

Scott Wilkie Primary School

Hoskins Close, London, E16 3HD

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leaders and governors have not acted swiftly enough since the previous inspection to improve teaching and raise pupils' attainment.
- Leaders are not thorough enough in checking how effective the school is and they are not identifying what is needed to bring about improvement.
- The governing body does not ask school leaders tough questions about how good teaching is and what that means for pupils' progress.
- Teaching quality varies too much and is not always good enough to help pupils reach the standards they should by the end of Year 6.
- Pupils are not heard reading enough so they take too long to become fluent and confident readers.
- Pupils do not know how well they are doing and how to raise the standard of their work because marking is not always helpful. They do not have targets for improvement.

The school has the following strengths

- Children make good progress in Nursery and Reception through strong teaching and interesting activities.
- Effective teaching of phonics (linking letters and sounds) is giving pupils a good start to their reading.
- There is some effective teaching, particularly but not exclusively, in Year 6.
- Exciting 'Challenge Week' activities provide a wide range of practical experiences for pupils.
- Most pupils behave well in lessons and feel safe in school.

Information about this inspection

- Inspectors observed 35 lessons or parts of lessons, of which six were joint observations with senior leaders.
- Meetings were held with groups of pupils, school staff, parents and carers, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the six responses to the online questionnaire (Parent View) and held informal discussions with parents and carers at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on the pupils' current progress, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Martin Beale, Lead inspector

Additional inspector

Jeanie Underwood

Additional inspector

Barney Payne

Additional inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Pupil numbers have risen in this large primary school since its previous inspection.
- Most pupils are from a wide range of minority ethnic backgrounds and more than two-thirds speak English as an additional language.
- The proportion of pupils known to be eligible for funding through the Pupil Premium (which is extra money given to schools) is above average.
- Many more pupils than in other schools join or leave part way through their primary school education.
- The proportion of pupils who are disabled or have special educational needs supported at School Action is well above average.
- The proportion of pupils supported at School Action Plus or with a statement of special educational needs is low.
- Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that pupils make good progress by:
 - making sure that every teacher has high expectations and does not accept mediocre work from any pupil
 - getting lessons off to a brisk start by making sure that teachers' explanations at the beginning of lessons are clear and brief
 - making sure that pupils read more frequently to adults, including taking books home to share
 - setting individual targets for pupils in English and mathematics, linked to National Curriculum levels, that are frequently reviewed and used to plan the next steps in learning
 - ensuring that when teachers mark pupils' work they give clear points on how to improve it and time to respond.
- Improve the effectiveness of leadership and management by:
 - developing a coordinated approach to improving teaching which includes coaching by experts
 - applying performance management procedures more rigorously for all staff in which individual targets and rewards for teachers are tightly linked to training where needed and to better progress for pupils
 - sharpening self-evaluation so that it provides a frequent and accurate analysis of how well the school is doing
 - analysing information about pupils' performance more thoroughly and regularly so that patterns and reasons for underachievement can be identified and action taken
 - ensuring that improvement plans include challenging targets that are about raising pupils' achievement.
- Urgently improve the effectiveness of the governing body by ensuring that its members:

- undertake a structured training programme to develop their skills and expertise
- understand links between the quality of teaching and the performance of pupils
- contribute to the school’s self-evaluation by gaining a sharper understanding of its strengths and weaknesses
- seek and use the views of parents and carers to identify areas for school development
- hold the school to account by monitoring closely the progress of actions in the improvement plan and the impact of their financial decisions.

Inspection judgements

The achievement of pupils

requires improvement

- Standards were too low at the time of the last inspection and they have still not risen sufficiently because pupils do not make good progress. Progress varies across year groups and it is only because pupils catch up rapidly in Year 6 that attainment just exceeds the floor standard. There have also been some variations in achievement related to pupils' ethnicity. In particular, pupils of White British or Eastern European backgrounds have at times attained lower standards than others.
- Standards at the end of Year 6 are well below average in both English and mathematics. Pupils have done better at Year 2 in writing and mathematics recently, but they are not making fast enough progress across Key Stage 2.
- Children enter the Nursery with skills and understanding at much lower levels than those expected for their age. The emphasis on language skills and on their personal development leads to them doing really well in the Nursery and Reception classes.
- Many pupils start school with low levels of literacy. Their spoken language skills develop well because of the emphasis in all classes on speaking and listening, although standards in reading are not good enough.
- Phonics (linking letters and sounds) are taught well in Reception and at Key Stage 1 because lessons are set at the right level for practising and learning sounds quickly. By the end of Year 2 pupils are able to tackle unfamiliar words with confidence. However, they do not always read with fluency and expression because they are not heard reading regularly enough by adults.
- There is some effective individual guidance for disabled pupils and those who have special educational needs, but they do not all learn well because of the variable quality of teaching. Those pupils supported by the Pupil Premium do as well as others in their classes. While late arrivals to the school are not always there long enough to reach nationally expected standards by the end of Year 6, their progress is no different to that of others. Because all pupils do not learn quickly enough the gap between what they can do and what they should be doing for their age is not closing quickly enough.

