

Scott Wilkie Primary School

Inspection report

Unique Reference Number	102757
Local Authority	Newham
Inspection number	335965
Inspection dates	24–25 March 2010
Reporting inspector	Anthony Shield

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Ms Laurence Benkhaleb-House
Headteacher	Steven Cox
Date of previous school inspection	7 December 2006
School address	Hoskins Close London E16 3HD
Telephone number	020 74744138
Fax number	020 75118282
Email address	info@scottwilkie.newham.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons, or parts of lessons, and 16 teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. In reaching their judgements, they took into account the views of 143 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- evidence to support the school's view that progress is satisfactory and improving securely and quickly
- the impact of recent initiatives to tackle weaknesses in outcomes and provision
- how consistently assessment is being used to provide sharp challenge in lessons with work tailored to individual needs
- the extent to which ambition and high expectations are rooted at all levels in the school's leadership and management
- the extent to which improvements are significant and embedded, supporting the school's view that its capacity for sustained improvement is satisfactory.

Information about the school

This school is larger than most primary schools. Pupils are from a range of different ethnic backgrounds, the largest being Black or Black British African and White British, but there are representatives from many other ethnic groups. Around half the pupils speak English as an additional language and one quarter of these are at an early stage of language acquisition. The proportion of pupils eligible for free school meals is well above average, as is the proportion with special educational needs and/or disabilities; the latter have a range of needs, including moderate learning difficulties, speech and language problems, emotional and behavioural difficulties and physical disabilities. The school provides for children in the Early Years Foundation Stage in its Nursery and Reception classes and has a Sports England Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Scott Wilkie is a satisfactory and improving school. Having gone through a difficult period, the school is now more settled and moving forward securely. Strategies to secure improvement are well founded on accurate self-evaluation and this is providing a good springboard for improvement. Although attainment in English and mathematics remains low, pupils are making up lost ground and overall their progress is satisfactory. The school offers pupils security and an increasing sense of enjoyment in their learning. Lessons are characterised by a good climate for learning in which pupils try hard to do their best and show good attitudes and behaviour. Most parents and carers are pleased with the school, and a very large majority who replied to the questionnaire say that they are happy with their child's experience at school.

There are a number of key strengths and areas for further improvement.

- Pupils feel very safe in an environment which encourages everyone to support and look out for each other.
- A strong ethos of care is key to the good relationships between adults and pupils and among the pupils themselves. Vulnerable pupils in particular are well looked after.
- Pupils' enthusiasm for learning makes a strong contribution to their progress.
- The school's values of tolerance and respect for diversity encourage pupils to think beyond themselves and contribute much to their good spiritual, moral, social and cultural development.
- Pupils make satisfactory progress through the school. At times progress in lessons is good, but this is not consistent. Interventions to enable pupils to catch up are proving effective.
- Pupils' basic literacy and numeracy skills are weak and many lack confidence in using and applying these skills in different contexts.
- While some teaching is good, it is not consistently so, and not all lessons ask enough of the pupils. Some lessons are not planned using information about how well pupils are doing to adapt tasks and set work at the right level for them all.
- Although attendance overall is improving, a few pupils miss too much school and this is affecting the progress they make.

The school has made considerable progress in recent months. The school's leadership has worked doggedly to build a solid foundation for further improvement. Leaders at all levels share the headteacher's determination, and are making valuable contributions themselves to school improvement, although this too is inconsistent. While much remains to be done, the school's recent track record and determination alongside its well-considered plans for further improvement lend confidence to the view that the

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school has a satisfactory capacity to continue this improvement.

What does the school need to do to improve further?

- By July 2011, raise attainment in both English and mathematics by:
 - ensuring pupils make more consistently good progress
 - developing pupils' confidence in using and applying literacy and numeracy skills across the curriculum
 - improving the attendance of a small group of pupils.
- By September 2010, improve the overall quality of teaching to good by:
 - ensuring consistently high expectations and levels of challenge in lessons
 - using assessment data to set and adapt work to meet the needs of all pupils in each class
 - sharing good practice more widely.
- Build the capacity of all teachers to contribute more effectively to school improvement by:
 - developing teachers' understanding of performance data so that they can set consistently challenging targets for pupils
 - enabling all teachers to monitor and contribute to school self-evaluation.

Outcomes for individuals and groups of pupils**3**

Pupils' progress is improving. Good progress, for example, was made in a Year 6 literacy lesson in which energetic teaching inspired pupils to work at a good pace as reporters to find the appropriate vocabulary to describe a dragon's fearsome appearance. Good use of drama and humour combined to make the learning both enjoyable and purposeful. This was a lower-ability group, which sometimes struggled to present ideas in written form, but there was no lack of ideas from all pupils. They particularly enjoy this practical and active approach to learning. However, not all learning is of this quality.

Pupils lack confidence in using and applying their writing and numeracy skills. Many pupils are held back from making more rapid progress by untidy presentation and inaccurate spelling, punctuation and grammar. There is no significant difference between the achievement of boys and girls, or between different ethnic groups. Pupils who speak English as an additional language make satisfactory progress because of the effective and intensive support they receive. Pupils with special educational needs and/or disabilities also make satisfactory progress and are usually well supported in class.

