

# INSPECTION REPORT

## WYVIL PRIMARY SCHOOL

Borough of Lambeth, London

LEA area: Lambeth

Unique reference number: 100591

Headteacher: Ms J Ronan

Lead inspector: Mr J Drinkwater

Dates of inspection: 18<sup>th</sup> - 21<sup>st</sup> April 2005

Inspection number: 268323

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	420
School address:	Wyvil Road London
Postcode:	SW8 2TJ
Telephone number:	(020) 7622 1164
Fax number:	(020) 7738 8435
Appropriate authority:	The governing body
Name of chair of governors:	Mr C W Jones
Date of previous inspection:	21 <sup>st</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Wyvil Primary and Nursery School is in the London Borough of Lambeth. There are 420 pupils on roll, which is much bigger than the average size for primary schools. Sixty pupils attend the nursery, most on a full-time basis. Fifty-two per cent of pupils are entitled to free school meals, which is very high in comparison to the national average of 18.4 per cent. Wyvil serves an area of rich cultural diversity. There are 180 pupils at an early stage of English language acquisition; these figures are well above the national average.

Thirty per cent of pupils, who have wide-ranging needs, are receiving support under the special educational needs Code of Practice. These figures are above the national average of 19 per cent. Approximately half the pupils with statements or who receive support through Early Years or School Action Plus have speech or communication difficulties. The percentage of pupils with statements of special educational needs (3.8 per cent) is well above the national average. The latter is because the school has a Language Centre for pupils with language impairment. There are currently 16 pupils in the centre and four other pupils in the main school who receive support.

The school is in an educational action zone as well as other initiatives that include Excellence in Cities and the Children's Fund, and it is working towards Healthy Schools Award. The school has received awards for Investor in People (2004), Schools Achievement Award (2002) and the London Schools Environment Award (2004). The school also makes provision within the community, offering English classes for parents who speak other languages.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15090	Mr J Drinkwater	Lead inspector	Physical education Information and communication technology
9079	Mrs A Moss	Lay inspector	
19246	Miss E Taylor	Team inspector	English Art and design Geography History
33908	Mrs M Stockley	Team inspector	Mathematics Foundation Stage Personal, social and health education Religious education
33786	Mrs J Brace	Team inspector	Science Design and technology Music Special educational needs
7636	Dr A Sinha	Team inspector	English as an additional language
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>7 - 10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11 - 16</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16 - 17</b>
<b>OTHER SPECIFIED FEATURES</b>	<b>17 - 18</b>
What is the effectiveness of the Language Centre?	
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19 - 30</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Wyvil is an effective school that gives satisfactory value for money.** Racial harmony is outstanding. Good teaching leads to good achievement and standards rise to average levels at the end of Year 6.

**The school's main strengths and weaknesses are:**

- The very good leadership of the acting headteacher.
- Pupils' good achievement in English, mathematics and science.
- Above-average standards in pupils' personal, social and health education and in religious education (RE) by Year 6.
- Not enough teaching time for some subjects.
- Below-average standards in religious education, by Year 2, and in geography by Year 2 and by Year 6.
- The splendid opportunities for children to talk and develop their speaking skills.
- Not enough consistency in checking on teaching and learning by middle managers.
- Good teaching and learning but too few opportunities for children to learn independently.
- Pupils' lack of regular access to suitable facilities for sport.

**Since the school was inspected in 1999, improvement has been satisfactory.** Standards in English and mathematics have improved. Children in the reception class now have good opportunities for outdoor play. Assessment and marking are good. Issues remain about the balance of the curriculum and the need for clear procedures to monitor the systematic development of skills, knowledge and understanding.

### STANDARDS ACHIEVED

When children first join the Nursery, their skills and knowledge are well below expectations. Many of them speak English as an additional language. They make good progress because of good teaching but do not attain the goals children are expected to reach by the end of reception.

The table below shows that standards by Year 6 in English, mathematics and science have often been well below average when compared with all schools. However, when compared with similar schools, results in English and mathematics were above average last year. They were below average for science.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	E	D	B
mathematics	D	E	E	B
science	E	E*	E	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E\* – very low. Similar schools are those whose pupils attained similarly at the end of Year 2.*

The school does well to overcome well below average skills when children start school, the very high percentage of pupils learning English as an additional language and the high mobility rate. **Achievement is good** throughout the school. **Standards are broadly average** by Year 6. By Year 2, pupils attain average standards in English, mathematics and science. Good progress continues so that by Year 6, standards are also average but more children attain above average results. Standards are above average in personal, social and health education and religious education by Year 6. Standards are average and progress is satisfactory in other subjects, except geography and religious education. A lack of depth in these subjects results in below average standards in religious education by Year 2 and below average standards in geography by Year 2 and Year 6. In music, the quality of singing is good. The achievement of pupils with English as an additional language is very good because support staff play an important role in this area. Gifted and talented pupils and those with special educational needs all achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Children's relationships with others are excellent. They show an unusually high level of respect for the feelings, values and beliefs of other people. They have a keen appreciation of their own and others' cultural traditions. Their confidence and self-esteem are very good. **Their attitudes and behaviour are very good. Attendance is satisfactory** but a significant proportion of parents do not make sure that their children arrive promptly by nine o'clock. The school does everything it can to address this issue.

## QUALITY OF EDUCATION

**The quality of education provided by the school is good. Teaching is good.** Strengths of teaching are insistence on high standards of behaviour and ensuring equality of opportunity. Teachers encourage and engage children. Teaching assistants, nursery nurses and Learning Mentors, and Ethnic Minority Achievement Grant staff give very good support. **Pupils' learning is good.** They work hard, learn new skills and improve their understanding. They do not have enough opportunities to learn independently.

**The curriculum is satisfactory.** The curriculum is broad and includes all subjects of the National Curriculum. Pupils spend a lot of time in English and mathematics lessons but some subjects do not get enough time. This has an unfavourable effect upon standards in religious education and geography. Visitors and visits enrich the curriculum and the pupils take part in a number of other clubs and activities. The lack of a playing field means that pupils do not get enough regular access to good, outdoor space and facilities for sport.

**The care, welfare and support that pupils receive are very good.** Children feel very secure and well cared for in school. They have very good and trusting relationships with all adults in the school. The school does much to seek pupils' views and acts on them when appropriate. Children receive very good advice, support and guidance in their personal development that helps them in their achievement. They are introduced to school life well. **Partnerships with parents, other schools and the community are very good.** Very supportive parents appreciate what the school provides for their children.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good.** Governors do a good job of focusing on raising standards and improving the quality of education for pupils. The acting headteacher has wisely identified key areas for improvement in teaching and learning and has taken action successfully to put them right. All leaders have a strong commitment to inclusion. Their

concern for the needs of individuals is exemplary. They act as excellent role models and teamwork is very good. There is inconsistency of monitoring and evaluation by middle managers and the limited opportunities for independent learning that exist have not been effectively identified and tackled.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very pleased with the school. They feel very comfortable about approaching it and are very happy with the way the school deals with any concerns or complaints. They value the cultural diversity within the school. Parents feel that their children make good progress. Children enjoy coming to school and think highly of the teachers. The inspection team agrees with all these views.

## **IMPROVEMENTS NEEDED**

**The most important things the school should do to improve are:**

- Improve the balance of teaching time for subjects.
- Raise standards in geography throughout the school and in religious education in Years 1 and 2.
- Increase opportunities for children to learn independently.
- Improve the consistency of monitoring and evaluation of teaching and learning by middle managers.
- Explore ways to ensure regular access to suitable facilities for sport.



## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, **achievement is good** and **standards are average** by the end of Year 2 and Year 6.

#### **Main strengths and weaknesses**

- The school successfully raises standards from a low starting point.
- Standards in personal, social and health education and in RE are above average by Year 6.
- Standards in geography are below average throughout the school and in religious education in Years 1 and 2.
- Achievement of pupils at very early stages of learning English is very good.

#### **Commentary**

1. When pupils first join the Nursery, their skills and knowledge are well below expectations. A high proportion of pupils have English as a second language – 68 per cent of the children in nursery and 71 per cent of the pupils in reception. Pupils make good progress because of good teaching but do not attain the goals children are expected to reach by the end of reception. Personal, social and emotional skills and physical and creative skills are below expectations. Knowledge and understanding of the world are well below expectations. When pupils transfer to Year 1, their competence in English literacy and language is below expectations and well below for mathematics.
2. The table below shows that standards in national tests for last year were well below average in reading, writing and mathematics by Year 2 when compared with all schools. When comparing the school's change in attainment over time to the national rate of change, the school trend was below the national trend for Year 2 pupils. This

reflects the high proportion of pupils who are at the very early stages of learning English who find it difficult to make the same initial progress as their English-speaking peers.

