

Inspection of a good school: Wyburns Primary School

Nevern Road, Rayleigh, Essex SS6 7PE

Inspection dates:

24 and 25 May 2022

Outcome

Wyburns Primary School continues to be a good school.

What is it like to attend this school?

Pupils value the school community, where they say that everyone cares for each other. For example, pupils act as 'green hats' in the playground every day, seeking out and helping younger children. Pupils' kindness and effort are celebrated in assembly every week.

Pupils say that this is a safe school. They understand what bullying is and say that it rarely happens. They have 'worry buddies' in every classroom so they can let their teachers know if they have concerns. Pupils trust adults to deal with any problems that they have.

Pupils work hard and like to challenge themselves in lessons. One pupil commented: 'Teachers say we must push ourselves out of our comfort zones.' Pupils say that teachers will always help them when they need it.

Pupils behave well around the school and in lessons. When they need it, pupils are helped to identify and manage their feelings and behaviour.

Pupils enjoy the many trips, visits and visitors. They take part in dance and sport festivals. They enjoy the sensory garden and older pupils grow flowers. Pupils develop a love of stories and reading. They enjoy theatre trips and author visits.

What does the school do well and what does it need to do better?

Leaders have put a well-planned curriculum in place. Pupils study a broad range of subjects from early years to Year 6. Leaders have identified the most important knowledge that pupils need to know in each year group. Leaders have organised the curriculum so that pupils can build new learning on what they already know.

Staff deliver this curriculum well. They ensure that there are opportunities for pupils to practise their learning in tasks of increasing difficulty. For example, in mathematics, new skills are introduced before pupils apply this learning to tasks that involve reasoning or

problem-solving. Teachers check that everyone understands before moving on. They provide extra help when needed. On occasion, adults provide help to pupils that is not precise enough. This does not help a very small number of pupils to catch up as quickly in their learning.

Teachers ensure that pupils encounter lots of new vocabulary across the curriculum. Most pupils can use this vocabulary appropriately and apply it to their learning. In some lessons, adults explain new vocabulary well, but this is not consistent across the school. When this occurs, some pupils have an overly simplistic understanding of some vocabulary.

Children learn to read from the start of Reception. Regular, careful checks help leaders to identify where pupils have gaps in learning and give them the precise help they need. Books are at the right level for pupils to get plenty of practice with their phonics skills. Pupils develop lots of strategies to tackle unfamiliar words. For example, they know how to break words into sounds and syllables, and to look for root words and suffixes. Most pupils quickly become confident, fluent readers. In key stage 2, daily reading lessons are well planned. Pupils encounter a wide range of texts. They talk enthusiastically about their favourite authors and books. They really enjoy story time with their teachers.

Leaders work with parents and carers to identify special educational needs and disabilities from the early years. They act quickly to involve external professionals. They ensure that staff follow the advice provided. Staff supporting pupils with the highest levels of need are well trained.

Pupils behave well in lessons and around the school. Pupils understand that rules need to be 'fair for teachers as well as children'. In Reception, pupils share equipment, take turns and learn to listen to each other. In lessons, older pupils work well independently and with each other. A very few parents expressed concerns about behaviour. These concerns are not borne out by inspection evidence. Leaders recognise the need to work closely with families to ensure a shared understanding and confidence in behaviour systems among some parents.

Leaders care about supporting pupils as broadly as possible. Pupils learn about the wider world and different religions. Learning about neurodiversity is included in the reading curriculum. Positive role models, such as Rosa Parks and Mary Anning, are celebrated in history. Leaders ensure that there is extra support to pupils who need it, for example for pupils who are young carers.

Pupils understand the importance of staying healthy in a range of ways. For example, they play an important role in encouraging healthy eating through the creation of school-wide posters and the school newsletter.

Governors and trustees know the school well. They recognise the support provided by the CEO that is helping to continue to raise standards. Staff appreciate the support of leaders to manage their workload and well-being. Teachers, including those in the early stages of their careers, feel well supported by knowledgeable and enthusiastic subject leaders.

In discussion with the headteacher, the inspector agreed that support for pupils who need help to catch up, including those from disadvantaged backgrounds, and pupils' development of vocabulary may usefully serve as focuses for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are well trained to identify the potential risks for pupils. They report all their concerns promptly using the school systems. They understand the importance of their role in keeping pupils safe.

Pupils are confident that they will be listened to and helped if they need it. Safety is part of the planned curriculum. Pupils learn how to stay safe online and when out of school.

Leaders take all concerns seriously and ensure that they are appropriately recorded. They act quickly to get the help needed for pupils and their families. They work well with external agencies to provide extra support for the most vulnerable pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans clearly identify the essential vocabulary to be taught. However, in some lessons, the teaching of vocabulary is overly simplistic. Teachers do not ensure that pupils have the rich understanding of this vocabulary, as intended by leaders. On occasion, this limits the ability of pupils to use and apply language in more complex ways. Leaders should ensure that all staff are delivering this aspect of the curriculum plans as fully as intended.
- Leaders check how well pupils are faring across the curriculum and put strategies in place to help them to catch up. They have identified a small group of pupils, including some who are disadvantaged, who have gaps in their knowledge and understanding where additional support is not yet precise enough in helping them to catch up quickly. Leaders should ensure that additional support is sharply focused on helping these few pupils to catch up quickly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Wyburns Primary School, to be good in March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145349
Local authority	Essex
Inspection number	10227570
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	Board of trustees
Chair of trust	Paula Whittle
Headteacher	Kath Sansom
Website	www.wyburns.org
Date of previous inspection	Not previously inspected

Information about this school

- Wyburns Primary School joined the South Essex Alliance Multi-Academy Trust in January 2018.
- Wyburns Primary School leaders do not use any alternative education providers.

Information about this inspection

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school, and has taken that into account in her evaluation.
- The inspector held meetings with senior leaders, including the headteacher, governors and a representative of the trustees. The inspector also spoke to other leaders, staff, pupils and the school's effectiveness partner from Essex Local Authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. In early reading, this took the form of listening to pupils read to a familiar adult.

- The inspector spoke to parents when pupils were being collected from school. The inspector also spoke to pupils in the lunch hall and on the playground.
- As part of the evaluation of the school's safeguarding processes, the inspector reviewed the school's single central record and met with the designated safeguarding lead.
- The inspector reviewed a range of school documents, including the school development plan, curriculum plans and school policies.
- The inspector reviewed the 57 responses that were submitted by parents to Ofsted's online questionnaire, Parent View, and also considered the 38 free-text responses from parents. The inspector also considered 26 responses to the Ofsted Staff survey and 27 responses to the pupils' survey.

Inspection team

Lynne Williams, lead inspector

Her Majesty's Inspector

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