

# Wilson Primary School

Wilson Road, Reading, RG30 2RW

**Inspection dates** 9–10 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards in 2014, at the end of Key Stage 2, are at the highest level ever. They are above average with an increased proportion of pupils reaching the higher levels in reading, writing and mathematics. Pupils are well prepared for their next stage in education.
- All of the different groups of pupils currently in the school make good progress.
- All adults work as a cohesive team to provide interesting activities that engage children’s interests. This helps them to have a good start in the Early Years Foundation Stage.
- Teachers’ good use of resources and well thought out plans enthuse and motivate pupils. They enjoy school. This is reflected in the above average attendance.
- The school’s work to keep pupils safe is outstanding. Pupils say they feel extremely safe in the school.
- Pupils’ behaviour around the school and in lessons is good. Also they are keen to learn.
- The curriculum effectively promotes pupils’ spiritual, moral, social and cultural development.
- The headteacher, in partnership with other leaders, effectively uses data to precisely target the correct priorities for the school. The leadership has successfully improved teaching and achievement, and both continue to improve.
- The headteacher, governors and staff have created a warm, welcoming and caring school that pupils are proud of and in which they achieve well.
- Members of the governing body effectively carry out their roles and responsibilities and are regularly involved in school life.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Occasionally work is not hard enough for the most able pupils.
- The quality of writing in subjects other than in English and mathematics is not always of a high quality. Also feedback in these subjects is not always helpful.

## Information about this inspection

- Inspectors observed teaching in 18 parts of lessons. Inspectors saw six of them jointly with the headteacher and the deputy headteacher. Inspectors also observed a whole-school assembly.
- Meetings were held with key staff, pupils, four members of the governing body and a representative from the local authority.
- Inspectors listened to pupils reading in Years 1, 2 and 6.
- Inspectors observed the school's work and examined a range of documentation that included: the school's evaluation of its own performance, the school's data and governing body minutes. Inspectors also scrutinised pupils' work and looked at information about behaviour and safeguarding.
- Inspectors took into account the school's own parental surveys and the 78 responses to the online questionnaire (Parent View). Inspectors spoke to parents at the start of the school day and looked at any written comments by them. Questionnaires completed by staff members were also taken into consideration.

## Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
David Westall	Additional Inspector
Brenda Iles	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The school finished having 18 months of building works in December 2013 to expand the site. It has two forms of entry from the Early Years Foundation Stage up until Year 4.
- There have been significant changes to the teaching staff because of the expansion, and a new deputy headteacher started in April 2014.
- The proportion of pupils supported by the pupil premium (which provides additional funding to support pupils known to be eligible for free school meals and children in local authority care) is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is lower than that found nationally. The proportion of pupils supported at school action plus or with a statement of special educational needs is also slightly lower than average.
- The proportion of pupils that come from minority ethnic groups and the proportion of pupils who speak English as an additional language are well above average. The largest ethnic groups are White British, Polish, African and Asian.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs its own breakfast and after-school clubs.
- The headteacher is a Local Leader in Education. She has been involved in supporting three schools, which were Battle Primary School, St Anne's Primary School and Whitley Park Primary School.
- The school has the Arts Mark Gold Award.

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

- Improve teaching so that it is typically outstanding and accelerates pupils' learning even further by:
  - ensuring that all teachers consistently make work hard enough for the most able pupils
  - giving more emphasis to quality writing in work other than in English or mathematics lessons, including the provision of more detailed feedback.

