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Mr Steven Cox
Headteacher
Scott Wilkie Primary School
Hoskins Close
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Dear Mr Cox

Ofsted monitoring of Grade 3 schools: monitoring inspection of Scott Wilkie Primary School

Thank you for the help which you and your staff gave when I inspected your school on 28 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

Since the last inspection there has been an increase in the number of pupils who join and leave the school other than at the usual time.

As a result of the inspection on 24 March 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

At the end of Year 2 in 2010, the proportion of pupils who reached the level expected for their age increased in reading, writing and mathematics. Pupils' attainment rose from significantly below to below the national average in reading and writing, and to above in mathematics at Key Stage 1. The results of national tests for eleven-year-olds showed a substantial improvement in the proportion of pupils reaching the expected level in English and mathematics, with pupils' attainment close to the national average. The proportion of pupils attaining higher levels remained small in comparison with last year's national figures at both key stages. Progress rates from Key Stage 1 to Key Stage 2 improved substantially from previous years so that in mathematics it was broadly average and in English well above average.

The headteacher, senior leaders and curriculum leaders monitor the work of the school well. They actively engage staff in professional development activities,



including peer mentoring and sharing good practice. Together they have reviewed the curriculum and worked in collaboration with other schools and consultants in order to improve the quality of teaching and learning. Teachers now make more refined use of information about their pupils to plan appropriate work. They analyse pupil performance regularly and this information forms the backdrop to the termly pupil progress meetings held with senior leaders. Appropriate support is identified for underachieving pupils and teachers are held accountable for the good progress of all. As a result, the rates of progress have improved and, as confirmed in the tracking data, are being sustained across the school. As yet, targets are not ambitious enough to help promote even faster progress and higher attainment.

In the large majority of the lessons observed during the inspection, pupils were well engaged with a variety of stimulating activities that ensured their good progress as teachers plan to meet the needs of all learners effectively. Pupils said that the 'Steps to Success' shared at the start of each lesson help them to understand what they are expected to do and empower them to assess their own learning effectively. In a few cases, insufficient opportunities are given to pupils to respond and follow up on teachers' written comments and learn from their mistakes. With developments in the curriculum, such as the challenge weeks and topic work, more opportunities are being created for pupils to apply their literacy and numeracy skills. That, together with engaging with national initiatives such as *Every Child a Writer* and *Springboard*, is raising standards in both literacy and numeracy. The school has correctly identified the need to plan for even more opportunities for extended writing and for the application of numeracy skills across the curriculum in order to accelerate progress further.

Staff have made considerable efforts in recent months to improve attendance. Overall attendance rates have remained similar to the national figure but are beginning to rise. The success of this can be seen in the number of pupils who are persistently absent, which has decreased significantly. Governors accurately recognise that more tenacious efforts to engage the small group of hard-to-reach parents is an important next step to raise overall attendance further.

The close partnership with a cluster of local schools together with support from consultants has had a strong impact on improving the quality of provision and of leadership.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Radomsky

Additional Inspector



Annex

The areas for improvement identified during the inspection which took place in March 2010

- By July 2011, raise attainment in both English and mathematics by:
 - ensuring pupils make more consistently good progress
 - developing pupils' confidence in using and applying literacy and numeracy skills across the curriculum
 - improving the attendance of a small group of pupils.

- By September 2010, improve the overall quality of teaching to good by:
 - ensuring consistently high expectations and levels of challenge in lessons
 - using assessment data to set and adapt work to meet the needs of all pupils in each class
 - sharing good practice more widely.

- Build the capacity of all teachers to contribute more effectively to school improvement by:
 - developing teachers' understanding of performance data so that they can set consistently challenging targets for pupils
 - enabling all teachers to monitor and contribute to school self-evaluation.