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Mrs D Okitikpi
Headteacher
Edward Wilson Primary School
Senior Street
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Dear Mrs Okitikpi

Ofsted monitoring of Grade 3 schools: monitoring inspection of Edward Wilson Primary School

Thank you for the help which you and your staff gave when I inspected your school on 16 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Since the school's previous inspection, five teachers have left the school. A deputy headteacher and assistant headteacher joined the staff on 1 September 2010. The proportion of pupils who continue to join or leave the school at other than the expected times remains above average.

As a result of the inspection on 4 and 5 March 2010, 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 good progress in making improvements and good progress in demonstrating a better capacity for further improvement.

Pupils' achievement is improving rapidly. Inspection evidence, supported by the school's data, indicates that attainment in writing and mathematics at the end of Year 2 is on track to be broadly average, having been low for the previous few years. The positive impact of Big Write is evident in pupils' enthusiasm for writing. They showed a good understanding of chronological order and the use of 'wow' words when writing factual recounts of their recent visit to Brighton. Attainment in English and mathematics is improving strongly, with pupils in the current Year 6 on track to reach broadly average levels. A significant improvement in both Year 2 and Year 6 is that pupils of average and above average ability make better progress, with more achieving the higher levels in teacher assessments and national tests. In the past, these groups underperformed significantly against similar groups



nationally. Although there is convincing evidence of higher attainment in writing, pupils are not consistent in the use of handwriting and presentation, for example switching between printing and joined-up handwriting on a regular basis. In Year 6, in a project based on *The Apprentice*, pupils showed good skills in the use and application of mathematical skills in problem-solving and investigations. They clearly grasped the importance of concepts such as revenue, costs and profit. Teachers' planning has a much stronger focus on meeting the differing learning needs of pupils, especially those who are potentially higher attainers. Behaviour in the lessons observed was exemplary. Relationships are very strong, with many excellent examples of boys and girls and pupils from different ethnic heritages working together most effectively.

Teachers' marking has improved significantly and is a very strong feature in pupils' much greater understanding of what they must do to improve their work. Marking is often linked to pupils' individual targets in English and mathematics, with teachers reminding pupils of their targets during the lesson. There is some inconsistency in the way targets are used, for example when they were set and the process by which pupils know when they have reached them. A very positive feature is the way that pupils are expected to assess their learning by marking their own work against the success criteria for the lesson. In a literacy lesson in Year 2, self-assessment was an excellent feature, as was the teacher's expectations that pupils should revise their target for the end of the lesson based on what they had achieved so far.

Middle leaders play a much stronger role in monitoring pupils' learning in their subjects. They work in close partnership with the senior leadership team in addressing any issues that arise from their monitoring, especially through looking at pupils' work. Middle leaders are very keen to work as a team and play an important part in driving the International Primary Curriculum which the school has adopted.

The local authority has provided effective support through the use of its literacy and mathematics consultants, advanced skills teachers and inclusion manager.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Curtis

Additional Inspector



Annex

The areas for improvement identified during the inspection which took place in March 2010

- Use the outcomes of monitoring more rigorously to improve the proportion of good and better teaching to raise attainment and improve progress in writing and mathematics by:
 - sharing existing good and outstanding practice in school
 - using assessment information to plan work which more accurately matches the ability levels within classes and allows all pupils to make good progress
 - taking more opportunities to check pupils' understanding during lessons.
- Improve the quality of marking by building on examples of current good practice in the school to ensure that:
 - marking makes clear to pupils what they need to do to improve their work
 - pupils are provided with more opportunities to assess their own learning.
- Strengthen and extend the role of middle leaders in monitoring pupils' progress and the quality of teaching in the non-core subjects.