

# Wyvil Primary School and Centre for Children with Speech and Language Impairment

Wyvil Road, South Lambeth Road, London, SW8 2TJ

**Inspection dates** 7–8 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Throughout the school, all groups of pupils make rapid progress in English and mathematics.
- Teachers have excellent subject knowledge and regularly check on pupils' understanding in lessons.
- Teachers plan interesting and engaging activities that enable all learners to be fully involved in their learning.
- All teachers have a consistent approach of modelling the correct pronunciation of English words and every lesson has a strong focus on developing pupils' speaking skills. Consequently, pupils who speak English as an additional language make accelerated progress.
- The 'Good to be Green' behaviour system is used very well by all staff and pupils are proud that their excellent behaviour is recognised by staff.
- Pupils attend school very regularly and enjoy many enrichment activities.
- The executive headteacher and head of school have worked well together to monitor pupils' progress.
- Leaders have ensured that there are rigorous systems in place to monitor the quality of teaching and provide good support and training for teachers.
- Subject leaders are very thorough in their analysis of areas identified for improvement and effective strategies have been implemented to ensure all pupils make accelerated progress.
- Governors provide excellent support and challenge to leaders. They effectively monitor the spending of the pupil premium funding.
- The school communicates very well with parents and carers, and they praise the work of the school.

## Information about this inspection

- The inspection team observed 26 lessons, of which most were joint observations with the executive headteacher, head of school and the deputy headteacher.
- The team observed behaviour around the school.
- Inspectors held meetings with the executive headteacher and head of school to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on attainment and progress.
- Meetings were held with other senior leaders, staff and with two members of the governing body. The team had a telephone conversation and meeting with the local authority's senior improvement adviser.
- Inspectors considered parents' and carers' views of the school through informal discussions at the start of the inspection and the 49 responses to the online questionnaire (Parent View). There were also discussions with pupils.
- The team listened to pupils read and interviewed pupils.
- The team examined a number of documents, including the local authority's involvement with the school, the governing body minutes and information on pupils with special educational needs. They looked at attendance figures and pupils' work.

## Inspection team

Janice Williams , Lead inspector

Additional Inspector

Philip Mann

Additional Inspector

Victoria Turner

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The percentage of girls on roll is below the national average.
- Around 36% of pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for children looked after by the local authority, those eligible for free school meals and the children of service families. This figure is above the national average. There are no pupils who are looked after by the local authority and no pupils from service families currently at the school.
- Around 95% of the pupils are from minority ethnic backgrounds. Approximately 43% of pupils are of Portuguese, Brazilian and Angolan heritage and 13% are from West African and Caribbean backgrounds.
- Around two thirds of the pupils speak English as an additional language and this proportion is well above the national average.
- The proportion of pupils with special educational needs supported at school action is above the national average, and the proportion supported at school action plus or with a statement of special educational needs is well above the national average.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, Wyvil has had joined a hard federation with Vauxhall Primary School. The two schools were federated under a single governing body on 3 December 2012.
- The headteacher at the time of the previous inspection is now the executive headteacher for this school and Vauxhall Primary School. He shares his time equally across both schools. The deputy headteacher became the head of Wyvil School in September 2012 and a new deputy headteacher joined the school at Easter 2013.
- There is a specially resourced provision for children with speech and language impairment called Centre for Children with Speech and Language Impairment.. There are 14 pupils on roll.
- The nursery playground was remodelled in summer 2011.
- The school is the lead school in the cluster of 12 schools in the borough.
- Very few pupils are educated off-site at Octavia House (Therapeutic Centre) and Kennington Park Bridge to School.
- The school runs a number of after-school clubs.

