

Wyvil Primary School

Inspection report

Unique Reference Number	100591
Local Authority	Lambeth
Inspection number	307417
Inspection dates	22–23 October 2008
Reporting inspector	Ian Wilson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	481
Government funded early education provision for children aged 3 to the end of the EYFS	120
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Mirza Basic
Headteacher	Mr Christopher Toye
Date of previous school inspection	18 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wyvil Road London SW8 2TJ
Telephone number	020 7622 1164
Fax number	020 7738 8435

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Wyvil is a large primary school. The proportions of pupils from minority ethnic groups and having a home language other than English are very high, with Portuguese and Spanish being the most common languages. The proportion of pupils entitled to free school meals is well above average. The percentage of pupils with learning difficulties is also very high and encompasses pupils with moderate learning difficulty, behavioural difficulties and problems with speech, language and communication. The percentage of pupils with a statement of special education needs is very high. This is because the Local Authority's Centre for Children with Speech and Language Impairment is attached to the school. The school has gained a number of awards including, Healthy School Status, the Active Mark for physical education, Investors in People and various environmental awards. There is Early Years Foundation Stage provision (EYFS) for pupils in the Nursery and Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wyvil is a good school. It provides a good quality of education and very high level of care for its pupils. The comments made by one parent, 'We are very pleased with the school,' and 'It's really good to notice that your child is progressing every week.' echoed the very positive views of others about the school.

Under the strong leadership of the current headteacher the school has improved considerably over the last two years. For example, the curriculum and quality of teaching have improved and more support has been provided for parents to enable them to help their children. Consequently, pupils' progress is improving and standards are rising across the school. From a very low starting point when they start school, pupils now attain standards that match national averages in English, mathematics and science by the time they leave at the end of Year 6. The headteacher is well supported by a effective team of senior and middle managers. Staff work well together and share a common aim of providing the best for pupils. The work of school staff is aided by the very good links with other agencies and the good use made of specialist tutors in areas such as music, art and sports. Community cohesion is very strong. For example, there is regular participation in local events, the staffing in the school reflects the range of ethnic backgrounds in the community and community languages are used in documents and meetings.

A particular strength of the school is the outstanding personal development of pupils. This results in a happy community in which relationships and the behaviour of pupils are excellent. As a parent wrote, 'One of the strengths of the school is that pupils and staff are warm and welcoming. The school is culturally diverse in staffing and pupil terms and this is celebrated and is a very positive feature.' Pupils are happy and enjoy school and most pupils attend regularly. They contribute well to the community, for example through supporting charities and events such as performing at the reopening of the Royal Festival Hall. They develop responsibility and self-confidence well and they have a good understanding about staying healthy and keeping safe. These excellent personal qualities, coupled with the good progress they make in their literacy, numeracy and information and communications technology (ICT) skills ensure that they are well prepared for the next stage in their education.

The quality of teaching is good overall and is one of the main reasons for the pupils' increasingly good progress. However, some variation in the quality of lessons remains. Teachers are good at managing and motivating pupils. Teaching assistants support those with learning difficulties or who are learning English very well. In most lessons, activities are interesting and well matched to the needs of all pupils but there are occasions where teachers do not give the pupils sufficient opportunity or guidance for them to check their own progress or draw their learning together at the end of a lesson.

The curriculum in the school is good. A range of initiatives to improve standards in, for example, reading and writing, have been successfully introduced. The curriculum is enhanced by the very good links with the community, and the opportunities pupils have to participate in a wide range of trips and activities. These help to make learning more relevant.

The good teaching, good curriculum and excellent support enable all pupils, including the many with English as an additional language, and having learning difficulties to achieve well. Pupils attending the Children with Speech and Language Impairment, which is attached to the school, also achieve well because of similarly good provision.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start in the nursery with levels of attainment that are very low in all areas. Their progress both in Nursery classes and in Reception has been satisfactory in recent years. However, good leadership of the EYFS is bringing about improvements to the curriculum and the quality of teaching and both are now good. As a result, children are now making good progress across. There are clear priorities for further development. However, the action plan is not sufficiently precise about how these, particularly those relating to the curriculum, will be addressed. In addition, no targets or success criteria are included to enable staff to judge if objectives have been met.

Good induction arrangements ensure that children settle in quickly into the Nursery. Many children are at the early stages of speaking English and are well supported in their own language, which helps them feel secure and learn English quickly. Activities are well planned, varied and enable children to work independently and on teacher directed work. For example, in a Reception lesson based around the festival of Diwali, a range of activities helped them develop writing skills, work creatively producing 'Diwali cards' and share ideas about friendship. Sound use is made of outside areas but provision for learning in the outdoor environment is limited, especially for reception age children. Careful records are kept of children's progress and the information is used to plan well for their needs.

What the school should do to improve further

- Improve the consistency of lessons so that they are all of at least good quality by giving pupils sufficient opportunity and guidance to check their own progress and by placing greater emphasis on drawing learning together at the end of all lessons.
- Ensure that improvements in the EYFS are sustained by producing a precise development plan that fully addresses priorities and by improving the outdoor learning environment, particularly for Reception pupils.

Achievement and standards

Grade: 2

Attainment at the end of the EYFS has been well below average and this below average attainment has continued through to the end of Year 2. However, given their low starting points, overall progress in Years 1 and 2 is good. Pupils continue to make good overall progress in Years 3 to 6 which enables them to reach nationally expected levels at the end of Year 6. Pupils of all backgrounds, those who need additional help with their learning, and the many speaking English as an additional language, make similar progress to their classmates. Good support and a well planned curriculum enables the pupils in the attached Speech and Language Impairment Centre to also achieve well. Almost all of the school's challenging targets for 2007 were met. Equally challenging targets have been set for the current academic year.