The quality of teaching

requires improvement

- Teaching is not good enough and so pupils do not make sufficient progress in English and mathematics. Teachers' expectations vary too much. Where teaching is best, expectations are high, but elsewhere they are not and mediocre work is accepted.
- Where teaching is weak, learning moves at a slow pace. This is usually because pupils spend too long sitting listening on the carpet and explanations from teachers last too long. There are also occasions when teachers do not check that pupils are able to do the work given and do not set clear goals for how much work is to be completed.
- The marking of pupils' work is very varied. The best provides clear guidance on how to improve work and teachers give pupils time to respond to their comments. However, too often marking is brief and offers little help to the pupils. This leads to errors recurring. Furthermore, pupils do not have personal targets to spur them on and provide a measure of their success.
- The most effective teaching takes place in calm and well-managed classrooms where pupils respond quickly to their teacher's high expectations for work and behaviour. The 'no hands up' rule adopted successfully by many of the teachers keeps the pupils on their toes as they are never sure when they will be expected to answer a question. In better lessons pupils learn productively from each other when they either share their ideas in discussion or work together to solve problems.
- Teaching for children in the Nursery and Reception classes is consistently good. There is a careful balance between well-taught activities led by adults and opportunities for children to investigate for themselves. As a result, children listen well, participate enthusiastically in

activities and are keen to learn.

The behaviour and safety of pupils

require improvement

- The positive attitudes to learning seen in many classes begin in the Nursery and are developed across the school. The youngest children play together well and share resources willingly. These skills stay with them as they move through the school and contribute well to their learning.
- Pupils mostly work hard and want to do well, but there are times when a small number do not persevere enough when tasks are difficult and they do not receive enough help from their teachers. While most pupils respond well in lessons, their attention wanes when they are asked to sit for long periods without doing anything.
- Pupils are typically polite and considerate towards each other. Their kindness to others includes helping newcomers settle into routines quickly and to make new friends. Effective support from the learning mentor and external counselling services have led to improvements in behaviour for pupils who find it particularly difficult to behave well.
- Pupils say the school is happy and friendly. School records confirm their views that bullying and racist incidents are rare and dealt with quickly. Pupils say they feel safe and that there is always an adult to turn to if they have a problem.
- The previous inspection identified the need to improve attendance. There has been some improvement, but overall attendance remains below average. There are still a number of parents and carers who take their children away in term-time and some pupils arrive late at school each day.

The leadership and management

are inadequate

- School leaders and governors are not bringing about rapid and sustained improvement in the school. The quality of teaching and pupils' attainment, which required improvement at the previous inspection, are no better now.
- Self-evaluation does not get to the heart of the school's problems. It does not provide an accurate assessment of the school on which leaders can base planning for its improvement. Consequently, any improvements are often short-lived.
- Systems that should ensure a sustained improvement in the quality of the school's work are not good enough. Any gains made are quickly lost when staff leave and are replaced. The school is following statutory performance management procedures, but teachers have sometimes been rewarded when pupils in their classes have not made at least good progress. This is because the targets set for pupils' progress are not sufficiently challenging.
- Training is not used effectively enough to help teachers improve. It is not linked well to the results of performance management and teachers do not experience coaching by experts to support their development.
- Leaders do not analyse information thoroughly when they check pupils' progress in order to see if some groups are performing differently from others. This means they are not able to respond quickly enough where needed. The gaps between the attainment of White British and Eastern European pupils and that of others have not been plugged, and this means the school is not promoting equal opportunities well enough.
- School leaders do not check carefully enough the impact the Pupil Premium funding has on the achievement of pupils for whom it is intended. They are not clear whether the extra staff who have been bought in to lead individual and small group teaching or the additional counselling services have made enough difference.
- The local authority has recognised the need to support the school to improve its leadership, particularly the monitoring and improving of teaching. Consultant support has assisted the new subject teams in getting to grips with what needs to be done, but this has still not resulted in good progress for pupils.

- The school's curriculum is not good enough and the scheme to develop reading and writing is not being put into practice consistently well in all classes. Activities in 'Challenge Week', such as when Year 6 pupils investigated air resistance and Year 3 pupils tasted a variety of breads, considerably broaden the pupils' skills and add to their enjoyment. Opportunities are taken to celebrate different religious festivals and explore other cultures, but provision for the pupils' spiritual, moral, social and cultural development is no better than adequate.
- **The governance of the school**
 - Governors have not been sufficiently well trained, so they do not challenge school leaders effectively to improve the quality of teaching and the pupils' achievement. The governing body does not fully appreciate the shortcomings in the school's effectiveness, why the school has not improved and what action is needed, particularly in terms of improving teaching. The governing body has a limited understanding of the impact of its spending decisions, such as those relating to the Pupil Premium funding or whether pay rises awarded to teachers are reflected in improved achievement of pupils. Governors do not take the views of parents and carers into account sufficiently when planning school developments.

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	102757
Local authority	Newham
Inspection number	400568

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	408
Appropriate authority	The governing body
Chair	Roy Pratt
Headteacher	Steven Cox
Date of previous school inspection	24–25 March 2010
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