Inspection of Wyvil Primary School and Resource Bases for Speech, Language and Communication Needs, and Autism

Wyvil Road, London SW8 2TJ

Inspection dates: 12 and 13 June 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

This is an inclusive and welcoming place for pupils to attend. It is ambitious for all its pupils to succeed and to receive a broad and balanced curriculum. Pupils with special educational needs and/or disabilities (SEND) are fully included in school life. In the additionally resourced provision base for pupils with autism (ARB), staff identify pupils' needs carefully and provide skilful support. The school makes exceptional provision to support pupils with autism.

The school is generally a calm and orderly environment. Pupils are friendly and polite. Pupils said that staff sort things out quickly when any concerns occur. In some classes, learning is occasionally impacted by off task behaviour.

Family support and pupils' well-being are key priorities for this school. Pupils are kept safe. They value their leadership roles such as school councillors, learning and well-being ambassadors and reading buddies. Pupils look forward to residential trips and visitors to the school. They were positive about recent trips to a gallery, museum and the embassy of Portugal.

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

The school has established a broad and balanced curriculum that meets the scope of the national curriculum. In most subjects, there is a focus on the key knowledge and skills, including vocabulary, that pupils need to learn. Pupils produce some high-quality artwork which is celebrated across the school. All pupils learn about a wide and diverse range of artists and designers. Subject leadership in many subjects is new. The school's curricular thinking in a few subjects is not fully implemented. This means that sometimes pupils do not deepen their knowledge and understanding of important subject content.

Typically, pupils achieve well. For instance, in mathematics, staff make sure that pupils develop strong knowledge and skills, starting from the early years. The early years environment, both indoors and outdoors, is organised to immerse children in number and language. Staff in the Reception Year enable children to develop their curiosity and love of learning.

The school identifies the needs of pupils with SEND effectively. It provides all pupils with adapted support to enable pupils to access their learning successfully. All pupils take part in a variety of enrichment activities to help boost their confidence and develop their spoken language. Activities include Taekwondo, music sessions, cooking and collaborative team games with specialist coaches. Staff support pupils in the ARB and any with speech and language difficulties expertly.

The school has made reading a key priority. Pupils of all ages commented on how much they like to read. Pupils' reading books are well matched to the sounds they are learning. Staff check pupils' phonics understanding regularly. Pupils who fall behind receive effective support so that they catch up quickly.

The school works hard to ensure pupils attend school regularly. If attendance is low, swift actions are taken to address this. Pupils receive a high level of pastoral care. The school provides strong support for vulnerable families.

There are many opportunities for pupils to develop their confidence and speaking skills. The school has made the development of oracy another key priority this year. The physical education (PE) curriculum is designed to give pupils the widest range of opportunities to take part in sports and activities such as tennis, football and dance. Specialist teachers provide expert provision for pupils and training for staff. Staff teach pupils how to stay safe when online.

Pupils' behaviour is typically positive, although low-level disruption to learning does occur. The school has worked to improve pupils' behaviour and concentration during their learning. However, recently introduced procedures for behaviour management are not embedded consistently. This has been raised as a concern by some parents, including the inappropriate use of name-calling from pupils. The school's work to improve behaviour has made a positive difference. In early years, children behave positively and follow instructions well. Staff make sure children are ready for Year 1.

Governors are committed to the school and local community. Most staff, particularly those new to teaching, feel listened to and that school leaders are considerate about their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's new behaviour procedures are not implemented consistently. Some behaviour in lessons prevents pupils from fully accessing the curriculum. This reduces how well pupils are able to understand and remember their learning. The school needs to further develop their work about the implementation of the behaviour policy and ensure that all staff follow the guidance and expectations consistently.
- In some subjects, the leadership and implementation of the curriculum are at an early stage of development. As a result, some pupils' recall of important subject content is not fully secure. The school needs to continue to prioritise developing the expertise of teachers and subject leaders, so that pupils develop the knowledge and skills to achieve well in all subjects.

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.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100591
Local authority	Lambeth
Inspection number	10327624
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair of governing body	Tony Andrews
Headteacher	Chris Toye (Executive Headteacher) Lisa Hodgkinson (Headteacher)
Website	www.wyvilschool.org.uk
Date of previous inspection	7 and 8 November 2013 under Section 5 of the Education Act 2005

Information about this school

- The school is part of the Wyvern Federation.
- The school does not use any alternative provision.
- The school has a specialist resource provision in Kennington for pupils with autism.
- The school runs a breakfast club and an after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, headteacher, deputy headteacher, assistant headteachers, other leaders and teachers. They spoke with members of the governing body, including the chair of governors. The inspectors also met with the school improvement partner from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, history and PE. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- Inspectors considered the curriculum in other subjects.
- Inspectors visited the autism resource base in Kennington.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of school leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with parents at the start of the school day and considered the views of parents and staff, including their responses to Ofsted's surveys.

Inspection team

Sean Flood, lead inspector	Ofsted Inspector
Sarah Bailey	Ofsted Inspector
Alan McDougall	Ofsted Inspector
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