## Inspection judgements

### The leadership and management are good

- The headteacher's leadership is determined and astute. She fosters teamwork well. All leaders make good use of the school's data to rigorously check, monitor and analyse the quality of teaching and pupils' achievement. As a result, the school knows its strengths and areas for development well and leaders identify the precise and correct areas for improvement.
- All teachers and support staff have challenging targets that are related to the school's priorities and the national teacher standards. These are linked directly to pay awards. New staff are well supported by leaders and have access to extensive training opportunities.
- Middle leaders are fully involved in monitoring all their areas of responsibility. This gives them a good overview of how well pupils achieve.
- The curriculum is rich, broad and balanced. It celebrates the school's cultural diversity. It fosters the positive characteristics of British culture and democratic values. It effectively promotes pupils' spiritual, moral, social and cultural development well. The school makes best use of its link with the community. For example actors who role play Saxons and Vikings help to bring history to life for pupils and inspire their learning. Art is a particular strength. The school has achieved the Artsmark Gold Award which reflects the strong emphasis on arts. However, just occasionally some of the work in the curriculum does not always stretch the most able pupils.
- The school makes good use of the pupil premium funding. Some of it is used to teach pupils in smaller groups for mathematics and English. Also it helps to subsidise extra enrichment activities such as trips and residential beyond the school day. This is helping to reduce the attainment gap between those eligible for the funding and the others in the school. The school is committed to ensuring equality of opportunity and eradicating discrimination.
- The school makes good use of the sports premium funding to upskill and improve teachers' confidence to deliver high quality lessons in this area. An increased number of pupils take part in competitions and have a wider choice of clubs. As a result, more pupils are adopting a healthier lifestyle.
- Responses from the parents' questionnaires show that they are happy with the school's work. The school has established good relationships with them.
- The local authority provides light-touch support as this is a good school. The local authority often uses the school as a model of good practice for other schools.
- Safeguarding arrangements meet requirements.
- **The governance of the school:**
  - Governors are committed and effective. They fulfil their strategic role well and act as critical friends. There are thorough succession plans and induction procedures for new governors. Governors have regular meetings with school leaders. They set aside 'governor days' where they focus on two areas of the school and spend the lunchtime listening to pupils. They have a good understanding of how to interpret the school's data. They know what the quality of teaching is like throughout the school. As a result, governors have a good overview of the school's performance and are not solely reliant on the information provided by leaders.
  - Governors have good procedures in place which ensure that they can carefully check the headteacher's performance. Governors, through the finance committee, have the last say in deciding how a teacher is to be rewarded in relation to their performance. The school's finances are in good order. The governing body has a clear overview of how both the extra funding for sports and the disadvantaged pupils is spent and how its pupils are benefiting from them.
  - The governing body has devised its own action plan, as it wants to continually improve.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. This is the view of most staff, pupils and parents. Pupils are very caring and relish responsibility. They look after each other and play well together at break times. They conduct themselves well around the school, in an orderly manner. The atmosphere in the dining hall is calm. All

pupils dress smartly in their uniforms. A few pupils do pose challenging behaviour but the school deals with this effectively.

- Pupils are keen to learn in lessons. They achieve and work together amicably. Pupils work constructively on tasks together and accept each other's opinions well. Behaviour is not yet outstanding because the engagement levels of a few pupils are not always as strong as it might be.
- Elected school council members take their roles seriously. They have helped to improve the outdoor play equipment and raised funds for charities. Older pupils willingly help younger ones. At playtimes pupils quickly befriend others that might use the 'friendship stop'.
- The breakfast club gives pupils a healthy and settled start to their school day. The after-school club provides those attending with an enjoyable end to the day.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Procedures for keeping pupils safe are given a high priority. Pupils say they feel entirely safe in school. They feel they can confidently talk to any adult in the school if they have any concerns. Pupils say incidents of bullying are rare but if they do occur they are quickly dealt with. They strongly feel that they should respect and be tolerant of others.
- Pupils thoroughly understand the importance of keeping themselves safe both at home and at school. They know the potential dangers when using the internet and have a heightened awareness of road and fire safety.
- Attendance is continually improving and is above average. This is because school leaders rigorously check the strategies in place to address any drop in attendance.

