



Scott Wilkie Primary School

Inspection Report

Unique Reference Number 102757
Local Authority Newham
Inspection number 286483
Inspection date 7 December 2006
Reporting inspector Nick Butt

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Hoskins Close
School category	Community		London
Age range of pupils	3–11		E16 3HD
Gender of pupils	Mixed	Telephone number	020 7474 4138
Number on roll (school)	407	Fax number	020 7511 8282
Appropriate authority	The governing body	Chair	Mr C Barnes
		Headteacher	Mr S Cox
Date of previous school inspection	4 June 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This larger-than-average school serves an area of social disadvantage. More than a third of pupils are eligible for free school meals, which is high. Two thirds of pupils are from minority ethnic backgrounds, the largest group being Black African. Almost half the pupils speak English as an additional language, a very high proportion. The number of pupils with learning difficulties and disabilities is above average. More pupils than usual join and leave the school outside normal times. The school is involved in a mathematics project as part of an education action zone.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This improving school provides a satisfactory standard of education. The headteacher has skilfully built up a committed team of senior managers. Their energy and enthusiasm, whilst not fully harnessed and focused, are improving current standards and achievement. Pupils make satisfactory progress from their low starting points. In the Foundation Stage and in Year 6 achievement is good. This is because of good teaching and the high expectations of staff. Standards were well below average last year, but are now better in Year 6 because of the good provision. They are now broadly average.

The school has a welcoming ethos. Parents have positive views about its work. One wrote, 'The headteacher is always happy and cheerful with parents'. The pastoral care of pupils is good, and the environment is attractive. Teaching is satisfactory but there are variations in its quality. Teachers generally make lessons interesting and involve pupils as much as they can, with particular emphasis on speaking and listening. In some classes, teachers do not use assessment data sufficiently well to plan work best fitted to the needs of their pupils. In a few lessons, where the teaching is pedestrian and the curriculum dull, some pupils become restless. Nonetheless, the vast majority of pupils behave well and have good attitudes to learning. They are keen and enjoy school. This is reflected in improved attendance, which is above average.

The curriculum is satisfactory. It is well enriched by a wide range of clubs and many visits and visitors. In the Foundation Stage and in Year 6, there is a vibrant and exciting curriculum, which contributes very well to pupils' personal development. However, this is not the case in every class, where sometimes the curriculum is not well adapted to the specific needs of pupils and the pace of progress consequently slows down.

Leaders have a sound understanding of the school's performance, but there are weaknesses in the recording and interpretation of data. There are not enough regular evaluations of teaching and learning or shared expectations of how middle managers will use their allotted time. One consequence of this is that teachers are not held sufficiently to account for the progress of the pupils in their class. The school faces many challenges, and the initiatives it has put in place are bearing fruit. Its capacity to improve is satisfactory.

What the school should do to improve further

- Raise standards and achievement in English, mathematics and science by improving the use of assessment data to adapt the curriculum so that the needs of all learners are consistently met.
- Remove variations in teaching by sharpening teachers' use of assessment data to plan next steps for pupils' learning.
- Develop the role of middle managers in monitoring and shaping improvement in the areas for which they have responsibility.

Achievement and standards

Grade: 3

Achievement is satisfactory. Standards dropped in Year 6 national tests in 2006 and were well below average. This was partly because, in the spring term, no fewer than seven members of staff required compassionate leave, including both Year 6 teachers simultaneously. Standards in the present Year 6 are now better and slightly below average because the teaching is challenging and stimulating. Pupils are on course to meet their targets. A parent said, 'My children have improved very well and managed to achieve the goals set for them'. Children enter the Nursery with skills and abilities well below those expected, especially in language development. They get off to a good start, because they receive a wealth of rich experiences in the Nursery and Reception classes. Nonetheless, fewer pupils than in most schools enter Year 1 having attained the expected early learning goals. Progress slows down in some classes as pupils move through the school because of variations in teaching, and in how well the curriculum is adapted to meet the needs of all pupils. Pupils with learning difficulties make satisfactory progress towards their individual targets. New entrants with little English are well cared for, but the school recognises that there should be a sharper focus on meeting their specific learning needs in some classes.

Personal development and well-being

Grade: 3

The personal development and well-being of pupils and their spiritual, moral, social and cultural development are satisfactory. Spiritual development has improved since the last inspection and is now satisfactory. The enhanced learning environments, for example with 'rainforest' areas and running water features, contribute to this. Pupils know about healthy lifestyles. One pupil said, 'I like school meals because they are healthy'. They take plenty of exercise, including sessions at a local gymnasium. Older pupils run a healthy tuck shop. Pupils feel safe in school and are confident that any isolated incidents of bullying are dealt with promptly. The school council's role is under-developed. It has only met once this term and this reduces pupils' ability to have their say in school matters that interest them. Behaviour is generally good, although it varies in lessons where the teaching is less interesting. Pupils go out into the community to help the elderly, and raise money for charities. They leave the school with below average basic skills, but are able to cooperate together well and have self-confidence.