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	13.2 (12.9)	15.8 (15.7)
writing	12.7 (12.2)	14.6 (14.6)
mathematics	14.0 (14.4)	16.2 (16.3)

*There were 48 pupils in the year group. Figures in brackets are for the previous year.*

- By Year 6, standards last year were below average in English and well below average for mathematics and science. However, the gap between school and national results reduced and the number of pupils attaining higher levels increased. When comparing the school's change in attainment over time to the national rate of change, the school trend was above the national trend.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	25.9 (24.7)	26.9 (26.8)
mathematics	25.6 (24.1)	27.0 (26.8)
science	26.2 (25.0)	28.6 (28.6)

*There were 50 pupils in the year group. Figures in brackets are for the previous year.*

- When comparing results with schools with similar contexts, standards in writing last year were average by Year 2. Despite the fact that standards in reading and mathematics were below average, this still marked an improvement from the well-below-average attainment on entry to Year 1. When Year 6 results are compared with schools where prior attainment is similar, standards in Year 6 for English and mathematics were above average last year. The school does well to overcome the impact of relatively high mobility and the very high percentage of pupils who do not speak English as their first language.
- Standards are currently in line with national expectations in English and mathematics by Years 2 and 6. The school has done well to ensure that this is the case. The successful raising of standards builds upon the good work in the nursery and reception and continues through the school. Achievement is good throughout the school and this is because of good teaching and good leadership.
- In English and mathematics, overall achievement is good. The high proportion of second language speakers results in fewer pupils achieving higher levels in English. Pupils in Years 1 and 2 make good progress in their writing. In Years 3 to 5, pupils make satisfactory progress in English. In Year 6, they make good progress. The

splendid opportunities for children to talk and develop their speaking skills have a positive impact upon raising standards. Very good teaching of English and mathematics within sets in Year 6 has had a positive impact on standards for pupils of all abilities.

7. In science, achievement is good. The school identified pupils' unsatisfactory use of scientific vocabulary as the cause of below-average results in Year 6 last year. They have taken effective action to put this right. Achievement is good and standards are average by Year 2 and Year 6. Pupils make good use of scientific vocabulary.
8. Standards in personal, social and health education meet expected standards by Year 2 but are above that by Year 6. Children apply what they learn in lessons well in their everyday lives. Older pupils show a good awareness of their responsibilities as members of the school community, acting as role models for the younger pupils. By the end of Year 2 and Year 6, standards meet expectations in history, music, design and technology, and art and design. In music, the quality of singing is good. In religious education (RE), standards by Year 2 are below expectations because there is not enough time for children to develop their skills in depth. However, standards in religious education (RE) are above expectations by Year 6. In geography, the lack of depth in the coverage does not allow pupils to achieve well. Below average standards in geography and RE are linked to imbalances in the curriculum. It was not possible to make a reliable judgement about standards in information and communication technology (ICT).
9. The achievement of pupils at very early stages of learning English is very good, although standards are below those expected. Learning Mentors, teaching assistants and Ethnic Minority Achievement Grant (EMAG) staff play an important role in ensuring this very good achievement. In a few lessons, where specialist EMAG support is not available, a minority of pupils make insufficient progress because they drift off task and this is not dealt with. Pupils perform as well as their peers in subjects that do not require a good grasp of English – for instance, in music and physical education. Pupils at later stages of learning English attain standards commensurate with their English-speaking peers. A number of these pupils perform well in English, mathematics and in other subjects.
10. The school very successfully ensures that pupils' English skills are sufficient to enable them to make progress in all areas of the curriculum. Where pupils are at very early stages of acquiring English as an additional language, the school has good support strategies, including bilingual support staff, to overcome any disadvantages these pupils may have to overcome. Mathematical and information and communication technology skills are also sufficient to enable pupils to make progress in all areas of the curriculum.
11. In national tests, there are variations in the performance of different groups of ethnic minority or linguistic minority pupils and between boys and girls. Caribbean pupils do better than average for Lambeth whilst Portuguese pupils perform below the Lambeth average. The latter is because many Portuguese pupils are at very early stages of learning English. In national tests, girls outperform boys in English, mathematics and science. The school is working to close the gap in performance. The careful introduction and reinforcement of technical vocabulary, identified as a particular aid to boys' achievement, is a strength. During the inspection, there was no evidence of boys performing less well than girls do in lessons.

12. The achievement of gifted and talented children is good, particularly gifted writers in English, as well as in music and dance. Achievement of children in the Language Centre is good. In 2004 national tests for seven-year olds, standards of pupils in the Language Centre were below those expected of children who do not have speech and language impairments, but by the age of 11, 75 per cent of pupils achieved Level 3 in reading and 50 per cent Level 4 in mathematics. Pupils in the main school, who have special educational needs, are involved in target setting and generally attain their targets and progress well as they move through the school. The pupils receive effective support and guidance in lessons. The regular tracking of these pupils shows that they make good progress in English, mathematics and science and that their achievement is good. This is due to good leadership by the special educational needs co-ordinator, who has put in place well-focused targets in individual education plans.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes are **very good**. Their behaviour is **very good**. Attendance is **satisfactory** but punctuality is **unsatisfactory**. Spiritual, moral, social and cultural development is **very good** overall.

### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils' relationships with others are excellent.
- School's promotion of good relationships, including racial harmony, is excellent and very successful.
- Pupils show an unusually high level of respect for the feelings, values and beliefs of other people.
- Pupils have a keen appreciation of their own and others' cultural traditions.
- A significant proportion of parents do not ensure that their children arrive at school on time.

### **Commentary**

13. The school has worked successfully to ensure satisfactory levels of pupil attendance. The level of unauthorised absence has remained the same since the last inspection. A significant minority of children arrive at school late but the school does everything that it can to improve punctuality. The responsibility lies with parents and carers to strive to ensure that their children arrive at school on time.

#### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.1
National data	5.1	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

14. Pupils' attitudes are very good – this is an improvement from the last inspection. Responses from the pupils' questionnaires show that pupils think highly of the teaching they receive. Comments included, *“The best that a child could wish for in their inter (entire) life.”*

15. Pupils' behaviour is very good in lessons and around the school. The school actively promotes good behaviour and consistently implements policies. There have been no exclusions during the last year. Pupils show respect for teachers, other adults and one another. A new scheme for personal, social and health education has had a very positive impact on pupils' ability to empathise with one another and negotiate solutions to problems that arise.
16. The school celebrates diversity and successfully meets the challenges of educating and nurturing children from a great variety of backgrounds. The school's policy for race relations meets statutory requirements. The cultural and linguistic diversity of its staff and the inclusion of a number of black male role models are strengths of the school. School leaders act as excellent role models. Throughout the school, there are excellent examples of racial and linguistic harmony – whereby pupils respect diversity and value it as an enriching opportunity. This is a commendable success that reflects the impact of leadership at all levels in the school.
17. Staff successfully build pupils' self-esteem and provide positive encouragement to pupils who lack confidence. They ensure that all pupils are included in discussions, valuing the contributions they make. Pupils in the Language Centre are respected and valued. Pupils trust adults who have established very good relationships in their classes. This has a positive impact upon learning in classrooms and the achievement of pupils. The school stimulates in pupils a desire to learn and ensures that they develop effective working habits. However, there are insufficient opportunities for pupils to make choices in the way they present their work and for them to be fully involved in self-assessment.
18. Good teaching ensures that children in nursery and reception classes make very good progress in developing skills in personal, social and emotional development. However, they do not achieve the early learning goals for this area of learning by the time they leave the reception class because they start from such a low base. However, the school successfully develops these skills as pupils progress through the school.
19. The strong personal, social and health education curriculum has a positive effect on pupils' very good spiritual, social, moral and cultural development. Assemblies provide pupils with opportunities to reflect on social and moral issues as well as marking the key celebrations in major religions. Pupils have a clear understanding of right and wrong, understand the responsibilities of living within a school community and are proud to belong to their school. They show a high level of respect for the feelings of others. They develop an understanding of other cultures and beliefs through religious education lessons. Extra-curricular opportunities such as steel band and Oware Club, which gives them an opportunity to play "the world's oldest game", make a positive contribution to cultural development. There are good displays throughout the school and in classrooms promoting multi-faith, multicultural, multiracial and multilingual ethos of the school.

#### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**. Pupils learn very well and their progress is good because teaching is **good**. The school has a **satisfactory** curriculum.

## Teaching and learning

The quality of teaching and learning throughout the school is **good**. Assessment is **good**.

### MAIN STRENGTHS AND WEAKNESSES

- High expectations of good behaviour.
- Ensuring equality of opportunity is very good.
- A high proportion of teaching of pupils in Year 6 is very good or better.
- Limited opportunities for pupils to take a more independent role in their learning.
- Very good contributions to learning by teaching assistants, nursery nurses, EMAG staff and Learning Mentors.

### Commentary

20. Teaching is good across the school. Teachers use a range of strategies to ensure that all pupils are able to learn well. There are common strengths in teaching. Teachers share the learning objective with the pupils so they know what they are trying to achieve. They use technical vocabulary in their explanations and check that pupils understand the meaning of words. Teachers use good questioning skills to extend pupils' thinking and deepen their understanding. Very good relationships successfully build pupils' confidence to have a go and to ask questions. Teachers have consistently high expectations of good behaviour and make effective use of positive behaviour management techniques when necessary. This good teaching has a strong impact upon achievement.

#### *Summary of teaching observed during the inspection in 72 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1%)	13 (18%)	30 (42%)	24 (33%)	4 (5%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

21. The consistency of good and better teaching is greatest in Year 6. Teaching of such high quality reflects very high expectations of work habits, presentation and achievement. Teachers working with Year 6 demand that pupils use the correct terminology when explaining their work. They use a good range of teaching methods to meet the needs of different learning styles. For example, they use a range of graphic organisers to support the planning of different text types. The systematic planning for the development of independent skills enables pupils to take a more active role in their own learning. These qualities have a positive impact on the achievement and standards of pupils in Year 6, especially in English and mathematics.
22. Although teaching was good, there was a common weakness: the lack of opportunities provided for independent work that would enable pupils to take a more active role in learning. For instance, pupils have insufficient scope to choose the ways they record their work in mathematics and science; in history, pupils are too frequently required to cut and stick information from worksheets, and in physical education, pupils have little opportunity to plan and evaluate their own and the performance of others in order to take standards of performance forward. Subject co-ordinators have not identified these issues effectively.

23. Wyvil is an inclusive school and this is a significant strength. This a commendable success that reflects the impact of leadership at all levels in the school. It has a positive impact on the learning of all pupils – which is good. All pupils are provided with very good equality of opportunity. EMAG teachers and teaching assistants make effective use of mother tongue – both for pastoral and teaching purposes. There are good examples of partnership teaching between EMAG staff and main class teachers, which benefits all - teachers and pupils alike. “Talk partners” helps boys to achieve well and provides opportunities for pupils at an early stage of learning English to work collaboratively with articulate English speakers who provide good role models of English.
24. Pupils with special educational needs are quickly identified and teachers’ planning reflects the pupils’ needs. The good leadership of the special educational needs co-ordinator has made sure that staff have received training in writing targets and individual education plans. She works with staff to ensure all pupils with special educational needs have targets that are SMART (Specific, Measurable, Achievable, Realistic and Time-related). The skills of support teachers and teaching assistants are used well by teachers to successfully promote their learning. Learning Mentors give particularly good support to pupils with emotional and behavioural difficulties. The ‘talk partners’ strategy is effective in helping pupils with special educational needs to develop their thinking and demonstrate their understanding. Adults work effectively together to ensure that pupils with special educational needs play an active part in group work. For instance, in one lesson, the teacher from the Language Centre worked alongside the class teacher in a very effective partnership that resulted in good achievement by pupils with special educational needs.
25. Learning is good. Pupils show interest and motivation, particularly when tasks have an element of choice or relate to their own experience. Work is appropriately challenging and pupils work productively with good concentration. Pupils listen attentively to each other and freely show appreciation when their peers succeed. The effective support provided by learning mentors, teaching assistants, nursery nurses and EMAG staff has a positive impact on pupils’ learning. All groups of pupils have the confidence to ask and answer questions and fully participate in lessons regardless of any barriers. There were a few good examples of teaching assistants using very good questioning skills that allowed them to support pupils to achieve without taking away their independence or creativity. Very good use is made of non-verbal gestures to redirect the attention of some ethnic minority pupils so that the flow of lessons is not interrupted. The skills of support teachers and teaching assistants give good support to pupils with special educational needs in the classroom. Learning Mentors give good support to pupils with emotional and behavioural difficulties.
26. Overall, assessment is good. The school effectively tracks the achievement of all pupils in reading, writing, mathematics and science. Support and teaching is then focused on specific areas of weakness. Teachers know the pupils well and use observations made during lessons to inform future planning. Assessment is very good in nursery and reception classes. It informs planning so that differentiated work sensitively supports the needs of every child. Marking is good overall. In the core subjects, pupils are told what they have achieved, comments relate to the learning objective and sometimes to targets. There are examples of very good marking, where pupils are also told how to improve.

## **The curriculum**

The curriculum provision is **satisfactory**.

### **Main strengths and weaknesses**

- Although the curriculum is broad, it lacks balance.
- Provision for personal, social and health education is very good.
- Visitors and visits enrich the curriculum.
- The development of pupils' personal, social and health education is very good.
- Good curriculum opportunities for gifted and talented pupils.
- Limited access to good, outdoor space, such as a playing field, restricts the sports opportunities.

### **Commentary**

27. The school has a satisfactory curriculum that meets statutory requirements, including provision for religious education and collective worship and takes account of the Foundation Stage guidance.
28. Curriculum provision has a number of strengths. In all classes, pupils have very good opportunities to discuss issues influencing their personal development and the school council gives pupils a voice to influence school decisions. Good links are made between school and the world of work. All pupils have full and equal access to the curriculum. The curriculum for ethnic minority pupils and especially for children with English as an additional language is very good. The school makes good curriculum provision for gifted and talented pupils. This includes opportunities within lesson time and out of school, for example, through art club and piano lessons, for which parents pay. These strengths contribute positively to the overall good achievement of all groups of pupils.
29. Teachers plan and deliver lessons that give pupils with special educational needs full access to, and full engagement in, learning. They are encouraged and supported to take a full part in school activities by staff and other pupils. Support staff sensitively look after pupils with severe learning difficulties when they take part in activities, for instance, by acting as partners in physical education. Assemblies, circle times and reflection times are occasions when positive attitudes towards those with disabilities are promoted. The curriculum for pupils in the Language Centre is satisfactory. New initiatives aimed at improving language development are in place, but it is too early to evaluate their effectiveness. These include the introduction of specialist teaching materials for speech and language-impaired pupils and new language groups based on pupils' levels of language acquisition have been formed. The use of signs and symbols appropriately supports the curriculum on offer.
30. Visits and visitors enhance curriculum provision across the school. For example, a very good storyteller motivated and excited pupils during the inspection. The school devotes a month to celebrating Black History and there are visitors with inspiring stories to share with pupils in special assemblies and events. This raises the self esteem of all pupils, especially those from ethnic minorities. Homework effectively prepares for or complements work done in school. Statements about homework in the school prospectus do not match current practice.
31. The school has given considerable emphasis to successfully improving pupils' skills in English and mathematics. Currently, pupils spend a lot of time in English and



mathematics lessons, although the time allocated to English varies enormously from class to class. The result in this focus upon literacy and numeracy has led to an imbalance in the curriculum. Most other subjects are crammed into the afternoon and time for some subjects is restricted. In some instances, this leads to underachievement. In the case of religious education, the imbalance leads to below average standards and unsatisfactory achievement by Year 2. In geography, enquiry skills are not well developed because some units of work have not been covered in sufficient depth, leading to below average standards.