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

- Further improve pupils' progress at Key Stage 1 by:
  - ensuring that all teachers use assessment information more effectively to plan and deliver lessons that consistently meet all pupils' different needs to further accelerate their progress
  - further ensuring that the best teaching practice is shared across all classes.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Achievement is outstanding because most pupils throughout the school make excellent progress in reading, writing and mathematics.
- Children enter Nursery with skills that are well below those expected for their age in all areas of learning and many do not speak English when they start. They make excellent progress in the Nursery because adults have high expectations and continuously model the accurate pronunciation of English words.
- A very large majority of the children from Nursery continue into Reception and they make rapid progress because adults introduce and reinforce new vocabulary very well. In expressive arts and design, children are encouraged to say what they have made and adults use effective questioning to get the children to explain the processes involved in making their objects.
- Most of the pupils continue into Year 1 and approximately two thirds of them start Key Stage 1 with similar attainment to other pupils nationally. Over the last two years, pupils' attainment in Year 2 has improved to be broadly in line with the national average. The most recent Key Stage 1 test results are the best ever. Attainment in the Year 1 linking of letters and sounds check has been well above the national average for the last two years. Given pupils very low starting points, this represents excellent progress.
- Although most pupils make excellent progress in Key Stage 1, their progress is not always as rapid as in the Early Years Foundation Stage and Key Stage 2 because a few teachers do not always use assessment information effectively enough to plan and deliver lessons that consistently meet all pupils' different needs. Sometimes, the best teaching practice in the school is not shared across all classes.
- In Key Stage 2, pupils make excellent progress in reading, writing and mathematics because there is a very strong emphasis on first listening and then speaking. Pupils are given many opportunities to listen to the accurate pronunciation of words and discuss various sentence structures before writing. Consequently, all pupils, including those who speak English as an additional language and pupils from different ethnic backgrounds, make rapid and sustained progress. Pupils make excellent progress in mathematics because in most classes the tasks provided match their abilities very well and they are given many opportunities to use their skills in solving new problems.
- The least-able and most-able pupils make particularly rapid progress. The very few pupils who are educated off-site make similar progress to their peers in English and mathematics.
- Most disabled pupils and those with special educational needs, including those in the Speech and Language Centre and those eligible for free school meals, make exceptional progress in English and mathematics because of the superb inclusive learning environment, very good teaching and smaller class sizes that are effectively tailored to meet their needs.
- In 2012, the attainment of Year 6 pupils known to be eligible for free school meals was approximately a term behind their peers in both English and mathematics. The gap has narrowed further to less than a term according to unvalidated information in the most recent national tests.

### The quality of teaching

### is outstanding

- Outstanding teaching enables pupils to make rapid progress. Teachers have excellent subject knowledge and there is a consistent approach of teachers giving pupils many opportunities to discuss and improve their speaking and writing skills.
- In the Early Years Foundation Stage, there is a clearly defined teaching sequence used where adults model the correct articulation of words and correct inaccuracies in children's pronunciation

or in blending and segmenting sounds. Children make rapid progress in lessons because there are many opportunities for them to use and apply their knowledge of letters and the sounds they make (phonics skills).

- Although the quality of teaching in Key Stage 1 is slightly less strong than in the other key stages, pupils make exceptional progress because lessons move at a brisk pace and most teachers skilfully question pupils so that a deeper level of thought and expression is required of them.
- In the Speech and Language Centre, pupils make excellent progress because tasks are often planned well for them with many stimulating resources used that sustain their interest. Supporting adults work very well with this group of pupils.
- The excellent teaching in Key Stage 2 enables most pupils to make exceptional progress because teachers provide very clear explanations and use praise particularly well to motivate pupils. Teachers and additional adults check pupils' understanding regularly and frequently monitor their progress.
- Across the school, pupils' books are marked regularly and the comments from teachers are detailed with very good guidance that clearly explains to pupils how they can improve their work. Most pupils read these comments and most in the older classes respond to the feedback so as to improve their work. Consequently, they make rapid progress because they often edit and correct their own work. Pupils say that teachers' comments and feedback are 'always encouraging and tell us how to improve our work, and this also helps us with our future work'.

