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16 February 2011

Mrs S Heaviside  
The Headteacher  
Wilbury Primary School  
Wilbury Way  
Edmonton  
London  
N18 1DE

Dear Mrs Heaviside

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Wilbury Primary School**

Thank you for the help which you and your staff gave when Gill Walley, Additional Inspector, and I inspected your school on 15 February 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

As a result of the inspection on 4 and 5 November 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

At the end of Year 2 in 2010, the proportion of pupils who reached the level expected for their age declined in reading and mathematics and improved slightly in writing. Overall, pupils' attainment remained significantly below the national average for Key Stage 1. The results of national tests for eleven-year-olds showed a substantial improvement in the proportion of pupils reaching the expected level in mathematics, but a sharp decline in English. Overall, pupils' attainment in mathematics is getting closer to the national average, but in English it remains significantly below. The proportion of pupils attaining higher levels remained small in comparison with last year's national figures at both key stages. Progress from Key Stage 1 to Key Stage 2 in mathematics was good and in English broadly average. Accelerating the rates of progress across the school and in different subjects will be a vital step to raising and sustaining attainment to at least national averages.



The headteacher and senior leaders monitor the work of the school well. They recognised the need to enhance the quality of teaching and learning as well as the need to adapt the curriculum to better engage the interest of boys, especially in writing, as the most important drivers for raising standards and achievement. As a result, a new post of assistant headteacher with responsibility for developing and improving the quality of teaching and learning was created in September 2010 and the school has engaged in a range of National Curriculum initiatives such as *Every Child Counts* and *Big Writing*. The school's tracking data indicate that these strategies are leading to improvements in both mathematics and English, especially at Key Stage 2 where the rate of current progress is stronger overall than at Key Stage 1. The school does not, however, review frequently enough the impact of its improvement strategies on ongoing pupils' progress.

In the majority of the lessons observed, inspectors saw good planning of work by teachers that effectively met the needs of all learners. However, inconsistencies still remain. In some lessons, teachers give long expositions to all of the class. Pupils of higher ability told inspectors that they find this frustrating as they just want to get on with work. Equally, those of lower ability find the explanations difficult to understand and are not supported well during this time by the teaching assistants. The school's recent scrutiny of books identified correctly that written feedback is generally good, but that insufficient opportunities are given to pupils to respond and follow up on teachers' comments and learn from their mistakes. Pupils are aware of their current grades and targets but no reference is made to them in marking.

In the Early Years Foundation Stage, the quality of assessment and its use in providing appropriately challenging activities for all children has improved significantly since the previous inspection. Staff are also closing the gender gap by better catering for the interests of boys. For instance, during the inspection, boys enjoyed role playing in the workshop and builders yard. As a result, in 2010 the proportion of children reaching age-related expectations by the end of Reception increased significantly on previous years. This gives this cohort a stronger foundation on which to build as these children move through the school.

Local authority consultancy in the Early Years Foundation Stage and for mathematics has supported the school well in the improvements that it has made. It is too early, however, to judge the impact of the recently-introduced support for English.

Yours sincerely

David Radomsky  
**Additional Inspector**



## Annex

### **The areas for improvement identified during the inspection which took place in November 2009**

#### Main school

- Raise and sustain attainment to at least the national averages, particularly in English and mathematics, by the end of Key Stages 1 and 2.
- Ensure teaching is consistently good by sharing and developing the best practice so that:
  - all teachers understand and use the features of good teaching to accelerate pupils' progress
  - work is planned more precisely to match the needs of all pupils.

#### Early Years Foundation Stage

- Ensure that assessment data are analysed and used rigorously to provide challenging activities to accelerate children's progress.