32. Resources in the school are satisfactory, except in information and communication technology in the Language Centre. The quality of the computer equipment is unsatisfactory and the software is not suitable for pupils with specific language needs.
33. The school has a very effective staff team who fully understand others' roles as well as their own. Teaching assistants, nursery nurses, EMAG staff and learning mentors have good expertise and all make very valuable contributions to pupils' learning. The school's special educational needs co-ordinator has non-contact time and uses it well to effectively monitor provision through working with staff in classrooms, talking with pupils, reviewing individual education plans and meeting with parents. The cultural and bilingual diversity of staff, who act as excellent role models, is a great asset to the school. The office manager makes a valuable and valued role in managing the school budget. She is unobtrusive and efficient in systematically administering the school budget, enabling teachers to concentrate on their core work. The secretary is bilingual and has made a very important contribution to developing good links with the Portuguese community. This positively promotes inclusion, establishes good contacts with parents and encourages Portuguese-speaking parents to be fully involved in the life of the school and their children's learning.
34. The accommodation is satisfactory. The building is on three floors and has no lift. It is therefore unsuitable for wheelchair users. There are good outdoor learning areas for nursery and reception pupils that allow children to have real experiences, to work on a large scale, such as in construction and water play. Children improve their coordination, control and ability to move more effectively because they can run, climb, balance, swing, slide, tumble, throw, catch and kick when they want to. Good use is made of the trainer swimming pool, halls and the limited outdoor areas available for physical education. However, pupils have no access to a large grassed area, except on infrequent visits to use facilities at other schools. The football pitch, owned by the community, is poor and pupils would like it to be grass rather than tarmac. When playing games such as rounders, pupils have no opportunity to hit a ball far and therefore do not fully develop their fielding skills appropriately.

### **Care, guidance and support**

The school provides a **good** standard of care and welfare.

### **Main strengths and weaknesses**

- Pupils feel very secure and well cared for in school.
- They have very good and trusting relationships with all adults in the school.
- The school does much to seek pupils' views and acts on them when appropriate.
- Pupils receive very good advice, support and guidance in their personal development that helps them in their achievement.

## Commentary

35. The school provides a happy environment that is conducive to learning and ensures that pupils have a safe and healthy environment in which to work and play. As a result, pupils grow in confidence and show a willingness to take part in activities. Very good personal, social and health education lessons successfully promote pupils' health and safety. Child protection procedures are good and there is good liaison with other agencies. Designated members of staff are fully up to date in aspects of first aid, and risk assessments are undertaken regularly.
36. Teachers and support staff, including the learning mentors and the counsellor, know the pupils and their families very well. They are sensitive to the pupils' individual needs and provide very good support and guidance. This helps to raise pupils' levels of self-esteem and engenders a willingness to learn. Assessment procedures for tracking and recording academic progress are good overall. The school uses these to address weaknesses in pupils' progress. Personal progress is not recorded as systematically but the informal procedures are very effective. The excellent relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that adults will deal with them sympathetically. Consequently, pupils are confident and open. They enjoy coming to school and they say that the staff are very kind and "*understand your feelings*". Parents describe the school as "*very caring*".
37. Pupils with special educational needs, including those from the Language Centre, are respected and valued. Pupils trust staff and very good relationships in their classes build their confidence and self-esteem, enabling them to achieve well. Their achievements are appropriately monitored and their individual education plans are reviewed annually. The speech and language therapist is used effectively to help match tasks to pupils' language and communication needs and to devise specific programmes for pupils. This contributes to the good achievement of pupils with language impairment.
38. Good induction arrangements ensure that pupils settle happily into school and there is good support for pupils who arrive at the school at times other than at the beginning of the school year. For instance, the EMAG co-ordinator is introducing a good "welcome pack" for new comers, who are refugees, asylum seekers or pupils at an early stage of learning English. All pupils are highly valued and the school actively seeks their views on a regular formal basis through the school council. The council is influential on school life and has recently been involved in, for example, interviewing the new headteacher and improving school lunches. Pupils spoken to during the inspection were confident that the school seeks their ideas and then acts upon them when appropriate.

## Partnership with parents, other schools and the community

The links with parents and with the community are **very good**. There are good links with other schools and colleges.

## Main strengths and weaknesses

- Very supportive parents who appreciate what the school provides for their children.
- Very good procedures to deal with any concerns.

- Very good links with the community help to enrich the curriculum and make an important contribution to pupils' personal and academic development.
- The school actively seeks the views of parents.

## Commentary

39. All levels of leadership and management in the school value the contribution of parents and this has a positive impact upon the very effective links with parents. The school provides parents with good information and actively seeks views of the parents by, for example, the school sending out questionnaires. Parents report that the school listens to and values their contributions. They are very satisfied with the school. They feel very comfortable about approaching it and are very happy with the procedures to deal with any concerns or complaints. Parents value the cultural diversity within the school. They confirm that their children like coming to school and say that they feel they are making good progress. Parents of pupils in the Language Centre particularly like the extra meetings provided for parents and the help they receive with language and literacy development. The inspection team agrees with all these views.
40. Parents make a good contribution to their pupils' learning by, for example, helping with swimming lessons and on educational visits. They also attend family learning sessions for learning basic skills and improving their English so that they can help their children at home. The recent 'Men in Focus' day proved to be very successful and approximately 40 fathers, grandfathers and uncles attended. This successfully raised the self-esteem of boys.
41. Parents are fully involved in the review of their children's individual education plans. The school is trialling new ways of increasing the involvement of parents in their children's progress. Staff in the Language Centre have forged good links with parents through regular meetings to review progress, and social events have been organised as well as invitations to observe lessons. Language Centre staff work appropriately with the speech and language therapist and educational psychologist to jointly plan effective provision.
42. The school has good links with the community, especially the Portuguese community. Visits, visitors and links with the wider community make a positive contribution to the quality of education provided and to providing good role models from a range of cultures. For instance, Black History Month was celebrated with visits from the fire service and black authors. Links with local schools are productive and support pupils' learning as the school gains access to additional activities for pupils and parents and training for staff. There are good links with the secondary schools and these links ensure that pupils move easily on to the next stage in their education.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The acting headteacher has managed the school skilfully this school year. Governance is **good**.

### Main strengths and weaknesses

- Very good leadership of the acting headteacher.
- Leaders act as excellent role models for other staff and pupils.
- Insufficient monitoring and evaluation of teaching and learning by middle managers.

- Leaders' commitment to inclusion and the promotion of equality is very good.
- Strong teamwork.

## **COMMENTARY**

43. The governance of the school is good. The governing body helps shape the vision and direction of the school and ensures the school fulfils its statutory duties, including promoting inclusion policies. Governors have a clear focus on improving the quality of provision. They support the work of the school well, understanding their roles and their responsibilities. They challenge decisions when it is necessary. They have a strategic influence through the school improvement plan.
44. The leadership of the acting headteacher, ably supported by the acting deputy, is very good. She is reflective and has clarity of vision focused upon meeting the needs of pupils. Upon taking up her temporary role, she undertook a very effective evaluation of teaching and learning. She astutely identified key areas for improvement. Her drive for improvement, strong sense of direction and determination to take action has led to improvements. She has successfully brought greater consistency to the quality of teaching – teaching across the school is good and pupils make good progress. She has been well supported by senior members of the management team. For instance, a knowledgeable and enthusiastic senior teacher plays a fundamental role in driving forward innovation. This senior teacher, with a curriculum overview, has correctly identified the shortcomings of timetabling issues but these have yet to be remedied.
45. Overall, the leadership of middle managers is adequate but with scope for improvement. Subject co-ordinators and other key staff share a number of strengths. They make strong commitment to inclusion, the promotion of equality and concern for the social needs of individuals. This has ensured that Wyvil is an inclusive school in which racial harmony is outstanding. Everyone in the school is valued and respected irrespective of status, ability, race, gender or cultural background. Leaders provide excellent role models - motivating and positively influencing staff and pupils. This has enabled the school to overcome the potential barriers to raising achievement of the socio-economic mixture of the school community, the high percentage of pupils at the early stages of learning English and pupil mobility. A weakness of middle management is inconsistency in monitoring and evaluation of teaching and learning. In science, effective monitoring and evaluation has diagnosed areas of weakness and resulted in effective action to address them. The school has taken effective steps to improve the achievement of boys. However, this is not the case for all subjects. For instance, the limited opportunities for independent learning that exist have not been effectively identified and tackled and the impact of imbalance in time for some subjects has not been evaluated. The school has embarked upon improving monitoring and evaluation as the acting headteacher has begun to empower leaders.
46. Monitoring performance data and reviewing patterns is good. For instance, the school identified the need to develop the pupils' scientific vocabulary in order to raise standards and took effective action to correct this. The monitoring of achievement through a tracking system for English, mathematics and science gives the school a very clear insight into pupils' progress. Leadership and management of special educational needs are good. The school's special educational needs co-ordinator effectively monitors for pupils with special educational needs, ensuring that targets in individual education plans are met.
47. Since the school was inspected in 1999, improvement has been satisfactory. Standards in English and mathematics have improved. Children in the reception class

now have good opportunities for outdoor play. Assessment and marking are good. Improvements have been good in mathematics and information and communication technology and very good in English. Issues remain about the balance of the curriculum and clear procedures to monitor the systematic development of skills, knowledge and understanding.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)		Balances (£)	
Total income	2,038,253	Balance from previous year	114,524
Total expenditure	2,130,578	Balance carried forward to the next year	22,200
Expenditure per pupil	4,875		

