

Wyberton Primary School

Inspection report

Unique Reference Number	120681
Local Authority	LINCOLNSHIRE LA
Inspection number	313713
Inspection dates	5–6 December 2007
Reporting inspector	David Speakman

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	190
Appropriate authority	The governing body
Chair	Mr Justin Goodliff
Headteacher	Mrs Helen Richardson
Date of previous school inspection	5 July 2004
School address	Saundergate Lane Wyberton Boston PE21 7BZ
Telephone number	01205 364797
Fax number	01205 355467

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils in this slightly smaller than average sized school come mostly from the Wyberton area of Boston. The proportion eligible for a free school meal is similar to the national average. Most pupils are of White British heritage, although a few are at the early stages of learning English. A broadly average proportion has been identified with learning difficulties and/or disabilities, but more pupils than in most schools have a statement of their special educational need. The headteacher has been in post since Easter 2006 and the deputy headteacher was new at the beginning of the term in which the inspection took place.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspection outcomes agree with the school's own assessment that its effectiveness is satisfactory. Pupils' achievement is satisfactory. From attainment on entry that is below that expected of four-year-olds, particularly in literacy, pupils make satisfactory progress. Standards are close to average by the end of Year 6, but higher in English than in mathematics and science. This is because teachers are not all providing more able pupils with opportunities to achieve the higher levels of which they are capable, especially in mathematics and science. Teaching is satisfactory but lacks consistent challenge, and the pace of learning is sometimes too slow to move pupils on sufficiently.

Pupils' good personal development is at the heart of the school's work and the school provides a good level of care. Staff maintain good relationships with other schools and support agencies that promote pupils' well-being effectively and add interest and variety to learning. Pupils enjoy school and feel safe from any form of aggressive behaviour. They know how to maintain a healthy diet and stay physically fit by taking part in the good range of physical activities provided both during and after school. Pupils make a good contribution to the life of the school and are involved in some major decisions. Parents' questionnaires show that a significant number of parents think that their own views are not sufficiently taken into account when important matters that directly affect them are considered. They would also like more information about how well their children are getting on academically so they can support their learning more.

While overall leadership and management are satisfactory the headteacher is a strong leader, who has been successful in establishing a clear direction for improvement, detailed in the 'Raising Achievement Plan'. This plan sets challenging targets for accelerating progress, improving the quality of teaching and learning and improving the conditions for learning. Since being in post, the headteacher has taken action that has led to improvement in important areas although these have not yet led to sustained improvements in achievement and standards. Rigorous monitoring has eradicated any ineffective teaching and only satisfactory and good teaching was seen during the inspection. Pupils' progress is monitored closely and the school has a clear idea of how well each individual pupil is doing, although not all teachers use this information effectively enough yet to plan challenging work for all pupils. Despite this, the pupils' progress is improving. Attendance has also risen significantly and is now above average. Because the leaders of the school know clearly the school's strengths and weaknesses, have good plans to improve and have already secured significant improvement in important areas, the school has a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

The effectiveness of the Foundation Stage is improving. Teaching is satisfactory, with a good range of adult-led activities that stimulate the children's interest and help them to progress satisfactorily. Assessment of children's learning is accurate and their progress is carefully tracked. Children enjoy the increasing opportunities to choose activities from those set out in the classroom and in the newly extended and refurbished outdoor area. These promote their independence and make learning fun. Close links with the pre-school playgroup and effective induction arrangements help the children to settle quickly into the routines. Their good behaviour and positive attitudes are the result of the strong emphasis placed on promoting the children's personal, social and emotional development.

What the school should do to improve further

- Raise standards in mathematics and science so that they match those in English.
- Improve the quality of teaching so that more-able pupils are challenged consistently.
- Involve parents more effectively in the development of the school and in supporting the achievement of their children.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

