

Edward Wilson Primary School

Senior Street, London, W2 5TL

Inspection dates 13–14 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers, including members of the governing body, have taken decisive action to address inadequacies in teaching and leadership. As a result, the school has made good improvements in all areas since the last inspection.
- Teaching is good because teachers work in teams and learn from each other to provide the best possible learning experiences for the pupils.
- Pupils achieve well and make good, and some outstanding, progress, often from low starting points. By the end of Year 6, pupils reach average standards of attainment in reading, writing and mathematics.
- Pupils' relationships with each other are very positive, as are their attitudes towards learning. Their behaviour is good, and they say they feel safe. Attendance is improving and is now at the national average.
- Teachers plan stimulating topics and themes, which make an outstanding contribution to the pupils' excellent spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough to ensure that all pupils achieve exceptionally well.
- Marking and feedback are sometimes not detailed enough to provide guidance on what pupils should do next in their learning. Opportunities are sometimes missed for pupils to improve their work by responding to the marking, especially in mathematics.
- Attainment in reading, writing and mathematics at the end of Year 2 remains low, despite improvements over the last three years.

Information about this inspection

- Inspectors visited 29 lessons or part-lessons taught by 32 teachers.
- More than half of the lesson observations were shared with senior leaders. Short visits were made to observe the teaching of phonics (letters and the sounds they make).
- Work in pupils' books was analysed with a senior leader.
- The inspection team observed the school's work, and looked at a range of documents, including the school's self-evaluation and improvement plan, the school's records of monitoring, the governing body minutes, and records relating to behaviour, attendance and safeguarding.
- Inspectors listened to pupils read, attended assemblies and observed the school's work.
- Inspectors met with different groups of pupils, interviewed a sample of staff, and spoke to parents and carers. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents and carers were sought at the start and end of the school day, and through the school's surveys. Inspectors considered the 17 responses to the online questionnaire (Parent View). They also considered written comments from 24 staff.

Inspection team

Brian Netto, Lead inspector	Additional inspector
Lily Evans	Additional inspector
Olson Davis	Additional inspector

Full report

Information about this school

- The school is larger than most primary schools.
- Most pupils are from a range of minority ethnic backgrounds. Most speak English as an additional language.
- Nearly two thirds of the pupils are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals, and children from service families.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is also above average. Most of these pupils are visually impaired.
- The school runs a specialist resource provision for pupils with visual impairment. It is managed by the governing body and caters for up to 10 pupils.
- The number of pupils who join and leave the school at other than the usual times is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast and after-school club.
- Since the last inspection, a deputy headteacher was appointed in April 2010. The school has also appointed two assistant headteachers, who take up post in April 2013. Significant changes have been made to the teaching support team. The governing body has also changed significantly, including a new Chair taking up post in September 2012.

What does the school need to do to improve further?

- By June 2013, raise attainment in reading, writing and mathematics across Key Stage 1 so that it is at least in line with national averages, by:
 - increasing opportunities for early writing and number work within the Early Years Foundation Stage
 - providing activities which engage the interests of boys, especially in writing, so that the gap in attainment with girls is closed.
- Accelerate progress across Key Stage 1 and 2 so that pupils make rapid gains in their learning in English and mathematics, by:
 - making sure that the teaching of reading helps pupils to better understand the meaning of what they are reading
 - making sure that the rate of learning is always brisk and that there is always the right level of challenge for pupils in lower Key Stage 2
 - making sure that marking and feedback helps pupils to know their next steps in learning, and providing opportunities for pupils to demonstrate this learning, especially in mathematics.

Inspection judgements

The achievement of pupils is good

- Children have skills below those typically found when they join the Nursery and also in Reception, particularly in their early reading and counting. Teachers make the most of a stimulating environment to promote learning in a wide range of different contexts. As a result, children pick up skills very quickly and enjoy their learning. For example, they are quick to learn new letters and sounds and engage enthusiastically in learning the alphabet. Older pupils also enjoy reading and make good progress. Sometimes opportunities are missed to help them better understand the meaning behind the words.
- Attainment at the end of Year 2 is rising steadily and the gap in attainment between boys and girls is closing. By the end of Year 6, pupils have made good progress to reach standards in reading, writing and mathematics which are in line with national averages. However, in some years, progress in mathematics is not as fast as in reading and writing.
- Disabled pupils, including those in the additional resource unit and those with special educational needs, make good progress. Teaching assistants use their skills well to target the particular needs of these pupils. Specialist support from outside, such as guidance on how to move around the school, helps many of these pupils to make good gains in their learning. Specialist teaching in the resource unit is also of high quality. Teachers work well together to make sure that all needs are well met.
- Pupils funded through the pupil premium make good progress. By the time they leave Year 6, the gap between them and their classmates has narrowed, as measured by their average point scores. This measures the overall attainment between all the different groups of pupils. Their attainment in English, where the gap between them and other pupils is only four months, is smaller than mathematics, where the gap is six months. They are taught well in groups where the work is planned at the right level.
- Pupils who speak English as an additional language make good progress because they benefit from good partnership teaching, where teachers work together in teams. Pupils who join the school at other than the usual time also make good progress because they are well supported and their needs are identified quickly through an effective induction.