48. The unit costs for the school, which have been confirmed by the acting headteacher, are high. The school operates systems that are based on the principles of best value and focuses upon using its financial resources to improve pupils' achievement. The school has successfully raised standards in English, mathematics and science to be in line with national expectations after starting from a very low base. Funding has been used to provide effectively for gifted and talented pupils and for pupils at the early stages of learning English. The result has been good achievement by all groups of pupils. Taking account of these factors, the school gives satisfactory value for money.

**OTHER SPECIFIED FEATURES**

**What is the effectiveness of the Language Centre?**

The Language Centre is **effective** in ensuring that the needs are met of pupils with additional speech and language difficulties as set out in their statements of special educational needs.

**Main strengths and weaknesses**

- Pupils make good progress, benefiting from a rich language environment.
- Teaching is very good in Years 1 to 2 and good in Years 3 to 6.
- Assessment of pupils' progress is good.
- Day-to-day management by the teacher in charge of the Language Centre is good, although there is insufficient monitoring and evaluation of teaching and learning.

**Commentary**

49. The Language Centre for pupils with speech and language impairments was opened four years ago and has 24 places. There are currently 16 pupils in the centre and four other pupils are supported on an outreach basis in the main school. The outreach work has only recently begun. The Language Centre is organised into three classes, one for reception and Key Stage 1, one for Years 3 and 4 and one for Years 5 and 6. Each class has a team of adults working with pupils, comprising a teacher and a nursery nurse or teaching assistant. A full time speech and language therapist, who works alongside staff and with pupils, is used effectively to help match tasks to pupils' needs and to devise specific programmes for pupils.

50. Pupils make good progress. In 2004 national tests for seven-year-olds, standards were below average. However, by the age of 11, 75 per cent of pupils achieved Level 3 in reading and 50 per cent Level 4 in mathematics. They make good progress

because of the benefits of a rich language environment. Although standards in English and mathematics are below average, the achievement of pupils in the Language Centre is good. In English, pupils develop language very effectively because of good structured teaching of phonics and careful matching of tasks to suit individuals. Pupils learn to express themselves more clearly.

51. Teaching of pupils in Years 1 and 2 is very good. In Years 3 to 6, most teaching is good with over half the lessons good or better. Adults work together as very effective teams. They carefully plan and share them with the teaching assistants and nursery nurses, who are clear about their role. This results in appropriate challenge for pupils, good pace to lessons and ensures that pupils are motivated and engaged in learning. Where teaching was unsatisfactory, the teacher directed the activities too much and pupils were unclear what they had to do. All adults have high expectations both of pupils' achievements and their behaviour, and they praise pupils' efforts regularly. All adults in the Language Centre model very good speaking and listening and the pupils learn by example.
52. Lessons in the main school where language impaired children are included are always at least satisfactory. Again, adults work effectively together and in one class seen, where the teacher from the Language Centre worked alongside the class teacher, a very effective partnership ensured that all pupils were fully included in the lesson. These lessons are well planned and supported. Inclusion is very good and results in good achievement.
53. Pupils in the Language Centre want to learn. They listen well to other pupils and adults. Adults consistently encourage pupils to speak and sign by listening carefully and giving pupils time to develop their thoughts. This good example set by adults encourages pupils to listen carefully to each other. As pupils progress through the school, their confidence grows. They settle quickly to work and try hard. Teachers deliver lessons in a way that encourages pupils to work together.
54. Assessment of pupils' progress is good. Thorough language development assessments are carried out regularly and reading levels are recorded. This enables teachers to plan the next steps for learning effectively and results in good achievement by pupils.
55. The teacher in charge of the Language Centre manages the provision effectively on a day-to-day basis. She has recently implemented curriculum changes to improve language teaching and has rearranged the teaching groups for language development accordingly. These changes are, however, too new to evaluate their effectiveness. There is a comprehensive improvement plan in place that addresses appropriate issues and is evaluated annually. However, there is no systematic monitoring and evaluation of the quality of provision in place, including monitoring the quality of teaching, learning and the curriculum. The school does not have a comprehensive view of weaknesses as well as strengths of the Language Centre. For instance, the school self-evaluation provided for inspectors contained no reference to the achievement of pupils with language impairment.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the nursery and reception classes is **good**.

The quality of teaching is good overall in nursery and reception, with some that is very good. In the best lessons, teachers know what children can or cannot do and match the activities to the needs of the children. Teachers plan good quality learning experiences, considering both children's needs and achievements and the range of learning experiences that will help them make progress. Adults provide good support, for instance, the Portuguese-speaking teaching assistants are effective in developing the language of pupils who speak English as an additional language. They translate instructions for children to enable them to take an active part in the lesson or to explain how they should behave. Teachers plan purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors. They structure their teaching so that children explore and experiment. In some instances, teaching is too structured. This limits opportunities for children to explore, experiment, plan and make decisions for themselves. When this is the case, children do not practise their own skills and language and become more secure in their knowledge and understanding as they show and explain what they have done to other children.

During this school year, much effort has been put into successfully improving provision in the Foundation Stage by senior managers. The acting co-ordinator and the teacher in charge of the nursery have worked hard and well to develop teamwork between teachers and support staff in the Foundation Stage. This has had a positive effect in terms of making sure planning, learning and assessment are more consistent. However, there is not enough agreement on standards between teachers to ensure that assessment is consistently used to monitor children's achievements, interests and learning styles.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional education is **good**.

#### **Main strengths and weaknesses**

- Children show a high level of respect for one another's cultures.
- A successful focus on developing children's understanding of right and wrong.
- Adults consistently model expected behaviour.
- Children find it hard to concentrate and develop skills when working independently.

#### **Commentary**

56. Children enter nursery at a level of development that is well below expectations. Children conform readily to routines. Teachers and support staff model expected behaviour and pupils respond positively. The ethos of the nursery and reception classes effectively strongly promotes children's understanding of right and wrong. In the nursery, many children play alongside others but need adult support to share and

take turns. The majority of children begin to build relationships using gesture and some words. In the reception classes, many children interact well with others, negotiate plans and take turns. Children with special educational needs receive support from an adult to enable them to share and take turns effectively. However, children are better at maintaining concentration and developing suitable social skills when teachers direct activities. Only a few children maintain this level of concentration when they are working independently. Consequently, children's level of development in this area is below expectations.

57. A significant strength is the high level of respect children show for one another's cultures. Teachers and support staff work hard and successfully to promote racial harmony.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- The effective teaching of a range of literacy skills and language development.
- Excellent support from teaching assistants and other adults to promote learning.
- Adults regularly share books with large groups of children but there is a lack of informal sharing of books to develop pupils' enjoyment of reading.

### **Commentary**

58. Children start the nursery with skills in this area that are well below expectations because 68 per cent of the children in nursery and 71 per cent of the children in reception are in the early stages of learning English. In nursery and reception, children make good progress because of good teaching that ensures that children develop a range of pre-reading and early writing skills, at the same time as their spoken language is being developed. Clear explanations and instructions by teachers mean that children know what is required of them and teachers skilfully focus on the learning objective for the lesson. Where the teaching is good, learning is also good and pupils improve their language skills. In spite of this, children's skills in this area are below what is expected by the time they leave reception.
59. Children enjoy joining in with rhymes and simple songs. Adults have to accompany these with actions to help children understand the words. Adults speak clearly and extend children's language. The excellent support from teaching assistants and other adults makes a positive contribution to pupils' language development. Portuguese-speaking children are fully involved in learning by the Portuguese teaching assistant, for instance, when she asks them to describe things in their own language. Teachers read to children with expression and this successfully engages children. Adults regularly share books with large groups of children in a formalised way and teachers lead the guided reading groups. Consequently, children begin to understand that print conveys meaning. However, there is not a well-developed culture of adults and children sharing books informally to develop the enjoyment of reading. In the reception classes, children show an understanding of the main elements of stories but few of them read familiar words and simple sentences independently.

