

Scott Wilkie Primary School

Hoskins Close, London, E16 3HD

Inspection dates 12–13 March 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their well below starting points, almost all pupils make good progress.
- Standards are improving. Currently, they are broadly average in mathematics and writing but lower in reading.
- Teaching is typically good. Learning is consistently good because teachers plan lessons well. The effective use of computers and resources, and the way in which teachers assess pupils' answers to questions result in successful learning.
- Early reading is taught well in the Early Years Foundation Stage. A highly structured and effective programme of linking letters and sounds enables children to learn how to break down words with growing confidence.
- The leadership of the school has a very good knowledge of the pupils. The headteacher and other senior staff regularly check on how well pupils are being taught and how well they are learning. They take prompt action to improve teaching where necessary.
- The governing body understands clearly the actions being taken to achieve the school's priorities. The Chair of the Governing Body and the headteacher work closely in their efforts to improve teaching and achievement further.
- Pupils are polite and well mannered. They take an active part in contributing to the life of the school. Adults in the school look after pupils very well and ensure they are kept safe at all times.

It is not yet an outstanding school because:

- Although pupils reach national standards in writing and mathematics, standards in reading could be higher and too few reach the higher levels.
- At times, pupils are not making the most of the detailed feedback given to them by teachers. For example, comments about improvements made in books are not always followed up by pupils.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, the majority of which were joint observations with senior leaders.
- Meetings were held with two groups of pupils.
- Inspectors listened to six pupils read from Years 1 and 3 and observed the teaching of phonics.
- Meetings were held with senior and middle managers, and representatives of the governing body and the local authority.
- There were no responses to the online questionnaire, Parent View. Inspectors met with a small number of parents and carers and held informal discussions with others at the start of the school day.
- Inspectors looked at pupils' workbooks in lessons as well as a substantial number out of lessons in order to evaluate the progress made by pupils over time.
- Inspectors observed the school's work, looked at the school's self-evaluation of its own effectiveness and examined policies including those relating to safeguarding, records of pupils' progress, monitoring records of teaching and learning, attendance figures and the school's improvement planning.

Inspection team

Kekshan Salaria, Lead inspector

Her Majesty's Inspector

Michael Pennington

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The governing body formed a federation with a nearby outstanding school. This formal partnership started on 1 September 2013, with one governing body across both schools.
- 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 disabled pupils and those with special educational needs supported through school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding, in order to raise standards further across the school, particularly in reading, by:
 - making sure feedback comments are used by pupils to improve their work
 - ensuring teachers provide more difficult work for those pupils who are capable of greater challenge in order to maximise their development of key skills
 - ensuring that all teaching assistants receive appropriate training so that the quality of their support matches the very best currently in the school.

Inspection judgements

The achievement of pupils

is good

- Pupils' progress is good. Children start in the Early Years Foundation Stage with skills that are typically low compared with those expected and even lower for communication and language, and personal, social and emotional development. Although still below expected levels for their age when they leave Reception, children make good gains by the time they start Year 1.
- In 2013, the national screening check of pupils' phonic skills (the knowledge of letters and the sounds they make) carried out in Year 1 showed that the proportion of pupils reaching the levels expected for their age was well above that in other schools.
- There is an upward trend in standards in Key Stage 1. Consequently, writing and mathematics are now in line with the national average, with reading remaining below. The school is determined to push up standards further. Progress is accelerating due to the challenging targets set by the school. Most pupils make good progress from their starting points. Currently, an increasing number of pupils are on track to achieve better than nationally expected levels.
- Standards at the end of Year 6 are almost in line with the national average. This represents good achievement from pupils' attainment at the end of Year 2, and indicates the improving trend in standards overall. However, in the national tests the proportion of pupils gaining the higher Level 5 was lower than the national figure and this is now a school focus. Pupils' current work and the school's assessments show that good progress across the key stage is well established.
- Disabled pupils and those pupils who have special educational needs or more complex learning needs make good progress due to the targeted support for medical and learning needs from highly experienced teaching and support staff.
- In some lessons, the progress of the most-able pupils is not quite as strong as it is for other pupils. This is because they do not always have access to higher-level work to develop their English and mathematics skills at this level.
- By the end of Year 6, pupils read well and demonstrate great enjoyment in their reading. Pupils say they read regularly at school and are given the right advice by teachers to choose books which they also take home. Parents and carers are also invited to the school regularly to find out how to help their children at home with homework, particularly reading.
- Pupils' achievement in mathematics is improving. For example, pupils' work in Year 6 shows that they use and apply their knowledge to collect data and solve problems and to find solutions to problems. These activities challenge them and they are expected to work hard.
- Pupil premium funding ensures that the pupils in receipt of such funding, including those known to be eligible for free school meals, are making better progress than their peers in English and mathematics. In 2013, at the end of Year 6, these pupils were almost two terms behind their peers nationally in mathematics and writing and just over a term behind in reading.

The quality of teaching

is good

- Teaching is good, which promotes pupils' good progress.
- Teaching in the Early Years Foundation Stage focuses on developing the necessary skills, such as number and personal skills, so that children can increasingly gain from the stimulating activities provided. Staff encourage parents and carers to stay and play with their children. These sessions work well with parents and carers, helping them to understand their child's learning and development.
- In the nursery, children start to learn the names and sounds of letters through songs and rhymes; this supports their early reading and writing skills.
- At times in lessons, there are too few opportunities for the most-able pupils to extend their

learning and deepen their understanding of the work. Most-able pupils do not always have access to higher-level work that will stretch them and ensure they can make good progress in English and mathematics.