The quality of teaching is good

- Teaching is good and there is much that is outstanding. The best teaching is characterised by effective partnership work in the classroom. For example, Year 1 made rapid progress in learning what makes an effective speaker from the teachers' good role models and well-planned opportunities to practise their speaking skills in different contexts.
- Reception-aged children develop their speaking and listening skills quickly. Opportunities to encourage writing and counting are more limited, and activities do not always promote the full engagement of the boys.
- Further up the school, reading and writing are taught well. Effective questioning by the teacher and good use of clear success criteria ensured that Year 5 pupils made rapid progress in writing reported speech.
- Reading is taught well across the school, although there are some inconsistencies in how letters and sounds are taught, and on a few occasions pupils who speak English as an additional language are not helped to understand the meaning of the texts they read.
- Teaching benefits from specialists who are brought in for particular subjects. For example, a sports coach is used to teach key skills in physical education. Year 3 enjoyed great success in their ball skills during a basketball session as the teacher led by example, inspired enthusiasm and secured learning through effective repetition of skills.
- Where teaching is innovative, progress is rapid. Effective questioning and good use of visual aids, together with regular checks on learning and excellent feedback, helped Year 6 pupils to

reflect on their mathematical problem-solving skills and try out new methods.

- Marking and feedback is strong, particularly in English in upper Key Stage 2. Pupils are given clear guidance on how well they are doing, and opportunities to have a go at their next steps in learning. They know their targets well, and have clear ideas about how they can improve. However, this is not always the case in some mathematics, where these steps are not followed.

The behaviour and safety of pupils are good

- Pupils' behaviour is good, it is not exemplary all of the time, but when outstanding teaching motivates and engages the whole class, the behaviour is impeccable.
- Parents and carers appreciate the benefits of the breakfast and after-school club, and agree that behaviour is good and that the school keeps their children safe.
- Pupils show a great deal of respect and care for each other. The relationships with pupils from the additional resource unit for visually impaired pupils and the close ties with a local special school have helped pupils develop sensitivity towards others. This ensures that bullying is rare, and challenged by the pupils when it does happen.
- Pupils take on responsibilities around the school. For example, pupils in the 'student voice' group reflect the views of others across the school. Joint projects with their link school in Devon ensure that, as one pupil said, 'The student voice goes to different schools to represent it.'
- Pupils have a strong awareness of right and wrong. Much of this comes from the work done around children's rights and responsibilities. The school has been justly rewarded for this work through its UNICEF Rights Respecting Schools award.
- The school makes the most of its outdoor space. Playgrounds are well equipped, including the rooftop play area. This helps pupils to play well together, and helps to promote a strong, harmonious community.

The leadership and management are good

- The leadership of the school has been strengthened by a number of appointments since the last inspection. In addition, the team of adults who provide additional support has been strengthened by the recruitment of more qualified and experienced staff. As a result, the quality of teaching has improved.
- Teachers' performance is managed effectively and regular checks on pupils' progress used to hold staff to account. Opportunities for staff to develop their skills have led to greater consistency within the school. As one member of staff said, 'Staff at this school work well together and there is an atmosphere of mutual support.'
- Teaching has also benefited from links with local partner schools, which have been commissioned by the school, and with which the school enjoys a productive relationship. Reviews led by the local authority and other partners have helped the school to have an accurate view of its strengths and weaknesses. Teachers work well in teams, and this results in good opportunities for less-experienced teachers to learn new skills.
- The school promotes equal opportunities effectively through its work with parents and carers to ensure that individual needs of all the pupils are met. Relationships with parents and carers, and the wider community, are outstanding. The weekly coffee mornings hosted by the school provide good opportunities to develop these links. Opportunities for parents and carers to meet informally and also to learn new skills are promoting harmonious relationships within the school and the wider community. There is no discrimination.
- Topics and themes have an international flavour and help the pupils learn about the United Kingdom and the wider world. Links with schools in contrasting locations, both within England and further afield, make a strong contribution to the pupils' excellent spiritual, moral and social

development.

■ **The governance of the school:**

- Members of the governing body provide effective support for the school's ambitions. The governing body has been recently reconstituted to reflect the experience and expertise that new recruits bring. Governors play a strong role in supporting parents, for example through the weekly coffee mornings. Along with regular workshops run by staff, these keep parents and carers well informed and offer support for home learning. Although some governors are new to their roles, they know the school well and have had a comprehensive induction into their roles. Local authority training has informed their understanding of pupil performance and how well the school is doing when compared to other schools. They also have a good knowledge of teaching in the school and the performance of staff. All of this enables them to hold the school to account. They appreciate how well targeted funding, such as the use of the pupil premium, is helping to accelerate progress, for example through providing more teachers in each class. They have oversight of the changes in staff, and the rewarding of excellent performance, and ensure statutory duties such as safeguarding are met.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101110
Local authority	Westminster
Inspection number	400454

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Rob Owen
Headteacher	Debra Okitikpi
Date of previous school inspection	4 March 2010
Telephone number	020 7641 4303
Fax number	020 7641 4317
Email address	office@edwardwilson.org.uk

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