## **MATHEMATICAL DEVELOPMENT**



Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Good planning by teachers in reception to suit the children's capabilities.
- Good support for children with English as an additional language.
- Insufficient planned opportunities for children to develop fully mathematical concepts in nursery.

### **Commentary**

60. Children enter the nursery at a level of development that is well below expectations. Achievement is satisfactory because teachers plan mathematics lessons well in reception. Teachers effectively differentiate activities, ensuring that children have a range of opportunities to develop mathematical skills and understanding. This results in good achievement. When support staff help children with English as an additional language by speaking to them in English and Portuguese, this ensures that children understand their work and engage in the learning. Consequently, lack of fluency does not hinder the children with English as an additional language and they are appropriately represented in each of the ability groups. In nursery, there are fewer planned opportunities to develop these aspects of learning; therefore, progress is slower. By the time pupils leave reception, many children's mathematical understanding is still well below national expectations.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Teachers provide children with a good range of practical opportunities to develop their knowledge and understanding of the world.
- The use of actions to support language to involve pupils with English as an additional language.
- Use of ICT to develop skills.
- There are insufficient opportunities for children to ask their own questions.

### **Commentary**

61. Children's knowledge and understanding of the world is especially limited when they start nursery. However, they achieve well, making very good progress in this area of learning because adults successfully promote learning through informal discussion, coaxing pupils' responses from children. In the nursery, teachers make the effort to sit with each pair of pupils using the computer, for instance, when watching a film about animals, to talk to pupils and encourage them to describe what they see. This aids pupils' knowledge and understanding. Pupils respond well to the good range of practical opportunities teachers provide. Teachers and support staff successfully promote understanding by using actions to support language. This was a particularly profitable strategy for fully involving pupils who are at the early stages of learning English. Despite this, by the time they leave reception, most are well below national expectations because of the very low base on entry to nursery.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Regular opportunities to run, climb and jump.
- Children lack a wide range of opportunities to develop their hand control, apart from practice with writing.

### Commentary

62. When children start in the Nursery, their levels of physical development are well below the expectations for this age group. Their skills improve and achievement is good because of good teaching. Teachers engage pupils and teaching assistants effectively model skills. This improves children's confidence and promotes learning. The provision of good outdoor activities, weekly formal physical education session with a coach and a weekly swimming lesson effectively promotes physical skills such as running, climbing and jumping. By the time they leave Reception, most children are below expectations because there is a lack of experiences, such as using tools and equipment, for children to master manual dexterity.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Specialist music teaching enables children to achieve well in singing.
- Adults act as very good role models.
- There are few planned opportunities for children to develop imaginative responses to their learning.

### Commentary

63. Children start nursery with skills in this area of learning that are well below expectations. Skills improve but are below expectations by the end of reception. Very good teaching of singing engages children, enabling them to make progress, for instance, in recognising repeated sound patterns and matching their movements to music. Good teaching ensured that children worked from where they were secure but then successfully extended their skills and so achievement was good.

64. Adults act as very good role models that ensure that children grow in confidence and participate fully in activities. Children have opportunities for designing and making, often stimulated by an adult who directs the activity. There are too few opportunities for imaginative role-play. This limits children's use of imagination.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

The provision for English is **good**.

#### MAIN STRENGTHS AND WEAKNESSES

- Pupils at the early stages of learning English make very good progress.
- The tracking of pupils' progress towards their individual targets is very good.
- "Talk partners" have a positive impact on developing pupils' language and communication skills.
- Excellent opportunity for gifted writers.
- Very good improvement since the last inspection.
- Teaching assistants and learning mentors make a very good contribution to pupils' learning.
- Limited opportunities, in some year groups, for pupils to take an active role in their learning and to work independently.

#### COMMENTARY

65. Standards, in national tests for seven-year-olds, were well below national expectations in reading, writing and when compared with all schools. By Year 6, standards were below average. However, when comparing Year 2 results with similar schools, standards in writing met expectations. Despite the fact that standards in reading were below expectations, this still marked an improvement from the very low standards on entry to Year 1. When comparing Year 6 results with similar schools, standards in Year 6 were above expectations last year. By Year 6, more children attained standards that are higher than national expectations.
66. Teaching in Years 1 and 2 is good. In Years 3 to 6, it is satisfactory overall with consistently good teaching in Year 6. Strengths in teaching, that are common throughout the school, result in pupils being on track to achieve expectations by Year 2 and Year 6. Overall, achievement is good. This is because every opportunity is taken to reinforce subject-specific vocabulary in all lessons. Texts are carefully selected to engage the interest of pupils and activities are well chosen to motivate. The planned links with other subjects provide pupils with the relevant knowledge to produce quality content and vocabulary in their writing. Teaching assistants and learning mentors provide effective support for targeted pupils and enable them to achieve well. For instance, bilingual support is sensitively given when required. Gesture and pictures are also skilfully used. These strategies mean that all pupils are included fully in the learning.
67. Achievement in speaking and listening is good and standards are in line with expectations throughout the school. Pupils make good progress in communication skills and language development because teachers consistently make very good use of "talk partners" in all classes. Consequently, pupils eagerly work in pairs to discuss their work. Teachers model listening skills well and so pupils listen respectfully to each other during whole class discussions and sharing of work in plenary sessions.

68. Pupils, including those with special educational needs and English as a second language, have a very positive attitude to learning. Their successes are celebrated equally when they share their work in lessons or with talk partners. All pupils are fully integrated into class activities and they confidently contribute by asking or answering questions.
69. Achievement in reading is good and standards are in line with expectations by Year 2 and Year 6. Guided reading sessions enable pupils to improve their reading because the texts are challenging. Carefully structured questioning by teachers successfully helps pupils with English as a second language to develop inference and deduction skills.
70. Achievement in writing is good and standards are average in Years 1 to 2 because of good teaching. Pupils make good progress in their writing. In Years 3 to 5, achievement is satisfactory in writing during lessons because of limited opportunities for pupils to take an active role in their learning and to work independently, which leads to satisfactory progress. Consistently good teaching in Year 6 helps pupils make good use of technical vocabulary to talk about the lesson because teachers expect pupils to use the correct terminology when explaining their work. The level of challenge for all ability sets is well matched, expectations of pupils are very high and teachers have a very good knowledge of what pupils need to learn in order to achieve each level. This results in pupils making good progress by the end of Year 6. The excellent opportunity for gifted writers to work with a journalist enables them to make very good progress in their writing skills.
71. Overall, use of assessment is good. A very good tracking system quickly identifies underachievement in English, mathematics and science and effective action is taken to address issues. For instance, the regular tracking of pupils who speak English as an additional language and pupils with special educational needs shows that they now make good progress. Teachers make good use of written and verbal, when marking, to tell pupils how well they have performed in relation to the learning objective. A few teachers make comments in marking that enable pupils to appreciate how they can improve their work. This is not a consistent practice in all classes and consequently, pupils' understanding of how they can improve their work is unsatisfactory.
72. Leadership in English is very good. The English co-ordinator has a good understanding of the strengths and weaknesses of literacy skills based on monitoring activities. A good range of strategies is already in place or are planned to address the weaknesses.
73. Improvement since the last inspection is very good. The school has introduced a range of strategies that have improved standards in English and raised the profile of both reading and writing. All issues from the previous inspection have been addressed.

#### **Language and literacy across the curriculum**

74. Other subjects in the curriculum make a good contribution to pupils' competency in literacy. History, science and geography provide opportunities to practise different types of writing and "talk partners" are used in all subjects. The lack of opportunities for independent research means that reading skills are less well used.

## **MATHEMATICS**

PROVISION FOR MATHEMATICS IS **GOOD**.

### **Main strengths and weaknesses**

- Very good teaching within sets in Year 6.
- Good achievement of all groups of pupils.
- The teaching of mental arithmetic is a particular strength in Years 3 to 6.
- Effective support by teaching assistants and Learning Mentors.
- Assessment is good.

