

# Wyborne Primary School

## Inspection report

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<b>Unique Reference Number</b>	100146
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	307301
<b>Inspection date</b>	10 March 2008
<b>Reporting inspector</b>	Martin Beale

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss C Wood
<b>Headteacher</b>	Mrs S White
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	Footscray Road New Eltham London SE9 2EH
<b>Telephone number</b>	020 8850 4933
<b>Fax number</b>	020 8850 3969

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## Introduction

The inspection was carried out by an Additional Inspector. The inspection focused on:

- the effectiveness of the school's action to improve writing
- the impact of assessment and its use to guide pupils in understanding the next steps in their learning
- the contribution to school improvement of leaders at all levels.

Evidence was gathered from performance data, external monitoring, observations of teaching and the work produced by pupils. Parents' questionnaires, pupils, governors, and staff contributed to the judgements. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Wyborne is a well above average sized school with a part-time Nursery. It serves a changing community that includes some areas with high levels of social deprivation. Free school meal eligibility is above average as is pupil turnover. Nearly a quarter of the pupils are from minority ethnic backgrounds and a small number have a home language other than English.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Wyborne Primary is a good school as its self-evaluation suggests and pupils achieve well. Its success is built on the headteacher's strong leadership and an effective and stable staff team. Their commitment is seen in the high quality of the support for pupils and their families. One parent reflected the views of many when writing, 'Wyborne School has a lovely community feel, with every child being respected, loved and valued'. Visitors to the school regularly refer to the pupils' good behaviour and positive attitudes. Pupils are encouraged to make responsible choices about their behaviour, which was seen in the calm atmosphere on a very wet and windy inspection day. Parents are pleased that the welfare of their children is central to the school's work. Pupils say they feel safe and have someone to turn to if they are concerned about anything.

The award of the Inclusion Charter Mark recognises the school's success in meeting the wide and often complex learning needs of the pupils. The school calls upon other organisations to provide guidance and staff training so that expertise is available to meet specific learning needs, particularly for pupils with dyslexia. Careful monitoring of progress is leading to the early identification of pupils with learning difficulties and those falling behind their targets. Members of the support staff play a crucial and much valued role in implementing programmes and guiding pupils who need extra help with their learning.

Teachers explore links between subjects to make lessons more meaningful, engaging and relevant to pupils. Design and technology weeks remain in the pupils' minds long after and Year 6 pupils talked with enthusiasm about the land yachts they built during their trip to Swanage. They thoroughly enjoy the opportunities to work with musicians, artists, historians and theatre companies. The school's programmes for pupils with particular talents develop their skills and challenge their thinking, such as a mathematical problem solving programme for Year 4 and 5 pupils, taken by a teacher from a local secondary school.

Pupils are eager to come to school and keen to learn. Attendance has improved through targeting persistent absentees. Punctuality had been getting better, but a small number of families do not support the school by getting their children in on time. Pupils express their views through the school council, which is raising the profile of environmental issues. The school's success in helping pupils to have a healthy approach to diet and exercise has been recognised by the Healthy Schools and Activemark awards. Healthy school lunch menus have been adopted, and more pupils are walking to school. The 'Play Pals' scheme of games run by Year 6 helps pupils keep active at lunchtime. Pupils greatly enjoy elements of their physical education lessons and the sports clubs, some of which are run with the expertise of external providers.

Teachers use assessment information to match their teaching closely to the needs of pupils in their classes. They engage pupils well through the creative use of new technology as well as getting the pupils to discuss their thoughts and ideas with each other. As a result, pupils' achievement is good and they are often seen completely absorbed in their lessons. Teachers are skilled at guiding pupils towards their improvement targets through their thorough and helpful marking. As one Year 6 pupil said, 'Teachers let you know what you have done well and show you how to improve because their marking shows you what to do to meet your targets.'

From skills and knowledge well below those expected for their age on entry to the school, pupils make good progress so that standards are average by the end of Year 6. Year 2 assessment results are rising but Year 6 test results fell in 2007. This year group had experienced very

considerable pupil turnover and included a large number of pupils with learning difficulties. Current pupils are on track to meet the school's challenging targets.

Standards are higher by Year 6 in science than in English and mathematics, because teaching focuses on developing the pupils' understanding of concepts through investigations and experiments. Teachers are now developing these skills across other subjects as they seek to make learning relevant and more interesting. Writing is the weaker aspect with standards consistently below average and few pupils reaching levels above those expected for their age. The new phonics programme and opportunities to plan extended pieces of writing are showing some effect but are not consistently leading to better achievement.

The staff team pull together well and welcome new ideas and initiatives. Subject leaders are settling well into their new roles but they are not always secure in their handling of performance data. Staff and governors have a very clear picture of the school's qualities and the challenges it faces from the changing nature of the area it serves. This gives the school a good platform to secure greater success.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children have a good start to their education in the Foundation Stage. From the moment they arrive, all adults focus on the children's personal development and their speaking skills. Teachers, support staff and parent volunteers work well as a team to provide a secure environment in which the children can develop with confidence. Children in one of the Reception classes were proud to show their 'Jolly Postman' books that they were making, which were helping to develop their writing skills. From attainment well below that expected on entry to the Nursery and Reception classes, children make good progress but several do not reach the levels expected for their age in all areas of their learning by the time they enter Year 1. Regular assessment, which starts with carefully planned home visits, is used to plan activities and support for each child. While teaching is good overall, it is not consistent across all classes in the way teachers balance adult led and child initiated activities. This is to some extent because of shortcomings in the accommodation. The Reception classroom for the January intake is too small to enable children to have easy movement between activities, limiting their choice during each session. Access to an outside area is limited for both Reception classes.

### **What the school should do to improve further**

- Raise the pupils' achievement in writing by ensuring that recent initiatives are fully embedded in the work of all classes.
- Provide free access to a suitable outside classroom for all Reception children.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

19 March 2008

Dear Pupils

Inspection of Wyborne Primary School, London, SE9 2EH

I am writing to thank you very much for the warm welcome you gave to me when I visited your school. You were very kind and helpful and showed how proud you are of your school. I enjoyed talking with you and your teachers and watching you learn. You, your parents and teachers are right in thinking that you go to a good school.

The youngest of you have a good start in Nursery and Reception. You make good progress during your time at school. You thoroughly enjoy school, work hard and behave sensibly. Attendance is improving, but some of you are not always punctual in getting to school. Your teachers provide interesting tasks to help you learn and you clearly enjoy extra activities such as trips and visits. All members of staff help to make sure you are safe and cared for very well. You have a good understanding of the importance of diet and exercise for a healthy lifestyle. You take your responsibilities seriously and make a considerable contribution to the life of the school. I was impressed by the care you show for each other and the way you support newcomers to the school.

Your headteacher, teachers and governors are trying hard to make the school even better. I have asked them to:

- help you more to improve your writing
- make better use of the outside area for children in Reception.

You can play your part in this by continuing to attend regularly and trying hard to do your best. I wish you every success in the future.

Yours sincerely

Martin Beale

Lead Inspector