## The quality of teaching is good

- The quality of teaching throughout the school is good and some is outstanding. Pupils say they enjoy learning.
- Teachers' effective use of questioning helps to quickly deepen pupils' understanding and knowledge. For example, teachers' questioning skilfully probed pupils in Year 1 to have an animated and focused discussion as to whether a whale is a mammal or not.
- Mathematics is taught well and effectively in other subjects. For example, in a Year 6 class pupils relished the challenge of using their combined mathematical and science skills in their investigations. They had to find the percentage of bread that went mouldy from the different types of conditions that it was left in.
- Phonics (the sounds that letters make) is taught well. Pupils are confidently transferring their phonic knowledge to support them with any unfamiliar words that they cannot read or spell. This is now happening much more quickly at a younger age.
- Skilled teaching assistants work closely with teachers to provide effective support for all groups of pupils. This helps to ensure that those who need additional help are included well in lessons.
- Classroom displays are thought provoking and purposeful. They are used well to help to motivate pupils and act as another teaching tool. They are often used and referred to during lessons.
- Teachers' good subject knowledge and use of stimulating resources effectively help to ignite pupils' imagination. For example, in a Year 3 literacy lesson, pupils were highly engaged and excited by the inspiring items the teacher used to help them fully understand what an imperative verb is.
- Feedback to pupils about their work, for example through marking, is very thorough in their mathematics and literacy books. Pupils say that teachers' marking helps them to improve. However, feedback in their books in other subjects is not always as helpful. Occasionally, work in these books shows that it is not always hard enough for some of the most able pupils.

## The achievement of pupils is good

- The indications from the national assessment tests at the end of Key Stage 2 in 2014 show improved results from those in 2013, and results are now above average. Pupils in Years 1 to 6 make good progress and achieve well.
- Reading is promoted well throughout all subjects. Books are attractively displayed in the library. Classroom names are taken from popular authors. As a result pupils thoroughly enjoy reading a range of books regularly. They have good comprehension skills and are able to talk about their books in great detail.
- Progress in mathematics is good. It has significantly improved on the last academic year in 2013, particularly for the most able pupils. A larger proportion of these pupils achieved a Level 5 in mathematics,

which is above average and the school's best results ever.

- The focus on getting pupils to talk and discuss their ideas before they write contributes to their good and accelerated progress in writing. However, teachers' expectations for pupils' writing in subjects other than in English and mathematics lessons are not as high. Therefore, the progress in these sessions is not as rapid.
- The most able pupils generally achieve well, especially those in their final year at the school. Just occasionally, they could make even more progress in some classes if their work were more difficult.
- Pupils from minority ethnic groups and those who speak English as an additional language make good progress. This is a result of the effective support that is in place for them, such as having a range of visual prompts and receiving pre-teaching before the lesson.
- Disabled pupils and those with special educational needs make good progress from their individual starting points. School leaders effectively ensure that the support given securely matches their needs, and they check it closely. The school has strong links with external agencies, which benefits pupils' learning.
- Currently, throughout the school, the gap in achievement has either closed or is rapidly closing between disadvantaged pupils and the others in the different year groups. The national assessment tests in 2013 show disadvantaged pupils are just over a term behind other pupils nationally in reading and writing, and just under a term behind in mathematics.

### The early years provision

is good

- Children enter the Early Years Foundation Stage with skills that are typically below those expected for their age and well below in communication and language skills. Children make good progress in all areas of learning and are prepared for moving into Year 1.
- Routines are well established and children are happy. Adults have successfully created stimulating indoor and outdoor learning areas that inspire children's imaginations.
- Children have a wide choice of activities which effectively capture their interests and engagement levels. For example, children enthusiastically paint pictures using different spices and enjoy listening to stories on the headphones while drawing a story map. All learning areas actively promote children's number and language skills well.
- All adults skilfully use questioning to encourage children to speak clearly and accurately. They give clear directions to extend their next steps in learning. Children respond well to adults' advice and will often repeat their modelled sentences.
- Children work and play independently and in small groups. They share resources and are able to follow instructions well. Children behave extremely well. They are kept safe and secure at all times.
- The provision is well led and managed. Leaders have high aspirations. They ensure that the curriculum and the environment firmly match children's needs and interests and always strive to look for improvements. Staff assess children's progress well.

## 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

<b>Unique reference number</b>	109793
<b>Local authority</b>	Reading
<b>Inspection number</b>	449329

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.

<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>	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Stroud
<b>Headteacher</b>	Mo Galway
<b>Date of previous school inspection</b>	18–19 January 2011
<b>Telephone number</b>	0118 9375573
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