

Wyborne Primary School

Footscray Road, London SE9 2EH

Inspection dates

21–22 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders have been effective in improving standards at Key Stage 2 over the last two years and this is set to continue.
- By the end of Year 6, pupils' attainment in English and mathematics is above average and continuing to improve, with increasing numbers of pupils making faster progress than that expected nationally. Pupils achieve well.
- Pupils' writing improved in 2012 and pupils are continuing to make good progress. Pupils' speaking and listening skills are also good.
- Pupils are keen to learn and are unreservedly polite and caring of one another. They enjoy taking responsibility for areas of school life, such as being a member of the school council.
- The school provides many opportunities for pupils' spiritual, moral and social development. Pupils feel safe and very well cared for.
- Teaching throughout the school is usually good and some is outstanding.
- Support staff who work with pupils in need of extra help are making a strong contribution to pupils' good achievement.
- There is good engagement with parents and carers.
- The quality of teaching and provision in the Early Years Foundation Stage are good. The school provides a stimulating and caring environment.
- Governors know the school well and rigorously hold the school to account for its performance and its finances.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough and a small amount of teaching is not consistently good, particularly at Key Stage 1.
- Sometimes, the work that teachers set does not consistently meet the needs of all pupils, especially giving harder work to pupils as soon as they are ready.
- Pupils do not always know the next steps they need to take and there are not enough opportunities for pupils to respond to their teachers' marking to make the necessary improvements to their work.

Information about this inspection

- Inspectors observed 21 lessons, three of which were joint observations carried out with the headteacher and the deputy headteacher. Inspectors also carried out a series of short visits to other lessons across the school, observed three assemblies and listened to children read.
- Meetings were held with the Chair of the Governing Body and other governors, and a representative from the local authority.
- Inspectors took account of the 45 responses to the online Parent View survey as well as the views of the parents and carers they met. They also considered the 17 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school's own information about pupils' achievement, the school's self-evaluation, improvement plans, safeguarding policies and records, and documents relating to performance management.

Inspection team

Lesley Leak, Lead inspector

Additional inspector

Avtar Sherri

Additional inspector

Velia Hartland

Additional inspector

Full report

Information about this school

- This is larger than the average-sized primary school, with two forms of entry.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for looked-after children, pupils known to be eligible for free school meals and children of service families, is above average.
- The biggest pupil group is White British and the proportion of pupils from minority ethnic backgrounds is higher than the national average.
- The proportion of pupils who speak English as an additional language is much higher than the national average. Relatively few of these pupils are in the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, but the proportion supported through school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is outstanding and all pupils consistently make rapid and sustained progress by:
 - eradicating the inconsistencies in teaching at Key Stage 1
 - improving the consistency of marking so that all pupils know their next steps and how to achieve them, and are routinely given opportunities to act on teachers' comments and work on their corrections
 - ensuring that all teachers, when planning lessons, use the school's assessment information so that they can build effectively on pupils' existing knowledge and skills
 - making sure that teachers and other adults act as soon as groups of pupils and individuals are ready to move on to harder work within the lesson.

Inspection judgements

The achievement of pupils is good

- Most children in the Early Years Foundation Stage enter Nursery with the skills typically expected for their age. They make good progress throughout the early years because of the good teaching they receive. The proportion of children reaching or exceeding the expected level of skills development by the end of the Reception Year has risen in recent years and is above average.
- Standards in English and mathematics at Key Stage 1 are average. Pupils in Years 1 and 2 do not make such rapid progress as pupils elsewhere in the school because the teaching is not consistently good.
- Pupils' progress accelerates throughout Key Stage 2, particularly in Years 5 and 6, where the teaching is outstanding. As a result, pupils leave Year 6 with above-average attainment, and increasing numbers of them are making progress beyond that found nationally.
- Pupils' speaking and listening skills are strong because pupils are given many speaking and listening opportunities from a young age. Pupils are confident speakers because they regularly discuss their ideas in pairs and small groups.
- The school actively promotes equal opportunities and tackles discrimination by ensuring that pupils who are not making sufficient progress receive appropriate extra help to achieve well. Rigorous checks on pupils' progress means that anyone who needs extra support is identified quickly and taught in small groups or helped with one-to-one tuition. Consequently, most groups of pupils make good progress from their different starting points, including disabled pupils and those with special educational needs, as well as pupils for whom English is an additional language.
- Pupils in receipt of funding through the pupil premium, including those known to be eligible for free school meals, are working at the same age-related level of attainment as their peers. This is because funding has been spent appropriately on meeting the needs of identified pupils through additional pastoral support and other individual and small-group activities in English and mathematics.
- Across the school, pupils develop good reading skills and enjoy a variety of texts. Phonic knowledge (the linking of sounds and letters) is developed systematically, and taught particularly well in Reception and Key Stage 1, so pupils make good progress. Weaker readers are given extra support and, together with the school's unified approach to teaching reading, which draws on a variety of cultural themes across the curriculum, pupils achieve well in reading.
- Previous underachievement in pupils' writing has been addressed successfully and there is now a consistent picture of improved achievement emerging over time.