### **Commentary**

75. In 2004, results in national tests were well below expectations at the end of Year 2 and below expectations at the end of Year 6 compared with all schools. When compared with similar schools, standards by Year 2 were in line with expectations and above expectations by Year 6. Standards at the end of Year 6 had risen at a faster rate than the national average since 2000. This shows good improvement since the last inspection.
76. In national tests, girls have consistently outperformed boys. The school has recognised this and is currently working to close the gap in performance. The evidence shows that boys are likely to attain at least as well as girls in this year's national tests at the end of Year 6.
77. Inspection evidence indicates that in Year 2 and Year 6, the majority of pupils attain expectations in all areas of mathematics (number, algebra, shape, space and measures, and data handling). This is because the quality of teaching is good overall. The introduction and revision of technical vocabulary, both orally and visually, ensure that all pupils understand the meaning of mathematical language. Teachers are skilled at asking questions and ensuring all pupils are included. Teaching assistants and Learning Mentors make a valuable contribution to the learning and achievement of pupils with special educational needs and pupils with English as an additional language. Consequently, achievement is good throughout the school, including that of pupils with special educational needs and English as an additional language.
78. The teaching of mental arithmetic is a particular strength in Years 3 to 6 because pupils are given good opportunities to identify and explain several methods of mental calculation. There is very good teaching within sets in Year 6, where sharply focused oral and mental starters successfully involve all pupils. Pupils are given thinking time before being required to answer questions. This very good teaching has had a real impact on the achievement of pupils of all abilities. Booster groups operate once a week in Year 6 in preparation for national tests and also result in good achievement.
79. Overall, assessment is good. Strengths of assessment include a new tracking system that teachers use effectively to identify and target pupils who underachieve. Analysis of termly test questions identifies areas of weakness in mathematics teaching. This information is fed back to teachers, who use it to address the weaknesses.
80. Leadership and management of the subject are good. The mathematics co-ordinator and her assistant both teach in Years 3 to 6; this has had a significant impact on

raising standards for the older pupils, particularly as the assistant to the mathematics co-ordinator does not have a class responsibility. This has enabled him to team teach and lead demonstration lessons for teachers who are less confident in their subject knowledge. However, there is insufficient input of this kind into Years 1 and 2. In some instances, for example, mathematics lessons for young pupils are considerably longer than suggested in the numeracy strategy. Pupils find it hard to sustain their concentration and learning is less effective towards the end of lessons.

### **Mathematics across the curriculum**

81. This is satisfactory. Pupils often use mathematics as part of their work, for example, in aspects of science, particularly reading scales and measuring distance and time. However, opportunities tend to occur incidentally rather than as part of systematic planning. This is an area for development.

### **SCIENCE**

Provision for science is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well.
- Teachers promote the use of scientific vocabulary and give pupils ample speaking and listening opportunities.
- Pupils have positive attitudes to learning, work hard in lessons and take pride in their work.
- Opportunities for independence in recording findings are inconsistent.

#### **Commentary**

82. Results in the most recent national tests showed that standards in Year 6 were below the national average but when compared with similar schools, they were average. Teachers' assessments of pupils' attainment at the end of Year 2 in 2004 were well below the national average, but were average when compared with similar schools. Between Year 2 and Year 6, more pupils reach higher levels in science, particularly as pupils at an early stage of learning English become more proficient English speakers. In tests last year, 2 per cent attained above the national expectation for science in Year 2 but this had risen to 18 per cent by Year 6.
83. Standards are in line with national expectations by Year 2 and Year 6. This is praiseworthy, given the number of pupils who start Year 1 with low levels of attainment. Achievement is good overall by Year 2 and Year 6. Pupils with special educational needs and those with English as an additional language are well supported and achieve as well as many others in their class.
84. The overall quality of teaching is good. Teachers plan well, using pace and time well. They have high expectations, set clear learning objectives and skilfully question pupils to develop their thinking. Teachers give clear explanations and instructions so pupils know what they have to do and are well motivated. Support teachers and teaching assistants are well deployed and have a significant impact on pupils' learning. Relationships are good and pupils are keen to learn. Pupils confidently carry out experiments and work collaboratively. Strong emphasis is placed on discussion

throughout the lesson and this helps pupils clarify their thinking and learn effectively. This is beneficial to all and particularly for those pupils with special educational needs and those for whom English is an additional language. Where teaching is very good, teachers have very good subject knowledge and a passion for the subject.

85. Learning is good and pupils have very positive attitudes to science. Pupils work hard in lessons, acquiring new scientific knowledge well. They use scientific vocabulary well because teachers insist on this. This helps pupils use scientific language to talk about scientific processes. In Years 1 and Year 2, teachers encourage pupils to record their findings in their own way, showing good levels of independence. This contrasts with the work sample for Year 6, where pupils had few opportunities to show creativity and independence in the way they present their findings.
86. Leadership of science is good. A focus on science, led by the subject leader, provided good in-service training for teaching staff. A range of evaluation activities, including work scrutiny of planning, pupils' work, lesson observations and data analysis, was undertaken. Pupils' unsatisfactory use of scientific vocabulary was identified as the cause of below average results in Year 6 last year. Effective action has put this right. Pupils now make good use of scientific vocabulary because it is consistently emphasised by teachers in science lessons. As a result, achievement is good and standards are in line with expectations by Year 2 and Year 6.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

87. During the inspection, the provision for **information and communication technology** was in turmoil. A new computer suite was being installed and the school had great difficulty accessing evidence of ICT that was stored on computers. The ICT suite was not in use and no lessons were observed. Consequently, it was not possible to make an overall judgement of standards, achievement, teaching or learning. A sample of pupils enthusiastically shared their knowledge and understanding of ICT. These pupils, in Year 2 and Year 6, demonstrated average standards. For instance, Year 2 pupils use cassette players and know how to cut and paste when using a word processor. Year 6 pupils show a suitable knowledge of the use and possible abuse of access to the internet. Their research skills are good. They show positive attitudes when using the internet for research, for instance, when researching in history and other subjects. However, their use of spreadsheets and word-processed text is average. Pupils were unable to talk with the same confidence or knowledge of control, modelling and the use of simulations.
88. Leadership of ICT is good. There are good opportunities for the co-ordinator to work alongside his colleagues and to evaluate teaching and learning. He acts as an excellent role model for staff and pupils. This has a positive impact upon pupils' confidence to "have a go". A number of pupils have no computer at home but the school successfully compensates for this by providing a computer club, ensuring that pupils have a similar base of experience.

### **Information and communication technology across the curriculum**

89. Work displayed around the school and the discussions with pupils indicate satisfactory use of ICT within subjects such as English, religious education, mathematics, science, history and geography.
90. ICT is used effectively to support pupils who speak little English.

## HUMANITIES

91. Only one lesson was observed in **geography**. A scrutiny of work in books or on display and discussions with pupils indicates that standards are below expectations by the end of Year 2 and Year 6. Curriculum provision is unsatisfactory because time allocated to geography varies and there has been of a lack of depth in the coverage of some units of work. This restricts pupils' opportunities to develop the skills, knowledge and understanding required to attain national expectations. Enquiry skills are not well developed and pupils are unable to understand the links between physical and human processes or to contrast different localities using geographical features. Consequently, achievement and improvement since the last inspection are unsatisfactory.
92. Leadership in geography is satisfactory. The co-ordinator has been in post for two years. In that time, he has successfully raised the profile of geography. He provides a good role model for other staff. Gaps in provision have been identified and action taken to address them. The curriculum provision has been improved. However, management of geography is unsatisfactory because self-evaluation is not fully embedded, reflecting insufficient monitoring and evaluation to assess the impact of these recent changes.

### History

Provision for history is **satisfactory**.

### Main strengths and weaknesses

- Use of historical artefacts engages the interest of pupils.
- Lack of emphasis on the teaching of historical skills.

### Commentary

93. Standards meet expectations by the end of Year 2 and Year 6. Achievement is satisfactory.
94. The quality of teaching and learning is satisfactory throughout the school. Lessons are well planned and prepared with relevant resources available. The use of historical artefacts engages the interest of pupils and supports them in asking questions or making observations. Consequently, pupils work hard in lessons and collaborate well. This results in national expectations being met. For instance, by Year 2, pupils demonstrate a suitable recall of historical facts and by Year 6, pupils demonstrate a sound sense of chronology.
95. Overall, teaching of history is satisfactory. Where teaching is good, a strength is the very good use of well chosen resources that interest and motivate pupils. Consequently, pupils are keen to talk about artefacts and enthusiastic to observe pictorial sources of information. They make good progress in their use of historical skills as well as knowledge. Very good questioning skills deepen pupils' thinking and strengthen the links between observations they make in pictures to previous knowledge taught. First answers that often give limited information are not accepted because the teacher has high expectations of achievement. The same level of engagement is not evident in lessons where pupils are required to cut and stick



information from worksheets. In these activities, there is a lack of emphasis on the teaching of historical skills and independent learning is limited.

