

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Direct F 0117 315 0430
Email: christina.bannerman@tribalgroup.com

21 June 2013

Ms Keri Edge
Headteacher
Scott Wilkie Primary School
Hoskins Close
London
E16 3HD

Dear Ms Edge

Special measures monitoring inspection of Scott Wilkie Primary School

Following my visit with Brian Oppenheim, Additional Inspector, to your school on 19 and 20 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in October 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence, I am of the opinion that at this time:

the school is making reasonable progress towards the removal of special measures.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Newham.

Yours sincerely

Kekshan Salaria
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2012

- 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 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.

Report on the second monitoring inspection on 19 and 20 June 2013

Evidence

Inspectors observed the school's work, scrutinised documents and met with the leadership team, teaching staff, groups of pupils, two members of the governing body, including the Chair of Governors, and a representative from the local authority.

Context

Since the previous section 5 inspection, the headteacher and deputy headteacher have left the school. The local authority has brokered the appointment of the headteacher of Hallsville School as acting headteacher of Scott Wilkie School. Two teachers joined the school in April 2013.

Achievement of pupils at the school

Senior leaders agree that achievement, although improving, remains low. School data suggest that the majority of pupils are now making the two levels of progress expected by the government, with some pupils starting to make faster progress. This is particularly noticeable in Key Stage 2, where pupil progress is speeding up because teaching is good and individual pupils who are at risk of not doing so well are getting more help to support them with their learning. Nevertheless, pupils still have a way to go before they can catch up on the skills and concepts they have missed in the past because of poor teaching. In particular, pupils capable of faster pace and more demanding work are insufficiently challenged in some classes. The impact of better phonics teaching (teaching of letters and sounds), coupled with effective interventions by better trained learning support assistants, is beginning to reap results in the way in which pupils are tackling new words when they read. Senior leaders are employing a range of strategies to accelerate pupils' progress, including setting pupils by ability in Key Stage 2, small group teaching, and a range of intervention groups, but it is too early to see the impact on standards. Pupils' workbooks show that teachers' marking is improving as a result of recent action by senior leaders; marking is completed regularly and teachers' comments to pupils are more specific, frequently indicating to pupils the next steps in their learning.

The quality of teaching

The overall quality of teaching and learning is improving well. The proportion of teaching that demonstrates good features is increasing and, consequently, the rate of progress made by pupils is improving. The most effective teaching takes place in calm and well-managed classrooms where pupils respond quickly to their teachers' high expectations for work and behaviour. In these lessons, pupils learn productively

from each other when they either share their ideas in discussion or work together to solve problems. This is because tasks are interesting and teachers' planning indicates different levels of work for pupils. For example, in a Year 6 mathematics lesson, pupils were clear about the level they were trying to achieve and the skills they needed. The task was well organised; they worked on wipe boards independently or in pairs and were given effective incentives to question and support each other. In a Year 1 lesson, good relationships, and clear demonstrations by the teacher of what the pupils should do encouraged high levels of participation and enjoyment in a fast-paced phonics lesson. However, in some lessons, the pace of learning is slow and there is too much adult direction and not enough time for pupils to learn actively. Additionally, where teaching requires improvement, resources are not well matched to the needs of pupils and teachers do not readily adapt tasks if pupils do not respond as expected.

By sharing the high-quality practice from the partner school, provision in the Early Years Foundation Stage has improved. Through reorganising daily routines and procedures, and improving provision in the classroom environment, the children are beginning to be actively involved in their learning and steady progress is being made.

Behaviour and safety of pupils

The atmosphere around the school is calm and orderly. All staff have high expectations of how pupils should behave and manage behaviour consistently well. Of particular note are the improved attitudes pupils have towards their learning. Appropriate levels of interest and involvement by the pupils were observed in lessons, although some pupils feel that learning in their classrooms is still occasionally disrupted. Relationships between adults and pupils are positive and pupils say they are confident in approaching their teachers or other staff if they have a problem. Pupils speak enthusiastically about the reorganisation of the playground into different activity areas and how this has improved behaviour. Attendance continues to improve and is in line with the national average.

The quality of leadership in and management of the school

The acting headteacher and the senior leadership team have an entirely accurate understanding of the strengths and weaknesses in teaching at Scott Wilkie School. They have undertaken accurate lesson observations pinpointing strengths and weaknesses in teaching. They have clear expertise in improving teaching and the impact of this is seen, for example, in the Early Years Foundation Stage, which has developed its increasingly secure level of provision.

Despite the many recent staff changes, senior leaders have used their substantial expertise to create a culture of improvement. There are now thorough systems to check and improve the performance of staff, and assessment procedures and

systems which are providing increasingly accurate data on pupils' attainment and progress. In addition, meetings are held regularly between class teachers and senior leaders to identify those pupils who need extra help because they have fallen behind or need additional challenge.

Senior staff have ensured that professional development is linked to the school's priorities and the needs of staff. This is leading to the middle managers developing their subject knowledge and being better equipped to manage their duties and start to share the benefits of their professional development widely.

An external review of governance was a recommendation from the last monitoring inspection in March 2013. To date, no review has taken place. The governing body is not yet providing effective strategic direction for the school. Governors are keen to develop their knowledge, understanding and skills. Recent training undertaken by the governing body is very slowly starting to improve their understanding of information about pupils' performance. This has some way to go to make sure all governors can check how well pupils are doing compared with their peers nationally and how well pupil premium funding is being used. The school complies with the latest requirements for safeguarding.

External support

The school has effectively used a range of local authority consultants to support improvement. For example, the work carried out by local authority consultants with teachers has created a greater understanding among staff of what they should do to improve their classroom practice. This has resulted in improvements in classroom organisation and lesson planning. Local authority consultants have also played a useful role by moderating teachers' judgements about pupils' levels of attainment. The local authority has supported the improvement in teaching and learning well. Although it has been aware for a period of time of the governing body's failure to provide strategic direction for the school, it has not acted speedily enough to rectify this situation.