good links with pre-schools and outside agencies, which means that children with specific learning needs receive appropriately tailored support. Staff show that their good understanding of young children’s learning and developmental needs through their interactions in both directed and spontaneous play. They are skilled in asking the children key questions which consolidate and extend their learning. These contribute particularly well to children’s acquisition of new vocabulary. Staff regularly record children’s achievements and use these assessments to plan future provision.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 questionnaire response rate was lower than commonly seen. Among those parents and carers who returned questionnaires, the views expressed were mostly positive. Several wrote to inspectors to say they would like to see improved communication. Inspectors found that information on the school website was not as comprehensive as it could be and that newsletters could be livelier.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wyburns 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	62	19	37	1	2	0	0
The school keeps my child safe	37	71	15	29	0	0	0	0
The school informs me about my child’s progress	24	46	22	42	4	8	0	0
My child is making enough progress at this school	27	52	22	42	2	4	0	0
The teaching is good at this school	33	63	19	37	0	0	0	0
The school helps me to support my child’s learning	25	48	22	42	4	8	0	0
The school helps my child to have a healthy lifestyle	27	52	25	48	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)	24	46	26	50	0	0	0	0
The school meets my child’s particular needs	29	56	17	33	5	10	0	0
The school deals effectively with unacceptable behaviour	15	29	33	63	3	6	0	0
The school takes account of my suggestions and concerns	14	27	29	56	5	10	2	4
The school is led and managed effectively	21	40	26	50	0	0	2	4
Overall, I am happy with my child’s experience at this school	32	62	17	33	3	6	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <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 pupils' 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.**



22 September 2011

Dear Pupils

### **Inspection of Wyburns Primary School, Rayleigh, SS6 7PE**

Thank you for making us so welcome when we came to visit your school. The children get off to a good start in Reception but we have judged Wyburns as satisfactory because you are not all making consistently good progress throughout the school. Standards at the end of Year 6 have been average, but many of you are very able and so more of you ought to be attaining higher levels. We have therefore suggested some ways for teachers to challenge you more in lessons and through the curriculum activities they set you. You can help by telling your teachers if you find the work you are doing is too easy.

One of the reasons so many of you enjoy school is because teachers take good care of you so that you feel safe and secure. It was good to see how well behaved you are and how well you get on with each other. You are keen to take on responsibilities within the school, and we were pleased to see you listening carefully and working hard in lessons. We have suggested some improvements to the arrangements for assessment and the marking of your work. You can help with these by always carefully checking your work, taking time to read the comments teachers write when they mark your work, and doing your best to follow their advice. It will also be helpful if all of you knew and referred to your individual targets and the 'next steps' you need to take to move your learning on.

Thank you for being so helpful on our visit and our very best wishes for the future.

Yours sincerely

Selwyn Ward  
Lead inspector

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