Pupils have a good awareness of how to lead a fit and healthy life. Many take advantage of the school's wide range of after-school sports clubs, take part in competitive games with other schools and eat healthily at school. The school is rightly proud of its ActiveMark award and is working towards Healthy School status. Increasing levels of enjoyment are reflected in improving attendance, although there is more to be done to

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ensure all pupils attend regularly. Pupils take responsibilities seriously as lunchtime helpers or playground buddies. A few are proud of their contribution through the school council to such things as helping to design the new toilets. Pupils' contribution to the communities beyond school is more limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Much work has recently gone into ensuring the curriculum better meets pupils' interests and that it is exciting, involving and challenging. These core elements are the basis for teachers' planning and are the bedrock for many of the improvements seen in pupils' attitudes and motivation. Intervention strategies have proved successful in providing catch-up programmes for some pupils. Nevertheless, there is more to be done before the curriculum ensures that basic literacy and numeracy skills are consistently reinforced in all subjects. A range of visits, visitors and clubs enriches pupils' experience and helps make learning relevant.

At its best, teaching is well planned and organised, with tasks which encourage pupils' interest and imagination. The use of drama is increasing their sense of fun. Pupils'

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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behaviour is well managed and class routines are well established. Most teachers confidently use new technology to help explain and demonstrate clearly. However, not all teaching demonstrates high expectations or builds securely on the prior attainment of individual pupils.

The school has successfully created a secure framework for the care and support of individual children. It places a strong emphasis on knowing individuals and their particular needs. As a result, vulnerable pupils are particularly well supported and helped by close partnerships with external agencies and the school ensures that the needs of these pupils and those with special educational needs and/or disabilities are well met. Detailed policies and procedures underpin the school's effective work in this area.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's commitment to inclusion and removing barriers to achievement is clear. Equal opportunities are at the core of its work, and all pupils, from whatever background, feel valued and cherished. The school monitors the progress of different groups carefully. The headteacher has set challenging targets for the school's performance and there is a shared determination to improve and get the best for every child. At present, improvement is being driven by the senior team, but the school is rightly looking to ensure all staff build their skills and confidence so that they can make a stronger contribution. Monitoring has been successful in raising the quality of provision. Governors are supportive and rapidly gaining the confidence to be more assertive in their questions and challenge to the school. The school's careful approach to safeguarding ensures all pupils are safe and well looked after. All statutory requirements in relation to safeguarding were in place at the time of the inspection. The school does much to promote a harmonious community and has undertaken an audit of its work beyond the school which provides some action points for further development. However, implementation of this plan to promote community cohesion is at an early stage.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Many children enter the Early Years Foundation Stage with skills and attitudes which are well below those expected. Outcomes are satisfactory, even though by the time they enter Year 1 many children are still well behind, particularly in calculation, reading and writing. Provision for children's welfare is good and their learning and development are satisfactorily managed. Children feel safe and play confidently in the well-organised environment of the Nursery and Reception classes. Parents and carers are kept informed of their children's progress, which is charted carefully. Parents and carers appreciate the care with which the school manages the transition between school and home. Children share and cooperate well with each other. They are settled and independently choose and take part in activities. Behaviour is good and children clearly have confidence in the adults who care for them. A suitable balance of adult-led and child-initiated activities ensures the children develop their skills across all areas of learning, including in the outdoor area. However, planning sometimes fails to identify the purpose of some activities and, as a result, adults are unsure about how to move the children forward to the next step. The leader of the Early Years Foundation Stage has a clear understanding of the provision's strengths and which aspects need to be improved.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

Responses were received from 143 parents and carers. Those responding were very supportive of the school. Most believe that their children are happy, safe and doing well at school. There were few written comments, but most expressed happiness with the way the school provides for their children. There were relatively few negative comments, and no pattern of common views emerged from their analysis.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scott Wilkie Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 143 completed questionnaires by the end of the on-site inspection. In total, there are 366 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	52	63	44	4	3	1	1
The school keeps my child safe	70	49	62	43	4	3	2	1
The school informs me about my child's progress	62	43	73	51	2	1	3	2
My child is making enough progress at this school	51	36	82	57	8	6	1	1
The teaching is good at this school	53	37	77	54	6	4	2	1
The school helps me to support my child's learning	48	34	73	55	12	8	1	1
The school helps my child to have a healthy lifestyle	54	38	71	50	11	8	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	29	82	57	7	5	1	1
The school meets my child's particular needs	0	33	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	47	33	71	50	13	9	4	3
The school takes account of my suggestions and concerns	34	24	87	61	5	3	4	3
The school is led and managed effectively	39	27	56	59	8	6	2	1
Overall, I am happy with my child's experience at this school	51	36	81	57	8	6	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 March 2010

Dear Pupils

Inspection of Scott Wilkie Primary School, London E16 3HD

I am writing to thank you all for being so friendly and welcoming when inspectors visited your school recently. It was delightful to spend time with you during the two days. You helped us considerably in making our judgements about the school. Yours is a satisfactory school and one that is getting better all the time. Here are some of the main findings from the report.

- You clearly enjoy your lessons and you told us how much this has changed recently. We were delighted to see how hard you work; your good attitudes and behaviour make a big contribution to the progress you make.
- You told us how safe you feel in school, something your parents and carers also like. The school takes great care of you and you get on well with everybody. This makes the school a very special place to be.
- The teachers are working hard to improve things even further. While some of you still have a lot to catch up, most of you are now doing so.
- You have a good understanding of what it means to keep healthy, and lots of you take part in the school's sporting clubs.

We have asked the school to do the following things to help move it forward.

- Ensure you do even better in English and mathematics by making sure that progress is good in all classes, that you get to practise your writing and mathematics skills a lot more, and that you are all encouraged to attend school as regularly as possible.
- Make sure the teachers expect the most from you and that they use the information about how well you are doing to set you challenging work and tasks which suit you. You can help by asking a lot of yourselves!
- Help all teachers to get involved in making the school even better.

Thank you once again for your help during our visit, and good luck with your work in the future!

Yours sincerely,

Tony Shield Lead Inspector

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