96. Marking of work is satisfactory and refers to whether the learning objective has been achieved. Assessment is used soundly to respond to individual needs. Marking that shows pupils how they can improve their work is unsatisfactory. The leadership and management in history are good. Through monitoring and evaluation, the co-ordinator has diagnosed the lack of depth in some units of work and has taken steps to improve this. Units of work are now covered in sufficient depth to allow pupils to show progress in historical understanding, which is an improvement since the last inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

97. No lessons were observed in design and technology or art and design. Only one religious education lesson was observed. Four physical education lessons were observed in the main school. Three class music lessons were observed. Consequently, it was not possible to make overall judgements about music.
98. In **art and design**, the quality of pupils' work on display, samples of sketchbooks and the school portfolio indicate that standards meet expectations at the end of Year 2 and Year 6. Pupils make satisfactory progress over time. In discussions, pupils demonstrate a positive attitude to art but have a perception that art is only about pictures. This reflects the lack of 3D work around the school. Visiting artists who work with pupils have enriched the art and design curriculum. Although efforts have been made to include artists of similar ethnic backgrounds to provide positive role models, a weakness is that the resources and art curriculum does not reflect the cultural diversity of the school community.
99. Improvement since the last inspection and leadership in art and design are satisfactory. Leadership is satisfactory. The co-ordinator has a revised long-term plan to show an entitlement to all aspects of the art and design curriculum. The co-ordinator raises pupils' expectations through visits to art galleries. Good links have been made with a local art library where pupils' work is framed and exhibited for public viewing. This has a positive impact on the self-esteem of pupils. However, management is unsatisfactory. The school lacks a well developed portfolio that establishes a clear understanding of progression and standards in art and design. This leads to some inconsistencies in teaching and continuity in learning. For instance, in Year 6, pupils' skills in sketching and drafting their work are developed well because of good use of sketchbooks, but not in other year groups, where sketchbooks are not used as effectively.
100. In **design and technology**, the evidence indicates that standards are as expected for pupils in this age group. A published scheme helps to provide consistency of approach and equal opportunities across year groups. Examples in Year 2 show that work is linked meaningfully to other subjects, for example, RE. However, weaknesses are that pupils are not good at talking about evaluating their work and that there are large spans of time between design and technology projects for Year 6 pupils.
101. Leadership of design and technology is satisfactory. The subject leader is keen to raise standards higher and has arranged for the design and technology specialist from the local secondary school to provide some in-service training for staff. Videos and televisions have been purchased for classrooms to help improve provision. In spite of

this, although standards are in line with expectations by Year 2, they have not been maintained since the last inspection when they were above expectations. This reflects imbalance in the curriculum which restricts time for design and technology; for instance, in Year 6, work on the subject appears infrequently. Self-evaluation is unsatisfactory because there is insufficient opportunity for the co-ordinator to monitor teaching and learning. Taking account of all these factors, management of the subject is unsatisfactory.

102. In **music**, participation in and quality of singing is good. Singing remains a strength, as it was in the last inspection. Wyvil is a musical school where performance is encouraged and celebrated. The wide selection of music experienced from different cultures contributes to pupils' appreciation of cultural diversity. A tutor and pianist enhance the provision for all pupils. Observations made in assemblies and singing lessons show that pupils enjoy participating and achieve a good standard due to the enthusiasm and expertise of the tutor. Pupils with special educational needs and those for whom English is an additional language join in and enjoy singing in a large group and make good progress.
103. In the few class lessons observed, relationships between teachers and pupils and between pupils are good and attitudes to learning are also good. There is a strong emphasis on music making within the curriculum and extra-curricular activities with pupils taking part in musical activities beyond the school. This has a strong impact upon the musical skills of gifted and talented pupils. Pupils in Years 5 and 6 audition for a place in the steel band. They are taught well, play well and demonstrate musicality of a high order. They collaborate and share expertise during the session, helping each other become proficient in playing new pieces.
104. Based on the four lessons observed in the main school and the discussions with pupils, standards in **physical education** (PE) meet expectations. It is not possible to make overall judgements about the about the quality of teaching and learning because physical education was not a focus of inspection with few lessons observed. However, it is clear that that the school regards physical education as an important subject - in the pupils' questionnaire, it was the most popular subject.
105. Pupils in Year 1 showed good early swimming skills because they have regular access to an indoor trainer pool and because the teaching assistant acts as a very good instructor who is able to support pupils who lack confidence, speaking to them in Portuguese or Spanish when needed. In the other lessons observed, pupils performed well and achievement was good because of good teaching, often by the coach employed by the school. When teaching is good, adults insist upon good behaviour and act as excellent role models, ensuring that all ethnic groups work and compete very well together. This helped pupils to perform well. However, in this small sample, pupils had too few opportunities to plan and evaluate their own performance in order to take standards of performance forward.
106. Although teaching of **religious education** (RE) cannot be given a secure judgement, the work in pupils' books and discussions with them show that, by Year 2, standards are below expectations. Pupils in Year 2 do not develop their knowledge and understanding to a suitable level because insufficient time is spent on religious education. Therefore, they do not make good enough progress and do not reach good enough standards. This lack of balance in this subject is having a detrimental effect on pupils' achievements. However, by Year 6, standards are above

expectations. When pupils in Year 6 do homework in the form of research, they find this stimulating. It enables them to take an active part in the lessons. In the best lessons, teachers give pupils time to discuss issues. This has a positive effect on the standards they reach because pupils are required to expand upon and justify their answers, both orally and in writing. Feedback from the teacher in the pupils' books makes it clear what the pupils need to do to improve their work. Pupils know a lot about different religions because they are taught well. Consequently, they are good at exploring concepts such as respect and empathy and make links to world affairs, such as the Tsunami. The fact that teachers check whether pupils had correctly understood the facts about different religions results in pupils developing a good understanding of how they could cause offence to someone if they misunderstood an aspect of their religion.

107. The leadership of religious education is satisfactory. The subject is well resourced. Links with local churches and with parents who are prepared to share information about their faith with the pupils enrich the curriculum. Management of religious education is unsatisfactory because there is insufficient monitoring and evaluation of teaching and learning in RE. Consequently, inconsistencies have developed in the time spent on RE and the impact of this on learning and standards has not been addressed.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

Provision in personal, social and health education (PSHE) is **very good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils make very strong connections between what they learn in lessons and real life situations.
- Using "talk partners" enables pupils to develop empathy with others.
- A well-established school council enables all pupils to communicate their views about the school.
- Teaching and learning in PSHE has a very positive impact on attitudes, behaviour and racial harmony within the school.
- There is insufficient monitoring and evaluation of teaching and learning in this subject.

### **Commentary**

108. Pupils' personal development is very good. Good teaching results in the steady development of PSHE skills so that by Year 2, standards meet expectations and by Year 6, they are above those expected. As they progress through the school, pupils develop confidence and responsibility, making the most of their abilities because of the overall good quality of teaching. The achievement of pupils is good. It is very good in Years 3 to 6. In the best lessons, particularly in Year 6, teachers skilfully ask questions to make the pupils think. They provide equal opportunities by ensuring that all pupils, regardless of their mastery of English, contribute to lessons. Pupils respect

the contribution of others. Year 6 pupils value PSHE because they feel it has made a real difference to their lives, both within school and outside.

109. Leadership of personal, social and health education is very good because teaching and learning has been improved through the purchase of a scheme and staff training to provide targeted support for pupils with English as an additional language and pupils with special educational needs. For instance, teaching assistants effectively support pupils by rephrasing and reinforcing what the teacher said. Consequently, pupils exploit the good opportunities to play an active role as citizens, for example, through the school council. They develop good relationships and respect the differences between people. These qualities are both explicit and implicit in many lessons. The school meets all statutory requirements in respect of its provision for sex and relationship education and drug education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*