

# Wilson Primary School

## Inspection report

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<b>Unique Reference Number</b>	109793
<b>Local Authority</b>	Reading
<b>Inspection number</b>	356626
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	Diane Wilkinson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Stroud
<b>Headteacher</b>	Mo Galway
<b>Date of previous school inspection</b>	28 April 2008
<b>School address</b>	Wilson Road Reading RG30 2RW
<b>Telephone number</b>	0118 9015573
<b>Fax number</b>	0118 9375575
<b>Email address</b>	admin.wilson@reading.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and observed 10 teachers. They held meetings with members of the governing body, staff and pupils, and a small number of parents and carers bringing their children to school were also spoken to. Inspectors observed the school's work, and looked at analyses of pupils' progress, minutes of governing body meetings, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 112 parents and carers, 111 pupils and 28 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively leaders and managers at all levels are working to maintain the upward trend in progress and attainment.
- The extent to which developments in writing are improving pupils' progress.
- How well pupils develop an awareness of global diversity.

## Information about the school

Wilson Primary is an average-sized school. It has a nursery class which children attend part time. Currently there is one class in most year groups, although the school is in the process of expanding to two-form entry. The proportion of pupils from minority ethnic groups is well above average. A large majority of these pupils speak English as an additional language. A higher-than-average proportion of pupils join after the Nursery or Reception Years or leave before Year 6. The proportion of pupils with special educational needs and/or disabilities is broadly average. These are mainly associated with moderate learning and speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is slightly above average. The school holds the Basic Skills Quality Mark and Healthy School award. The governing body provides a breakfast club which was also inspected. The after-school club is run by a private provider and was not inspected by this team.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Wilson Primary is an outstanding school. This is the result of excellent leadership and management at all levels. Self-evaluation is extremely rigorous and accurate, with development planning being very successfully targeted on weaker aspects of the school's work. Under the outstanding leadership of the headteacher and deputy headteacher, staff and members of the governing body work exceptionally well together in driving forward improvement. Excellent improvement has been made since the last inspection in many aspects of the school's work and the school is exceptionally well placed to improve further.

Pupils' personal development is outstanding. They are extremely kind and helpful, play a major part in school life and have an excellent awareness of how to achieve healthy and safe lifestyles. Pupils' outstanding behaviour supports learning especially well.

Relationships among the whole school community are exceptionally good and this, together with the excellent promotion of community cohesion, ensures pupils are especially well prepared as citizens of a diverse national and global community. ♦♦

The very exciting and innovative curriculum is especially well matched to pupils' needs and interests, instilling in them a love of learning and the aspiration to do their best. Outstanding partnerships with other schools and agencies help provide excellent activities. Support and guidance provided are outstanding for all pupils, including those whose challenging circumstances make them at risk of under-achieving. This has seen a much greater proportion of pupils reaching average attainment levels since the last inspection, with results in national tests rising well. Mathematics has risen especially well because more pupils than nationally now exceed the levels expected. All pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, achieve well, and very well in mathematics. It has been more difficult for the school to raise attainment in English because of weaknesses in this subject on entry to the school. However, staff continue to successfully tackle this lower attainment, with very good progress being made in writing since September, with the result that the gap is now closing. Determined to increase the number of pupils exceeding the expected levels in writing, staff are working very hard to improve the aspects which are not sufficiently strong which are: pupils' use of vocabulary to engage the reader; their ability to write for a range of audiences and purposes, and younger pupils' spelling and presentation skills. Activities for Nursery and Reception children develop numeracy, oral language and reading skills well. Children have many opportunities for writing in independent tasks, but fewer opportunities to develop these further in focused adult-led activities.

Teaching has improved considerably, with a very large majority of lessons being good and an increasing number outstanding. In some year groups teachers with outstanding expertise in English and mathematics teach different classes and support less-skilled

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colleagues. Some teachers are not sufficiently confident in their own subject knowledge and this limits their ability to set highly challenging activities. In some lessons teachers take too long to explain things and this results in pupils making good progress in their learning rather than outstanding progress, as was seen in the most effective lessons. Excellent procedures for assessing pupils' progress, consistently seen in all classes, ensure provision is very effectively adjusted to take account of any weaknesses or potential underachievement. This is a major reason why pupils made very good progress last term. Attendance levels are broadly average, largely because a very small minority of parents and carers take their children on extended visits overseas. Excellent arrangements are in place to help these pupils catch up on what they have missed when they return to school and to support those pupils who join the school midway through their primary education.

