



Assessment for reaccreditation

School name and postcode Wyvil Primary School and Centres for Children with Speech and Language Impairment and Autism SW8 2TJ	School more able coordinator Cordelia Cooper – Deputy Headteacher Freya Cioffi - MATCo
NACE lead assessor Barbara Firth	NACE support assessor N/A

School context

Wyvil Primary School is a two-form primary school located in the London Borough of Lambeth. The school is one of four schools which make up the Wyvern Federation and is located in an area of high deprivation. Ofsted judged the school to be outstanding in November 2013. It has an on-site resource for pupils with speech, language and communication difficulties and an off-site provision for pupils with Autism. Most pupils who attend the school have English as an additional language, the highest proportion being of Portuguese heritage. The proportion of pupils who are disadvantaged and those that have special educational needs or disability is well above the national average. Amongst the school's many awards it is an Inclusion Quality Mark Flagship school and is recognised as a having the gold standard for P4C and for being a UNICEF Rights, Respecting School.

Summary Statement

- Wyvil Primary School is a successful and aspirational school with a relentless focus on developing pupils into successful learners.
- There is a whole school commitment to every pupil achieving their best, including those who are identified as more able and talented (MA&T). As a result, attainment and progress continues to be above the national average, including that of disadvantaged students.
- The school provides a good range of opportunities for pupils to excel in the academic, sporting, and cultural worlds. The leadership of the school has continued to ensure that the creative subjects are as important as the academic. As a result, the standards achieved in these subjects and the quality of work produced are high.
- Pupils are eager learners who are extremely well-supported and celebrated.
- The school is a reflective learning community with the capacity and determination to innovate and develop. Teachers are skilled and passionate about their work.

Progress towards previous identified key action points

Portfolio Scrutiny, Interview, and work samples

Achievement

- Continue to increase the proportion of higher levels at the end of Key Stages 1 and 2, especially in writing at the end of Year 2 and in reading at the end of Year 6

The proportion of pupils that attain the higher levels at the end of Key Stages 1 and 2 has increased over time. In 2020 teacher assessments reported 43% (23% 2019) of pupils attained the higher standard in reading and 30% (34% in 2019) in writing. 23% of pupils attained GD in reading at the end of KS1 representing slow but gradual improvement. Progress across the key stages is outstanding from individual low starting points.

Teaching and Learning Development Points

Ensure that the best practice observed in lessons which enhances the achievement of the more able pupils is shared and developed in all classes. For example:

- lead and expert learners
- critical thinking and Philosophy for Children
- sharing exemplar work for example by developing a learning journey wall in writing in a public area of the school so that both pupils and parents can see what high level work looks like

Teachers use the expertise and skills of more able learners to demonstrate their learning to their peers. The school has a good range of opportunities for pupils to take responsibility. Philosophy for Children is now fully embedded across the school and has impacted positively on the outcomes that pupils attain, particularly in writing across all subjects.

Due to COVID 19 and extensive building works the school's Wow Walls in the public areas have temporarily been replaced very effectively by Wow Wednesday posts on Twitter. Classroom displays continue to show case exemplar work.

Provision and Partners

- Ensure that the curriculum continues to fully extend the learning of those pupils who have been working above their age range when they move into the next year group.

The curriculum has been revised and teachers plan in challenge for more able learners through high level questioning and feedback and challenging homework tasks are posted on Google Classrooms. Foundation subjects are organised into objective overviews that are largely skills based and progressive across the year groups. Teachers can easily extend MAGT pupils by using objectives from the next year.

- Further strengthen the liaison between the two federated schools and the role of the governors through planning in half-termly meetings between the respective able, gifted, and talented coordinators and the link governor to ensure that consistency in practice is sustained and shared.

Since the first accreditation the federation has increased to four schools. There is evidence of close liaison and the MATCo works closely with the other schools to develop provision for more

able pupils. This includes extra-curricular opportunities and masterclasses for MAGT pupils and regular network meetings.