The quality of teaching is good

- Most teaching is good, with examples of outstanding classroom practice seen in upper Key Stage 2. A small amount of teaching is not consistently good, especially in Years 1 and 2.
- In the Early Years Foundation Stage, staff provide a stimulating and caring learning environment, both indoors and outdoors, where children quickly become confident learners and make good progress. There is a wide variety of activities designed to challenge and motivate them, and children collaborate well.
- The teaching of writing has improved over the year. Imaginative activities which build on pupils' reading in class provide them with a wealth of creative opportunities that improve the quality and length of their written pieces. For example, taking an idea from a book read in class, pupils in Year 3 worked in groups of four to write their own legend, each planning a section of the story. Together, they made creative decisions as to which of their ideas to include, so that their final draft was of the best possible quality.
- Adults who support pupils in need of extra help, including disabled pupils and those who have

special educational needs, are making a strong contribution to improving standards because their work is skilfully planned and they are well trained.

- Most work is set at the right level. Where teaching is outstanding, teachers inspire pupils to learn and tasks are set to stretch their thinking and reasoning skills. In these lessons, pupils rise to their teachers' high expectations and challenge, and show exceptional levels of motivation and engagement, as well as strong independent skills.
- However, where teaching is less effective, teachers do not always make enough use of the school's assessment information to plan work that is matched accurately to pupils' abilities and consequently pupils do not always know their next steps in learning.
- Not all teachers routinely check their pupils' understanding in lessons, to adjust the level of difficulty and challenge to suit individuals, which limits the progress some pupils can make.
- The frequency of marking and the assessment of pupils' work are inconsistent. Where learning is less effective, pupils are not given sufficient opportunities to respond to their teachers' guidance, to consolidate what they have learned or to correct their mistakes.

The behaviour and safety of pupils are good

- Staff, parents and pupils agree that behaviour in lessons and around school are good. Pupils are always polite and courteous to one another. Their attitudes to learning are generally positive in lessons and play a significant part in the pupils' good achievement. Where teaching is less effective, some pupils lose concentration and do not complete tasks as well as they should.
- They act responsibly on the playground, where they are well supervised. They have a good understanding of how to stay safe and take responsibility for their own actions. Their understanding of the different types of bullying is secure. They say that bullying is extremely rare and they are confident in the school's ability to deal with it swiftly as well as their own effectiveness in settling minor disputes, through their 'peer-mentoring' scheme.
- Pupils say that the school is very caring and friendly and that there are countless members of staff who will help them if they have a problem. They especially cite the school's learning mentor and their headteacher.
- All staff are consistent in their approaches to behaviour and, as a result, exclusions are rare. Pupils enjoy the weekly assemblies where their individual and collective achievements are valued and celebrated. They respond well to assembly themes that encourage reflection on moral, cultural and spiritual issues.
- Pupils throughout the school value the many opportunities to take on important roles and responsibilities, including positions such as prefect, school council member and peer mentor. They are rightly proud of how their contributions ensure the smooth running of the school.
- Pupils enjoy school and consequently their attendance is broadly average and improving. They get on well together and collaborate successfully in pairs and groups.

The leadership and management are good

- All parents and staff agree that the school is led and managed well, and the analysis of the staff questionnaires reveals that all staff are proud to work at the school.
- Leaders at all levels, including the governing body, have a clear view of the school's strengths and areas for development, which they have tackled with determination. As a result, mathematics, reading and writing policies have been rewritten, resulting in improved provision. This has led to a strengthening picture of achievement, especially at Key Stage 2 and particularly in writing. Further work is necessary to accelerate the achievement of pupils in Years 1 and 2 through ensuring greater consistency in the teaching.
- The school's system for managing the performance of staff focuses on the impact of teaching on pupils' progress. All teachers, including newly qualified teachers and support staff, are included

and they value the good training they receive. This has ensured that the teaching is generally good, with some that is outstanding.

- There are many opportunities for pupils across the school to participate in activities that promote their spiritual, moral, cultural and social development. These include visits to different places of worship and enrichment events such as the school's annual cultural weeks, and Roman and Victorian days.
 - The curriculum provides a suitable range of opportunities to meet the needs, abilities and interests of pupils. The curriculum is broadened by a variety of enrichment activities, including music and art lessons, residential trips and other exciting after-school sports clubs.
 - There is good engagement with parents and carers and the school is effective in enabling them to support their children's progress at home.
 - The school has continually worked in a very positive way with the advisory service from the local authority, welcoming the high-quality expertise and support they receive, when requested. There has been no need for the local authority to provide more than 'light-touch' support because the school has remained a good school.
 - **The governance of the school:**
 - The governing body is effective in its ability to challenge and support the school. Its members receive regular evaluations of the school's performance and know what the school is doing well and where it could do better because they are fully involved in the school's self-evaluation activities. Governors monitor the effectiveness of the school's use of the additional funding through the pupil premium to narrow the gap in attainment, and ask relevant questions to secure further improvement. They pay close attention to the school's evaluation of teaching and its management of staff performance, recruitment and retention. They are aware that strengthened accountability, which aligns the quality of teaching more tightly to pay progression, will support the school's ambition to be outstanding. They encourage parents and carers to engage with the school and to participate in events that help them to support their children's learning at home. They ensure that safeguarding arrangements meet statutory requirements and that equality of opportunity is promoted well. Members of the governing body have been well trained by the local authority to fulfil their duties. The governing body holds the school effectively to account for the management of its finances.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100146
Local authority	Greenwich
Inspection number	402819

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	The governing body
Chair	Carol Wood
Headteacher	Sheila White
Date of previous school inspection	10 March 2008
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Fax number	020 8850 3969
Email address	headteacher@wyborne.greenwich.sch.uk

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