Quality of provision

Teaching and learning

Grade: 3

In the Foundation Stage and in Year 6 teaching is generally at least good. Here there are high expectations of what pupils can achieve, and they are highly motivated to

succeed. One Year 6 pupil commented, 'The teachers make sure you are learning but they also make it fun'. Pupils enjoy the 'quick fire questions' that are part of their everyday experience. In one lesson, pupils worked in groups to devise a 'freeze-frame' tableau capturing a dramatic moment in the story of 'The Lion the Witch and the Wardrobe'. This promoted plenty of discussion, which is a feature of much of the teaching in the school. In some classes, teachers do not use assessment data sufficiently well to pinpoint the next steps in learning for the pupils, and this sometimes leads to a mismatch in work, with too many pupils being given the same work to do. In these lessons the pace can drag and pupils become bored or confused.

Curriculum and other activities

Grade: 3

In the best cases, pupils enjoy a curriculum that is well suited to their individual needs, and which inspires them. Teachers plan activities that are exciting and link learning across several subject areas. A good example in Year 2 saw pupils studying changes in bread in a science lesson, but thinking up really interesting vocabulary to describe what they could see, feel and smell. This promoted their skills in literacy too. Such good practice is not consistent across the school, and in some classes the curriculum is insipid and does not meet the full range of pupils' needs. In these classes progress slows down, and pupils struggle to remain on task. The curriculum for information and communication technology is enhanced by the school's involvement in a project that gives every child in Year 5 and 6 their own laptop computer. This adds to pupils' enjoyment of learning and contributes well to their personal development. There are good links with the local secondary school, which enables pupils to make use of specialist resources, such as the science laboratory. The outdoor area for the Nursery is spacious and well used, but the Reception class has an inadequate space. Children have to go over to the Nursery to benefit from this facility, which restricts their free access to the outside.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The pastoral care of pupils is good. The school looks after all its pupils well, and makes good provision for those who are vulnerable. Pupils benefit from the school's close links with other professionals, and from the learning mentor. This means that some of the barriers to learning that pupils face are reduced, to enable them to enjoy school and make progress. The academic guidance and support given to pupils are less consistent. Pupils like the recent introduction of targets in mathematics, layered according to their different abilities. These are displayed on classroom walls in fun and imaginative ways. However, teachers do not monitor pupils' progress often enough. Until very recently, the only review was at the end of the year. This meant that support was not always given in a timely way, because pupils' needs had not been picked up sufficiently early.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has a clear vision for the school and is ably supported by the deputy head. Staff are valued and given opportunities to develop professionally. The school has enjoyed very little turnover of staff as a result, unlike many inner city schools. This stability has helped pupils in their personal development, as they get to know staff very well. The team of middle managers includes an appropriate mix of core subject leaders and phase leaders. Leaders are enthusiastic and keen to develop their roles. Phase leaders, in particular, are fairly new, and their monitoring role is under-developed. Some management systems lack precision. For example, the tracking is a mixture of electronic and hand-written information, and none of it is in one place to give an easy overview of progress over time. This reduces its effectiveness in highlighting pupils who may be at risk of falling behind. Strategic planning shows that leaders understand the school's strengths and areas to develop, and there are detailed action plans. It is not clear, however, when exactly the activity is expected to take place, or who is going to measure its impact on standards and achievement. Governors are supportive and hold the school to account. They make use of their expertise, for example in health and safety matters.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making me so welcome at your school. I enjoyed meeting you. Your school provides a satisfactory standard of education, and is improving. You generally behave well and you want to learn. It is good that you are able to discuss your work with one another in lessons. The children in the Nursery and the Reception class get off to a good start, as there are lots of exciting things for them to do. The teaching is also particularly good in the Year 6 classes, where pupils are making good progress. These pupils are able to find out about Year 7 and experience some lessons at the secondary school, because of the close links between the two schools. The school cares for you well and helps you to feel safe. I am glad you know what your targets are in mathematics, and hope you will continue to let your teachers know how you feel you are doing.

You enjoy most of your lessons, but not all of them are as good or as interesting as others. Sometimes, you can't wait for the next lesson because there is so much to learn, but at others the pace is slower and the work is not always just right for you. I have also asked the headteacher to give the school's leaders more chance to go round the school to see what is going on, and check on your progress regularly, so that no one falls behind. While some of you are doing well, standards could be higher for some of you.

Thank you once again for your help. My best wishes for the future.

Yours sincerely,

Mr. N. Butt,

Lead Inspector.