- Work in pupils' books, particularly their writing books, displays clear progress showing that teaching has been good over time. Work is marked regularly and teachers' comments indicate the next steps to be taken in pupils' learning. As a result, pupils know what they have done well and what they need to do to improve. However, not all teachers make sure their feedback comments are consistently used by pupils to improve their work.
- The quality of support offered by teaching assistants is variable. Where teaching assistants have a specialist focus and work with pupils with very particular needs, the level of support is good and at times outstanding. Equally, there are times when non-specialist teaching assistants provide strong support which allows pupils of various levels of ability to participate fully in lessons and to make good progress.
- There are other times when teaching assistants' expectations of what pupils can do are not high enough and, consequently, pupils' progress is not as fast as it could be.
- 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.

The behaviour and safety of pupils are good

- Pupils of all ages are keen to do well and show a consistent desire to learn and improve. They take advantage of opportunities in lessons to improve their knowledge and understanding. Consequently, pupils' achievement, especially in writing and mathematics, is improving steadily.
- Pupils' ability and desire to work with others in lesson are a growing strength across all year groups. They work well in group and in pairs to share ideas and build confidence as they learn. This is because teachers consistently model and expect high standards of respect for others.
- Pupils conduct in lessons is always at least good. This is because leaders and teachers have worked hard to establish much-improved learning practices in lessons. Although in the very best cases, teachers make good use of orderly routines to maintain pupils' positive attitudes, there is some inconsistency across classes.
- Teachers' expectation of conduct around the school is high. They are proactive at encouraging pupils with positive approaches, for example one teacher said, 'Show me your good walking!' as pupils prepared to move between rooms. Pupils now expect these standards, and consequently, they are adhered to daily.
- Teachers use rewards systems well to promote good behaviour. Pupils are keen to be recognised for good work and behaviour. One pupil said, 'It makes us want to be competitively good.' Inspectors agree – significant improvements in behaviour in lessons and around school mean behaviour is good.
- Leaders take a 'zero tolerance' approach to all forms of bullying and other unkind behaviour. They have strong systems to record and resolve all forms of bullying when it occurs, which show that leaders are determined to take a strong stand. The overwhelming majority of pupils and parents and carers are correct to speak highly of recent improvements.
- Pupils from a very diverse range of backgrounds and cultural experiences work and play well together.
- Leaders have worked hard to achieve a standard of safety which is good. Teachers and other staff pay greater attention to keeping pupils safe, for example, how they manage pupils' safety when they arrive at and leave school, and, the day-to-day security of the school premises. Consequently, pupils say that they feel safe and look forward to coming to school.
- The attendance of pupils is improving at an encouraging rate. This is because leaders have paid greater attention to pupils whose attendance is poor and taken positive steps to encourage their attendance at school. The use of other agencies to support pupils' attendance at school has been effective. Absence is now followed up swiftly and the attendance of pupils is currently in line with expectations.

The leadership and management are good

- The quality of leadership and management at all levels, including governance, is good throughout the school and is largely evident by the improved achievement and progress that pupils have made over the past year and a half.
- The executive headteacher's very effective leadership and management of the school have established high staff morale and a shared commitment to continuous improvement. Her strong leadership has been the driving force in the improvements since the last inspection. She has ensured the resources, expertise and experience available within the federation have been wisely utilised.
- The monitoring of teaching and pupils' progress is good. Pupils who are likely to underachieve, including those with specific learning needs or behavioural difficulties, are carefully monitored. Senior leaders hold regular assessment meetings with teachers so that support can be put in place quickly for any pupils who are underachieving. As a result of this extra adult support, pupils make good progress.
- The school strongly promotes pupils' spiritual, moral, social and cultural development in lessons and in assemblies. An additional strength in the curriculum is the provision of a wide range of sporting activities and physical education lessons that professional coaches teach. As a result, pupils are well aware of the importance of exercise and healthy food in keeping them healthy.
- Senior leaders and the governing body consistently set exceptionally high standards for the learning and progress of pupils in the school. Challenging targets and effective training are linked to opportunities for teachers to further their skills, such as observing high-class teaching in the partner school, ensuring that the quality of teaching keeps rising.
- The school works well to promote equal opportunities and tackle discrimination. The achievement of all groups is carefully tracked so that any dip in progress can be carefully tracked.
- The local authority recognises that there is strong leadership in the school. They visit the school regularly to meet with the leaders and on other occasions to support the governing body.
- **The governance of the school:**
 - The governing body is well led and involved in striving to improve the school through both challenge and support to school leaders. Alongside the headteacher, governors have broadened the leadership structure so that there is more expertise in key areas. The governing body ensures that staff performance appraisal arrangements are secure and that teachers receive financial reward only if they meet their classroom targets in relation to pupils' progress. They also hold the headteacher rigorously to account and are knowledgeable of the school's view of its own performance. They ensure the pupil premium and primary school sports funding is used for whom it is intended and that it is having a positive impact on pupils' standards and development of healthier lifestyles. Statutory duties are met effectively; including ensuring that the school's safeguarding arrangements meet requirements.

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	432495

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Nicole Putscher
Headteacher	Keri Edge
Date of previous school inspection	23–24 October 2012
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