### **The behaviour and safety of pupils are outstanding**

- Pupils' behaviour is excellent in lessons and around the school. They are often very attentive in lessons and eager to participate in discussions and activities.
- In lessons, pupils work well with their peers. There is a high level of respect shown to both peers and adults as they listen carefully to each other and make insightful suggestions, for example, to improve their formation of different sentences.
- Pupils attend school very regularly and enjoy coming to school because they say that teachers 'make lessons interesting' and 'we like to play with our friends'. Consequently, exclusions are infrequent.
- Most pupils know the levels they are working at and older pupils in Year 6 enjoy the responsibility of helping some Year 3 pupils in mathematics.
- They are aware of the different types of bullying and say that bullying incidents are rare. Pupils believe that if bullying ever happens, they are confident that they can report this to a member of staff and it would be quickly addressed.
- Pupils are very aware of cyber-bullying and internet safety. They know how to respond, for example, to reject any unknown invitations from the internet.
- They participate in many charitable events and raise large sums for Children in Need. Pupils also contribute a large food donation for harvest and for the homeless.
- Pupils are aware of the 'Good to be Green' behaviour management systems and are often proud to wear the stickers that show that they have displayed exemplary behaviour in lessons or around the school.
- Pupils have many roles of responsibility which they take on. Some are a part of the 'Five and Thrive' team that promote healthy eating, others are part of the Green team for 'Eco-schools', or are peer mediators and young leaders.
- An overwhelming majority of the parents and carers interviewed and those who responded to Parent View say their children are taught well, are happy and safe, and make good progress in the school. Many of the parents and carers interviewed praise the various after-school clubs that finish late to give them enough time to leave work and be able to collect their children.

## The leadership and management are outstanding

- Leadership and management are outstanding because leaders have accurately analysed pupils' assessment information and put effective strategies in place to ensure that pupils' progress is accelerated at every key stage.
- The executive headteacher is supported well by the head of school and other leaders. Their evaluation of the school is rigorous and accurate. They monitor teaching regularly and accurately, and there are many training opportunities for teachers to improve their expertise.
- Leaders have ensured performance management systems are in place linked to their pay; consequently, weaker teaching is identified quickly and very good support systems are put in place to support teachers so that they continuously improve their teaching skills.
- Subject leaders' monitoring and termly plans are thorough and accurately identify areas that need further attention, and very effective strategies are implemented to ensure that pupils make accelerated progress throughout the school.
- Leaders have worked well with the local authority to continuously evaluate the school's performance and provide additional support for some leaders.
- Leaders, including governors, have rigorously monitored the use of the pupil premium funding and ensure that pupils eligible for free school meals make similar progress to their peers and participate in many extra-curricular activities with their peers. The funding has been used effectively to train additional staff in teaching phonics so that pupils' reading skills improve rapidly. Funding is also used to provide additional support for eligible pupils with very particular needs.
- Leadership of the Speech and Language Impairment Centre is exemplary because leaders ensure that support that they provide is tailored to meet pupils' particular needs, so they often make more rapid progress than some of their peers.
- Leaders carefully monitor the development of pupils' physical well-being, and a senior leader oversees all enrichment activities and clubs such as Taekwondo, football, netball, hockey, boxing, gymnastics and cricket. At lunchtimes, pupils can be seen being trained by qualified Taekwondo coaches and pupils participate in many competitions with other schools. As a result, pupils know the importance of exercise and enjoy many sporting events.
- Leaders plan to use the new sports funding to continue to improve the many enrichment sports activities already provided.
- The curriculum includes many interesting topics that appeal to all pupils, and the detailed planning for pupils of different abilities ensures that the learning environment is inclusive and all pupils are treated fairly and equally. Consequently, all pupils have equal opportunities to make accelerated progress.
- Pupils' spiritual, moral, social and cultural development is promoted well throughout the school through, for example, assemblies on various religions and themed-week activities. Over recent years, critical thinking has been a major focus in all classes where pupils are given many opportunities to reflect on the probing questions from teachers and additional adults.
- **The governance of the school:**
  - Governors provide excellent support and challenge to leaders. They are involved in the executive headteacher's appraisal and are aware of performance management systems, those for monitoring teaching and the way good teaching is rewarded. They know that the school's performance is above average. Governors take up training opportunities and have plans to undertake additional training on data systems used to set targets for pupils.
  - They have rigorously monitored the spending of the pupil premium and get regular updates on the progress of eligible pupils. Governors know about the many support programmes and activities that the funding provides.
  - Governors are aware that pupils' well-being is promoted well through the after-school clubs that many pupils attend. They ensure that safeguarding requirements are met.

## 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

<b>Unique reference number</b>	100591
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	425601

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	517
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anil Fernandez
<b>Executive Headteacher</b>	Christopher Toyne
<b>Head of School</b>	Rachel Pereira da Silva
<b>Date of previous school inspection</b>	22-23 October 2008
<b>Telephone number</b>	020 7622 1164
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