### **What does the school need to do to improve further?**

- Raise attainment in writing to the levels being achieved in reading and mathematics through:
  - giving writing a greater focus in adult-led tasks in the Early Years Foundation Stage .
  - building on and extending the strategies to improve pupils' ability to use a wide range of effective vocabulary, to write effectively for different purposes and audiences, and strengthening pupils' spelling and presentation skills in the younger classes.
- Raise the quality of teaching to outstanding by ensuring that at least 40% of lessons are outstanding by the end of 2011 through:
  - developing teachers' subject knowledge and confidence.
  - making sure that activities are highly challenging throughout lessons.
  - ensuring that activities consistently proceed at a rigorous pace.

### **Outcomes for individuals and groups of pupils**

**1**

Across the school pupils' personal development is a significant strength. Pupils view each other as individuals who deserve respect whatever their beliefs or customs; as a result, behaviour and racial harmony are exemplary. This is evident in the outstanding paired and group work seen in lessons, which makes a major contribution to learning. Pupils take great pride in their own heritage and value that of the diverse local area. Exceptionally good art activities, for example working with a local artist, ensure attainment in this subject is high. Excellent spiritual awareness is demonstrated in pupils' especially good knowledge of different religions represented in the school community. Pupils are extremely proud of their contribution to the school and local area, as in the excellent research and surveys undertaken to improve the playground and school toilets. They have an exceptional understanding of the need to eat healthily and exercise regularly and how to keep themselves and others safe. The school has achieved Healthy School status, which illustrates pupils' levels of understanding.

From below-average attainment on entry, Nursery and Reception children make good progress, although attainment is slightly below average by the time they enter Year 1. Good progress continues throughout Years 1 to 6 and pupils are well prepared for the

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future because of their strong personal skills and eagerness to learn and through taking part in many enterprise activities. By the time they leave, pupils are confident mathematicians, working accurately for example, with negative numbers and having an excellent understanding of decimals and how to apply these when measuring quantities or length. These strengths enable an increasing number of pupils in Year 6 to reach the higher Level 5 in the national tests. Very good reading skills have developed through the excellent focus on teaching the sounds in words. Writing has improved also, with pupils becoming more skilled at using language to engage the reader, for example, through similes and personification in their poetry, although fewer pupils reach Level 5 in English than in mathematics. These strengths helped the school to achieve the Basic Skills Quality Mark.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The innovative curriculum provides a considerable breadth of high quality learning experiences that motivate and engage pupils especially well so their attitudes to learning and behaviour are excellent. There is a very strong emphasis on literacy and numeracy skills, with the themed approach providing excellent links between subjects, making learning exceptionally interesting and meaningful. For example, very good use is made of pupils' musical skills to investigate how sound is produced. The teaching of letter sounds in ability groups results in outstanding learning. Group or individual activities are

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exceptionally well targeted at pupils' specific needs, ensuring those with special educational needs and/or disabilities or for whom English is an additional language are supported especially well. In this, very skilled teaching assistants play an outstanding role in supporting learning. Throughout lessons and in marking pupils are made very aware of how well they are doing and what they need to do to improve, often assessing their own work, so their awareness of learning is excellent. Aiming to drive up attainment even further, this academic year teachers have raised their expectations of what pupils should achieve. In outstanding lessons exceptionally challenging activities inspire and support pupils to achieve their very best. However, some teachers lack the skill and confidence to do this. In a minority of lessons also, the pace is not rigorous enough to achieve outstanding learning.

This is an exceptionally caring school, a strength which parents, carers and pupils fully acknowledge. Induction and transfer arrangements are outstanding. Those pupils whose challenging circumstance make them vulnerable receive excellent support from staff and through outstanding links with a wide range of agencies. Excellent relationships between staff and pupils and outstanding safeguarding procedures ensure pupils are exceptionally well cared for, including those in the well-organised breakfast club. The effective procedures for promoting good attendance have reduced unauthorised absence considerably.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Highly skilled leadership from the headteacher and deputy headteacher has created outstanding teamwork amongst school staff, ensuring all make an excellent contribution to self-evaluation and improvement planning. Exceptionally regular and rigorous systems for checking the quality of provision and pupils' progress allow staff to intervene speedily and successfully when this slows. Monitoring and support for teaching is a considerable strength, involving teaching assistants also. This is a major reason why the quality of teaching has improved very well since the last inspection and continues to do so. The governing body is exceptionally well informed and plays a major role in monitoring and development work, being excellent at holding staff to account for their actions. They provide considerable expertise in important areas for example, in helping staff ensure the school is a leader in high-quality safeguarding practice. Financial resources are exceptionally well targeted to help address weaknesses, ensuring the school provides excellent value for money.