Personal development and well-being

Grade: 1

The social, moral, spiritual and cultural development of pupils is outstanding. This can be seen in the very positive attitudes that pupils have to school, their sensible and safe behaviour and the way in which they value the backgrounds and beliefs of others and respect their cultures. Relationships between pupils and pupils and staff are very good and pupils are friendly and

polite. Pupils have an excellent awareness of healthy lifestyles and are very keen on physical activities to keep fit. They contribute very well to the life of the school such as participating enthusiastically in assemblies and they are very willing to take on responsibilities, for example as members of the School Council. They also have a very strong appreciation of belonging to a wider community. For example, the pupils raise funds for many charities such as a local Hospice and have helped the school to achieve a variety of environmental awards. When asked why this was important one said, 'We do it help others less fortunate'.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good relations with their pupils. They manage their classes skilfully and are good at motivating and encouraging their pupils so that they learn well. They have good subject knowledge and plan lessons carefully with interesting activities. Lessons have clear objectives which are explained to pupils but there is little use made of criteria which enable them to know when they have achieved the objective. Teaching assistants are used well and provide good support for pupils. Pupils' work is marked regularly and includes helpful suggestions on how they can improve their work. The school provides very good support for parents to enable them to help their children with their learning and personal development. There are, however, inconsistencies in teaching. In satisfactory lessons, work does not always meet the needs of all pupils sufficiently and not all pupils know or make use of their targets. Plenary sessions do not always reinforce learning sufficiently well or enable teachers to check understanding. Teaching is good in the Speech and Language Impairment Centre, because activities are well organised and appropriate for the abilities of the pupils.

Curriculum and other activities

Grade: 2

The curriculum is good with major strengths in the way it contributes to personal development of pupils and in the many additional activities which extend pupils' learning experiences. Good use is made of specialists employed by the school to teach dance, sports and art in order to raise standards in these areas. Provision for the development of reading, writing and mathematics has been improved so that it better meets the needs of all pupils in the school and ensures they make good progress. For example, the most needy pupils are taught in smaller groups and the support for the many pupils speaking English as an additional language and those with learning difficulties is well planned. The curriculum and resources in the Speech and Language Impairment Centre are well matched to the needs of the pupils. The transition between the EYFS and Year 1, however, needs further development in order to ensure better progression. The school has a well planned programme of events that celebrate local and religious festivals and enable pupils to perform in front of parents and their peers. Both parents and pupils praised the extensive range of clubs and after school activities.

Care, guidance and support

Grade: 1

The care provided for pupils in the school and the attached Centre is excellent. Pupils feel valued and safe and say, 'It's a very safe school, lots of teachers looking out for us.' Robust procedures for child protection and health a safety are in place. Risk assessment is thorough

and regularly carried out within school and for outside visits. Procedures to monitor pupils' progress are very well established and the information is used very effectively to provide support and guidance for pupils, for example, additional language support or help with mathematics. The school monitors pupils' attendance very closely and there are very good strategies to address the weaker attendance of the relatively small numbers of persistent absentees. The school has excellent links with outside agencies to ensure the specific needs of more vulnerable pupils are fully met.

Leadership and management

Grade: 2

The headteacher sets high expectations for staff and pupils and provides a clear vision for the improvement of the school. Staff with responsibility for subjects lead them well, though a few are new and their roles are still developing. Arrangements for monitoring and evaluating teaching and the curriculum are thorough and enable staff to have a good understanding of the school's strengths and weaknesses. The information is acted on well and all the issues raised in the last inspection have been fully addressed. This combined with the continuing improvement in standards in the school shows that the capacity for further improvement is good. Community cohesion is a real strength and is reflected in provision such as language lessons for parents, the multilingual and ethnic nature of the staff and the numerous local projects the school is involved in. Leadership and management of the Centre for Children with Speech and Language Impairment is satisfactory. The Centre runs smoothly on a day-to-day basis but development planning is not taking place owing to the long-term absence of the current head of the centre. Governance is good. Individual governors take their roles seriously and ensure the Governing Body acts as a critical friend to the school.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 November 2008

Dear Pupils

Inspection of Wyvil Primary School, London, SW8 2TJ

You may remember that three inspectors recently came to visit your school. Thank you for making us feel so welcome. You were all very polite, confident and told us what you thought very clearly. We really enjoyed meeting you, your teachers and other people who work in the school, and I am writing to let you know what we found out.

Wyvil is a good school, which is led very well by your headteacher. Teaching is good overall and the school organises lessons effectively so that they are interesting and meet your needs well. However, there is some variation in the quality of lessons. The school checks carefully on how well you are doing and provides good additional help when you need it. As a result, most of you achieve well. Both you and your parents said how much you enjoyed school and get along with each other. You feel safe, cared for and work hard. We were particularly impressed with the way your school helps you to develop good personal skills, such as self-confidence, being responsible and knowing how to stay safe and healthy. We were also very impressed with the way the school works with your parents and with the community and the excellent relationships throughout the school.

We have made two suggestions for improvement which are:

- to improve teaching even more so that all the lessons are as good as they possibly could be
- to improve the opportunities for learning for the youngest pupils by drawing up a plan which identifies all that needs to be done including developing the learning area outside the classrooms.

We are sure that your school will carry on getting better and better. You can help by keeping up the excellent behaviour, attending regularly and continuing to work hard.

Yours sincerely,

Ian Wilson

Lead Inspector