

# Wyburns Primary School

## Inspection report

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<b>Unique Reference Number</b>	115302
<b>Local Authority</b>	Essex
<b>Inspection number</b>	311904
<b>Inspection dates</b>	25–26 September 2008
<b>Reporting inspector</b>	David Manuel

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	177
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joyce Giles
<b>Headteacher</b>	Mr Mervyn Pocock
<b>Date of previous school inspection</b>	17 May 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Nevern Road Rayleigh Essex SS6 7PE
<b>Telephone number</b>	01268 770914
<b>Fax number</b>	01268 770347

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<b>Age group</b>	4–11
<b>Inspection dates</b>	25–26 September 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average sized primary school. It serves the local area but nearly half the pupils now come from outside the area. The socio-economic circumstances are wide ranging but broadly average overall. Almost all pupils are from white British backgrounds. The proportion of pupils with learning difficulties and or disabilities is below average but the proportion of those with a statement of special educational need is average. The school also makes provision for the Early Years Foundation Stage (EYFS).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding levels of pupils' behaviour and enjoyment. Pupils have a strong sense of belonging and very positive relationships exist. The steps taken by the school to support families and children with a diversity of backgrounds and personal circumstances are greatly appreciated by them. Levels of attendance are well above the national average and reflect the pupils' enjoyment of learning. As one parent responded, 'There is a lovely community feel to the school.'

Pupils make good progress during their time in the school. They enter with varying levels of knowledge and skills but overall with levels below those expected for their ages. By the end of Year 2, standards are broadly average in reading, writing and mathematics. By the end of Year 6, when pupils leave the school, standards have been broadly average in the national tests; better in English and mathematics than in science. As a result of the school's focus on improving standards, unvalidated test results and school assessments for 2008 show an improvement in mathematics and science but they remained within the broadly average band. In the current Year 6, standards in English, mathematics and science are all above average. This confirms the success of the good strategies in the school improvement plan.

Teaching is good, makes lessons interesting for pupils and results in their good progress. Very good relationships are evident in lessons. Pupils' learning is good and they work well together on tasks and enjoy the full range of subjects within the good curriculum. They present work of good quality and some excellent work in English and information and communication technology (ICT) was seen during the inspection. Marking does not always make clear to pupils exactly what they need to do to improve further. New assessment systems are in place to track pupils' progress and is used to set targets. At present though, there is insufficient use of this information to challenge the more able pupils to achieve the highest possible level.

Pupils' personal development is good overall. They have a clear understanding of how to lead healthy lives and feel very safe in school. Year 6 pupils carry out various helpful tasks around the school. Pupils make an exceptional contribution to the local community. There is good information provided for families, as for example through the school web-site. There is good liaison with other schools in the area to share particular strengths in teaching and learning. Pupils contribute regularly to events in the town and support different charities. The school ensures that pupils have a very rounded and enjoyable education and are well prepared for the later stages in education. The school provides good levels of support for learning about the wider community through the curriculum and residential visits. This provision enables pupils to find out about areas different to their own. The school also makes good provision in the curriculum to help pupils to learn about the wider community across the world. The school organises a French Day when pupils learn about French customs, people and the language. These contributions support pupils' all round development well. Leadership and management are good. The headteacher and staff perform well together and are working hard on the school's identified priorities. They are well supported by the governing body. The school provides good value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children's attainment on entry to the EYFS is below that expected for their ages and in some years is well below. This is particularly so in personal and social skills and in communication and language skills. The school provides a very welcoming atmosphere and good liaison with parents involves them in their children's learning and development. Good teaching and a good range of interesting activities help most children settle in happily when they start school. Teaching and learning are good because the teacher and assistant ensure that children enjoy their learning experiences in indoor and outdoor activities. They encourage curiosity and engage children's interests, enabling them to express themselves and gain in confidence. Good behaviour is developed through clear explanations and sensitive reminders about class rules. Children get on well together and learn from each other. They handle materials sensibly and move them from one place to another safely. Children make good progress in most areas of learning so that when they enter Year 1, about half achieve the early learning goals and a few exceed them.

### What the school should do to improve further

- Improve teachers' marking so that it makes clearer to individual pupils exactly what they have done well and what they need to do to improve.
- Match targets for improvement more accurately to the needs of the higher attainers.

## Achievement and standards

### Grade: 2

Achievement is good because pupils reach above average levels in key subjects by the time they leave the school. They get a good start in the Reception class due to good teaching and a good range of interesting activities. By the time they enter Year 1, levels of knowledge and skills are still below the expected range. By the end of Year 2, standards have been broadly average since the previous inspection. Year 2 assessments in 2008 were broadly average in all subjects. Since 2007 standards have risen from broadly average and pupils' achievement has improved. Test results for Year 6 pupils in 2008 improved in mathematics and science but remained broadly average overall. In the current Year 6, standards are now above average in English, mathematics and science as a result of the new priorities for improvement and the effective use of challenging targets. Pupils with learning difficulties and/or disabilities also achieve well.