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The school has forged outstanding partnerships with parents and carers, and other schools and organisations in the local area. As a result they have the commitment and support of a very large majority of parents and carers; liaison with other bodies also helps provide high quality learning experiences and care. For example, a local university provided pupils with an excellent awareness of what they could do in the future and inspired them to work very hard to achieve the skills they may need. The school's work to evaluate and promote community cohesion is excellent, a strength which is fully acknowledged in the local area and beyond. Pupils see differences in the local, national and global community as strengths which they can learn from. As a result, the absence of discrimination in the school is clearly apparent. Equality of opportunity is promoted well, with gaps in attainment between different groups rapidly closing and a clear focus on ensuring that remaining variations are being addressed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

In most areas of learning, children's attainment on entry is below what might be expected for their age, although it is lower still in their communication, language and literacy skills. Staff work hard to help children make good progress, although there are still weaknesses in writing when they transfer to Year 1.

Adults have a good understanding of how young children learn and carefully assess how well they are progressing, so activities build well on previous learning. Very good progress in their personal development sees Nursery children quickly learning to work and play happily together. These very positive relationships are built on successfully in Reception, where children work very well cooperatively. Nursery children love role playing hospitals, carefully recording the patient's symptoms on their clipboard. Oral language develops very well because adults provide so many opportunities for children to discuss what they are

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learning. Activities led by adults are well matched to children's abilities and help them make good progress in developing their numeracy and reading skills. Less emphasis is given to providing such well-targeted activities for writing. For both Nursery and Reception children independent learning is promoted effectively through well-organised activities, both indoors and out.

Staff work hard to build productive relationships with parents and carers and induction procedures are outstanding. Children are exceptionally well cared for, settle quickly and develop very positive attitudes to school. In the breakfast club their needs are met well. With changes in staffing and an increase in the number of Reception classes, some leadership and management systems are still being developed. Nevertheless, there is an excellent culture of self-evaluation, with staff continually looking for ways in which to improve provision. ♦

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A very large majority of parents and carers have positive views. The vast majority spoken to or who wrote to the inspection team praised the school and staff. Without exception parents and carers are happy with their children's experience and are totally confident that children are kept safe and that the school is well led and managed. The vast majority of parents and carers also recognise their children enjoy school and are well taught. They also agree that they are kept well informed about their children's progress and helped to support their learning. They are confident their children's needs are met and that they are well prepared for the future, including through leading a healthy lifestyle. Inspection evidence supports these views.

A very small minority of parents raised concerns about their children's progress, the way that the school deals with unacceptable behaviour and how well the school responds to their suggestions and concerns. Inspection evidence indicates that pupils' progress is good. It also shows that unacceptable behaviour is dealt with very effectively and that staff are exceptionally good at responding to parents' suggestions and concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilson Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	69	34	30	1	1	0	0
The school keeps my child safe	67	60	43	38	0	0	0	0
My school informs me about my child's progress	59	53	49	44	3	3	0	0
My child is making enough progress at this school	48	43	57	51	5	4	0	0
The teaching is good at this school	53	47	58	52	1	1	0	0
The school helps me to support my child's learning	54	48	55	49	2	2	0	0
The school helps my child to have a healthy lifestyle	54	48	54	48	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	36	62	55	2	2	0	0
The school meets my child's particular needs	42	38	64	57	3	3	0	0
The school deals effectively with unacceptable behaviour	45	40	57	51	4	4	0	0
The school takes account of my suggestions and concerns	42	38	58	52	6	5	0	0
The school is led and managed effectively	54	48	54	48	0	0	0	0
Overall, I am happy with my child's experience at this school	70	63	42	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 January 2011

Dear Pupils

**Inspection of Wilson Primary School, Reading RG30 2RW**

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their lunchtime to talk to us. We think your school is outstanding and are delighted that you and your parents agree.

Here are some of the things that we found were especially good about your school.

- You are very friendly and thoughtful young people. Your behaviour is excellent and you do lots of things to help your school and the local community.
- The activities staff plan for you are outstanding so that you now make much better progress than in previous years.
- Staff look after you exceptionally well and give you excellent advice on how you can improve your work.
- You make good progress and especially good progress in mathematics where more of you reach Level 5 in the national tests than in most schools.
- You have an outstanding headteacher and deputy headteacher and all staff and governors are excellent at helping your school to improve.

Here are some of the things we have asked the school to improve.

- You are now doing much better in reading and mathematics and we think you can do just as well in writing too. You can help by trying hard to write and spell accurately and to use really good words to make your work interesting for different audiences.
- You are well taught and we observed some outstanding lessons. We would like to see more of these so we have asked staff to carry on getting even better at the way they teach you.

Yours sincerely

D Wilkinson

Lead inspector

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