From attainment below that expected for their age, pupils make satisfactory progress during their time in the school. The 2007 assessment results for Year 2 pupils were below average in reading, writing and mathematics. However, as teaching improves, pupils' progress is accelerating and standards are rising. Test results for Year 6 pupils were close to the national average in 2007, although better in English than in mathematics and science. Pupils' scientific enquiry skills are not developed enough, particularly in recording outcomes of their investigations. In both mathematics and science, higher attaining pupils are not achieving as well as they could; books and lesson observations show insufficient challenge for these pupils. Pupils with learning difficulties and/or disabilities make satisfactory progress as do the small number learning English as an additional language once they have acquired enough English.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils enjoy coming to school, saying that they feel safe and that there is little bullying. They understand how a good diet can support a healthy lifestyle, and enjoy taking part in sports and other physical activities. Pupils willingly volunteer to take on responsibilities such as Year 6 acting as 'buddies' to Reception children when they first start school. The school council plays an important role as its members bring forward ideas for school development from their classmates. Pupils show considerable concern for others and regularly and willingly contribute to local and national charities. Their satisfactory basic skills and good personal qualities give them a sound platform for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching has improved since the arrival of the new headteacher, but still lacks consistency. Assessment is used to match work and target support to the needs of less able pupils and those with particular learning difficulties. However, teachers do not challenge those capable of higher attainment sufficiently for them to make the progress of which they are capable. In some classes, the pace is brisk and learning moves on rapidly. In others, pupils spend too long listening to teachers and are not actively involved, or work set does not move pupils on quickly enough. Relationships between adults and pupils are good and behaviour is managed with sensitivity.

This means that pupils are willing learners. Teachers very successfully create a stimulating learning environment, which shows pupils how seriously the school takes learning.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and meets statutory requirements. The strong emphasis on literacy and numeracy is now beginning to accelerate pupils' progress. Provision for science has improved since the previous inspection, but there is too little emphasis on developing scientific enquiry skills, particularly for older pupils. Links between subjects are being developed and are particularly successful in the good programme for pupils' personal, social, health and citizenship education. Links between all subjects are not yet fully established because this development is new and continuing. Pupils' experiences and their personal development are considerably enriched and learning made more relevant through the wide variety of clubs, visits, visitors and special events.

Care, guidance and support

Grade: 2

The school has robust arrangements to secure the safety and well-being of the pupils. All staff consistently apply the code of conduct so that pupils learn in an orderly environment. Pupils are confident that there is someone to support them if they have a problem. The careful monitoring of the pupils' progress is based on much improved and reliable assessment arrangements. These are the basis for appropriate 'catch-up' programmes for those pupils who fall behind and the detailed individual education plans for pupils with particular learning difficulties. Well-planned support is given on arrival to pupils learning English as an additional language. Pupils have a clear understanding of how they can improve their work through targets in literacy mathematics and recently, science.

Leadership and management

Grade: 3

The good start made by the new headteacher and senior leadership team has already led to improvements in the quality of education and in the pupils' achievement. This is based on strong staff teamwork and a shared vision for the school's future, even though many are new to their roles. Rigorous processes to monitor the work of all staff and hold them to account for their own performance and that of their pupils is leading to rising achievement. However, the impact of recent initiatives has yet to be seen in long-term improvements in standards. The governing body is reorganising responsibilities and reviewing its monitoring programme because of several changes of membership. In spite of these changes, governors provide a satisfactory level of support and challenge and have a clear understanding of what the school needs to do to move on.

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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?	3
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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

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

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	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

7 December 2007

Dear Pupils

Inspection of Wyberton Primary School, Wyberton, PE21 7BZ

Thank you very much for making our visit to your school interesting and enjoyable. You made us feel welcome, which reflects the way you make each other comfortable at school. Behaviour in lessons and around the school is good. We particularly enjoyed the opportunities to talk to you, both in and out of lessons. It was clear from your cooperation with teachers that you enjoy school. The way in which you look after each other and contribute to life in school is very pleasing and this helps younger pupils settle in quickly and feel safe.

The headteacher and deputy have not been with you very long, but they and other teachers have made a good start in making the school better. There have been a number of improvements this year but there are some things still to do. We have asked the staff and governors to:

- - help you do as well in mathematics and science as you do in English
- - make sure that teaching in all classes is at least good so that you all progress well, particularly those of you who are capable of doing harder work
- - let your parents know more about what is going on in school and how well you are doing so they can have their views considered, and know how to support your work at home.

You can play your part by continuing to cooperate and behave as well as you do.

We wish you all well for the future.

Yours sincerely

David Speakman Lead inspector