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5 December 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 David Webster, additional inspector, to your school on 3 and 4 December 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 third 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.

The school may not appoint newly qualified teachers before the next monitoring inspection.

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 third monitoring inspection on 3 and 4 December 2013**

### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the leadership team, non-teaching staff, a group of pupils, three members of the governing body, including the new Chair, and a representative from the local authority.

### **Context**

Since the previous monitoring inspection, the governing body has formed a hard federation with Hallsville School. The formal partnership started on 1 September 2013, with one governing body across both schools. The majority of governors are new to the school. Five teachers and seven teaching assistants joined the school in September 2013.

### **Achievement of pupils at the school**

The unvalidated test results for 2013 indicate that attainment is almost in line with national expectations at the end of Key Stage 2; pupils throughout the school are now making better progress in English and mathematics. Improvements in the quality of teaching and learning since the last inspection are leading to pupils aiming for higher levels in their work. For example, in a Year 5 English lesson, pupils improved their writing by adding a range of punctuation to their written work which would move them up to the next level. Pupils throughout the school respond well in lessons because of increased expectations from teachers. They are keen to answer the teachers' questions and discuss work effectively together in groups. Most pupils know their targets and talk about how to improve their work. Pupils respond well to the teachers' marking in books by writing comments and correcting mistakes. Children in the Early Years Foundation Stage have many opportunities to choose activities or extend their own learning through purposeful play. They are developing their language and independent skills well because of the positive interactions with adults, who ask sensitive questions to promote talk.

### **The quality of teaching**

Teachers are keen to improve their practice and have embraced new systems and procedures willingly. They have welcomed support and advice from teachers at the partner school. Resources are well constructed and are used to make explanations clear, increase enjoyment, and support pupils in understanding new learning quickly. Teaching assistants make a valuable contribution to pupils' learning. For example, inspectors observed how the skilled intervention of a teaching assistant, modelling key vocabulary, enhanced pupils' listening and speaking skills.

Observations made during this inspection, by the headteacher and by the local authority, show that nearly all teaching is now good. Scrutiny of pupils' workbooks shows that pupils are making good progress. Teachers who are new to the school have settled quickly because of an effective induction programme. Improvements to teaching mean that pupils are calm, generally engage with, and talk enthusiastically about, their learning and concentrate for longer periods of time. In the Early Years Foundation Stage, practitioners benefit from regular opportunities to discuss their assessments and share good practice. Consequently, interactions between adults and children are based on good questioning and the introduction of new vocabulary. In these instances, practitioners adapt activities so that they respond to the children's needs and interests.

### **Behaviour and safety of pupils**

Pupils have an increased sense of pride in their work and the school. They recognise the changes taking place and are very pleased with them. The school recently undertook a survey of pupils' attitudes to their school and the results were very positive. There is a calm and friendly atmosphere in the school; partly due to the redecoration and part refurbishment of the school which took place over the summer break and the pupils' highly positive reaction to their improved surroundings. Leaders have also concentrated on putting rigorous systems and procedures in place to promote good attendance. As a result, the school has made significant progress in improving attendance because it has focused closely on reducing the persistent absence of individuals. A variety of rewards for good attendance are in place which have encouraged a positive attitude to improving attendance from the vast majority of pupils.

### **The quality of leadership in and management of the school**

The headteacher has demonstrated skill and determination in building a cohesive team of motivated staff to implement the necessary changes to secure and sustain improvements. Staff appreciate the clarity of direction that senior leaders provide and the support and guidance they are receiving. The school is now improving rapidly – something that pupils and parents both recognise and appreciate.

The special educational needs coordinator is reviewing provision for disabled pupils and those with special educational needs, along with those who are in the early stages of learning English. Senior leaders also hold regular meetings where concerns about individual pupils are raised and a coordinated response agreed.

The governing body has made great strides in its role. Highly experienced governors from the partner school have joined together to form one governing body for both schools. New members of the governing body have appropriate skills and knowledge. The new Chair of the Governing Body is knowledgeable and highly

committed, and is already familiar with the information from the external assessments and from meetings with key staff. Members of the governing body now have a better understanding of the school's work through working in school and undertaking 'learning walks' with senior leaders. The governing body now has an integral role in shaping the strategic direction of the school.

### **External support**

The extensive joint working with the headteacher's other school is paying dividends: links are in place at many levels – leaders, staff and governors. These links enrich pupils' curriculum experiences and help to support developments across the school. Senior leaders are positive about the effective support provided by the local authority. Consultants from the local authority have supported the development of phonics (the sounds letters make), which has led to a clear improvement in standards. They have also played a very useful role by moderating teachers' judgements about pupils' levels of attainment.