## Personal development and well-being

### Grade: 2

Pupils thoroughly enjoy coming to school and, consequently, attendance is well above average. Spiritual, moral and cultural development is good, with pupils having excellent social skills. They are friendly, polite and considerate, showing admiration for each other's achievements. Their behaviour is excellent. Pupils are eager to take on responsibilities. For example, Year 6 pupils have trained as 'play leaders', they enjoy being 'office monitors', look after reception children and help younger pupils with their reading. Pupils are supportive of each other and there is a very strong sense of community. They are also very involved in activities in the local community and support the global community through fund raising activities such as sponsoring Brazilian children from poor families. Pupils know how to stay safe. Bullying, although very rare, is dealt with effectively. Large numbers take part in and enjoy sports activities. Pupils

have a good understanding of how to stay healthy and know which foods are good for them. A few, occasionally, do not always make healthy choices. Standards achieved in key academic skills, combined with a very positive work ethic and ability to work co-operatively with others, means pupils are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers' good subject knowledge and planning result in interesting lessons for pupils. Good behaviour management leads to very good relationships between pupils and teachers. In discussions with inspectors, pupils were quick to say how much they enjoyed their lessons in all subjects. This is instrumental in the good progress that pupils of all abilities make. Good use is made of a good range of resources, particularly in ICT. Interesting activities engage and motivate pupils inspiring them and helping them to make meaningful links between subjects. Good learning is evident as pupils work together well and share ideas. Teaching assistants are used effectively to support the learning of pupils with particular needs. New assessment systems are used effectively to track pupils' progress and in some lessons pupils are involved in assessing their own progress and that of a partner. Teachers' marking is frequent and encouraging but does not always make clear enough to pupils what they have done well and how to improve further. Provision for the more able and the gifted and talented pupils, is currently being developed. Teachers do not always match the level of work or set targets to ensure that the higher attaining pupils are sufficiently challenged.

### **Curriculum and other activities**

#### **Grade: 2**

There is an interesting and enjoyable curriculum. All pupils in Years 3 to 6 learn French and this is being extended to pupils in Years 1 and 2. There are very good opportunities to develop sporting skills through physical education lessons and the good range of extra-curricular activities provided. Information and communication technology is well embedded and supports learning across the curriculum. Literacy skills are taught well through a range of subjects, for example, history. Teachers link learning in different subjects to make it more interesting and relevant. Enrichment days and weeks are popular and there is a good range of visits out of school. Visitors to the school also support learning. Year 6 pupils particularly enjoy the challenges they experience on their residential visit. The curriculum meets the full range of needs of pupils from those who need extra help with particular skills to those who are gifted and talented. Links with other local primary schools and the secondary school are good and provide benefits for all pupils.

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

#### **Grade: 2**

A very caring and supportive atmosphere in school ensures pupils are very happy and love coming to school. Parents are very appreciative of the care and support their children receive. Rigorous safeguarding procedures ensure the safety, security and health of the pupils. Vulnerable pupils are very well supported as are those with learning difficulties and/or disabilities. Pupils find adults approachable and helpful if they have worries. Thorough tracking of individual pupils' progress means that those who are underachieving are identified and are given extra

help. A wide range of effective strategies is used to support these pupils, including support from conscientious teaching assistants. Targets are often too general and younger pupils find the language too difficult to understand. Good induction procedures ensure a smooth transfer to secondary school.

## **Leadership and management**

### **Grade: 2**

The headteacher and a supportive team of staff provide good leadership and management in their respective roles. All staff are fully involved in the school's development plan and are working hard and effectively towards the current priorities. Subject leaders are developing their roles well and taking a greater part in the planning process which is one example of the school's good improvement since the previous inspection. The school's performance is now regularly monitored and self-evaluation is accurate. Governance is good. Since the previous inspection, half of the governing body has changed and there are some very new governors, who are very active and keen to help the school to improve further. The school recognises the need to maintain and build on regular monitoring of teaching and the setting of targets to consistently improve standards. Good use is made of the accommodation and the attractive grounds to support the positive learning environment. The school has good capacity to improve still further.

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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?	2
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 <sup>1</sup> reached by learners	2
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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## 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 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**

29 September 2008

Dear Pupils,

Inspection of Wyburns Primary School, Rayleigh, Essex. SS6 7PE.

Thank you very much for being so friendly and helpful when we inspected your school last week. It was good to see so many smiling faces. We enjoyed talking to you and seeing how well you work. We certainly agree with you that your lessons are very enjoyable. All the adults in your school care for you extremely well and help you a lot. We were very impressed by your very high levels of attendance and your excellent behaviour. We were particularly pleased to see how you share ideas with each other in lessons. You were marvellous in that first assembly when you talked with your partners to answer your headteacher's questions.

Your teachers plan interesting lessons and you learn a lot in all subjects. You are making good progress in learning new skills and we were impressed by how well you use your computers. You are also doing well in learning extra skills for later life such as how to help others and make sensible decisions. Your school council members and other helpers are doing really well too in carrying out their responsibilities. You also raise money for charities which is very commendable.

This is a good school and your teachers and governors are trying hard to give you the best possible education. We have asked them to do a few things to help improve your school even more. Although all subjects are important, we would like you to keep trying hard in English, mathematics and science in particular. To help this we have asked your teachers to make clear to you when they mark your work, exactly what you have done well and what you need to do to improve even more. We have also asked them to set more challenging targets for each one of you to help you reach the highest possible levels that you can achieve. Improving these areas will help standards rise even further.

We believe that you really do enjoy your time in school and we wish you every success for the future.

Yours sincerely,

David Manuel

Lead inspector