Summary of strengths for provision and outcomes

- The headteacher, governors and the extended leadership team have created an environment in which staff and pupils can have high expectations of themselves and of one another. There is a relentless pursuit of knowledge and excellent provision so that students can and do develop into effective learners.
- Provision for the more able and talented is robustly monitored, evaluated, and very ably led. The highly skilled and enthusiastic lead ensures that all staff are well-informed and fully committed to raising achievement for more able pupils.
- The school's policy is robust and explicit in the identification of, expectations and provision for more able students.
- Talent as well as academic success is nurtured and equally celebrated. The artwork across the school is of a high standard and music including learning an instrument is given a high priority. There is a wide range of opportunity for pupils to take part in visits, clubs, and enrichment activities in which they can develop their talents to a high level both within school and with other schools and organisations. Pupils who are excelling in activities outside of school are very well supported and celebrated.
- Those pupils that are exceptionally able or demonstrate multi-exceptionality are well supported. There are individual plans in place and close working partnerships with parents.
- The robust systems for monitoring pupil progress ensures that any underachievement is quickly identified and responded to in a timely manner.
- Transition arrangements both across the school and on to the next stage of education are robust.
- High expectations for all pupils including those that are more able and talented is central to the school's teaching and learning policy. Consequently, teachers' subject knowledge, high expectations and the pedagogy they deploy ensure that standards are high.
- The climate for learning is positive and one where teachers and pupils have particularly good relationships conducive to hard work. Pupils are supported in becoming resilient and independent learners through both high expectations in the classrooms and opportunities available in the extended curriculum.
- Pupils spoke positively of the way they are supported and challenged in lessons citing in particular the different ways that teachers support them in through feedback during lessons and in their books. They said that they were well supported during the lockdown period and said that the Challenge work on the school's learning platform provided them with opportunities to stretch themselves.
- The school's focus on developing a culture which encourages a 'love of reading' has been highly successful. Almost half of the Year 6 pupils were assessed to be at the higher standard in reading in 2020. Close partnerships with the Tate Library, the National Literacy Trust, Puffin Library Project, and other organisations have ensured that there is an extensive range of books for children to read in school and at home. The school's after school reading clubs and second-hand book shop have further enhanced pupils' opportunities to access books.

- The school's case study focused on how Philosophy for Children can challenge more able pupils in adopting higher levels of language and communication skills. The use of P4C as an effective pedagogy for raising attainment is embedded throughout the school and contributes effectively to the high outcomes in writing. Parents are encouraged to have meaningful conversations with their children about the philosophical questions agreed in class which are recorded in 'Thinking Journals'.
- The curriculum is broad, balanced and demonstrates a clear progression across the school. There is a good balance between skills and knowledge and the newly introduced 'knowledge organisers' provide pupils with good reference pointers and support subject specific language development.
- The staff is a reflective learning community. Professional development is focused on developing pedagogy that will impact positively on all students and particularly for those that are more able and talented. The strong links with the federation schools, the Oval Learning Cluster, and other schools both locally and nationally ensure that teachers are supported very well in their professional development.
- Opportunities for pupils to develop their leadership skills in this 'Rights Respecting School' is a strength. As well as opportunities to be members of the school council (Team 12), students talked animatedly about the various other roles and opportunities. These include being a librarian and being a member of the Green Team. Class Ambassadors have a special role in sharing their learning with visitors as well as next steps for the class.
- Monitoring and evaluation is very thorough and both parents and governors are kept very well informed on their child's well-being and academic development.

Summary of strengths for teaching and learning

Sessions were observed in Reception and in both Key Stages 1 and 2. The quality of provision was consistently good with some outstanding features and demonstrated:

- Teachers have good subject knowledge.
- High expectations for responsibility for pupils' own learning.
- Pupils demonstrate excellent attitudes to learning. They are increasingly confident, independent, and enthusiastic as they go through the school.
- Engaging and varied differentiation of activities which promoted learning in depth.
- Expectations for good quality work and presentation is embedded across the school.
- Questioning which challenged and probed students' thinking and supported language development.
- A focus on technical and subject specific vocabulary.
- Well-planned and imaginatively used resources.
- An excellent use of ICT both as a discrete subject and as a resource for virtual learning, independent research and making virtual visits to museums and other countries.
- An extremely positive environment for learning which celebrates and showcases exemplar work and outcomes.
- Encouraging pupil enquiry to extend their learning and understanding.

Areas for development

- Continue to close attainment gaps.
- Work on providing pupils the skills to remember and recall what they have learnt.
- Consider extending the use of TA's to support more able learners.
- Continue to extend partnership working.

Key issues

Key action points:

*to be included on the school's **Key issues matrix***

- Continue to sustain and increase the high outcomes for all pupils across the curriculum so that all subjects are as successful as the best and continue to close any gaps in attainment, especially between boys and girls EAL and non-EAL at the higher standard.
- Embed the knowledge organiser and explore ways to enhance remembering and recall so that pupils can make explicit links across subjects and to prior learning.
- Ensure that support staff are always engaged in supporting pupils' learning including that of more able pupils.
- Continue to collaborate with and share excellence with other schools in the Federation in supporting their more able pupils to achieve their best.
- Explore ways of working with universities and professions in order to raise aspirations and ambition.
- Continue to link with local schools and share the school's expertise in providing for the more able.

<p>Date of Challenge Award reaccreditation</p> <p>December 9th 2020</p>	<p>NACE lead assessor signature</p> 
<p>Date Challenge check-in due <i>(+ 18 months)</i></p> <p>June 2022</p>	<p>Deadline for next reaccreditation <i>(+ 3 years)</i></p> <p>December 2023</p>