

Wilkinson Primary School

Inspection report

Unique reference number	104325
Local authority	Wolverhampton
Inspection number	377064
Inspection dates	30–31 May 2012
Lead inspector	George Logan

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair	Cllr Bert Turner
Headteacher	Christina Gibbon
Date of previous school inspection	8 July 2009
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Age group	3–11
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Introduction

Inspection team

George Logan	Additional Inspector
David Westall	Additional Inspector
Wendy Davies	Additional Inspector

This inspection was carried out with two days' notice. The inspectors spent approximately 12 hours observing teaching and learning in 24 lessons taught by 11 different members of staff. They held meetings with the Vice-Chair of the Governing Body and another governor, and with staff and two groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school documentation, including records of the monitoring of teaching, the main school improvement plan, records relating to safeguarding and extracts from the school's tracking of pupils' progress. A scrutiny of pupils' written work was also undertaken and inspectors listened to pupils reading. The inspectors analysed 120 questionnaires returned by parents and carers, together with 16 questionnaires from staff and 104 from pupils.

Information about the school

Wilkinson Primary School is larger than average compared with similar schools. Most pupils are of White British heritage. A few pupils speak English as an additional language, but only one of these is at an early stage of learning English. The proportion of disabled pupils and those with special educational needs, including those supported by school action plus and with statements of special educational needs, is below average. The proportion of pupils known to be eligible for free school meals is above average. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress. The school has gained a number of awards, including Healthy School status. The school offers breakfast and after-school clubs, which are managed by the governing body. The original school premises, and all resources and records, were destroyed in an arson attack in October 2010. Since that time the school has been operating in temporary accommodation, a cluster of prefabricated buildings situated within the school grounds. Work is due to commence shortly on a replacement school building, with completion anticipated in September 2013.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. Despite the recent difficulties, both provision and outcomes have continued to improve. Overall effectiveness is not outstanding because teaching and achievement are not yet consistently outstanding.
- Children achieve well in Nursery and Reception. They make good progress in Years 1 and 2. Progress in Years 3 to 6 has accelerated in recent years and is now good. Progress is most rapid in reading. While attainment is still broadly average by the end of Year 6, there has been a sustained trend of rising attainment. Pupils' speaking skills are not as well-developed as their skills in reading and writing.
- Teaching is good. While only a small proportion of teaching is outstanding, effective professional development and rigorous monitoring are contributing to increasingly high expectations of pupils' achievement and of their written work. There are some missed opportunities to develop pupils' thinking skills through more rigorous questioning. Many aspects of assessment have improved. Marking is mostly thorough, providing clear guidance for pupils.
- Behaviour, safety and pupils' personal development are outstanding. Despite the restricted confines of the current site and accommodation, and limited recreational space, pupils' behaviour is exemplary. Pupils have excellent attitudes to learning and take pride in all they do. Provision for pupils' welfare is good and pupils feel extremely safe. Attendance is now above average.
- The headteacher and senior leadership team have steered the school through exceptionally difficult times. Despite external challenges, progress has improved and standards continue to rise. The management of performance and the evaluation of pupils' progress and outcomes are good. The good curriculum contributes well to improved achievement. Governance has improved and governors now make a good contribution to leadership and management.

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What does the school need to do to improve further?

- Strengthen further the quality of teaching and of pupils' learning, so that an even greater proportion of teaching is good or better by:
 - ensuring that all lessons have a brisk pace and provide sufficient challenge for the full range of pupils
 - developing pupils' thinking skills through more effective questioning
 - providing more opportunities for pupils to develop their speaking and communication skills.

Main report

Achievement of pupils

Pupils' achievement is good. Parents and carers rightly feel that their children make good progress. Despite some minor inconsistencies, progress is now good. The school has worked hard to reduce any gaps in pupils' performance and to address areas of weaker performance and this has contributed significantly to recent improvements, for example, in reading.

Overall, children's skills on entry to Nursery are well below age-related expectations, particularly in reading, writing and calculation. They make good progress in Nursery and Reception as a result of accurate assessment and effective teaching. Outcomes by the end of Reception are close to the expected level, although reading and writing are usually less strong than the other elements and few children are working at the higher levels.

Through Years 1 and 2, there has been a successful focus on improving writing and, particularly, reading skills through regular reinforcement of pupils' phonic knowledge (the linking of sounds and letters). This is contributing to accelerated progress and ensures that attainment in reading by the end of Year 2 is at least average. Progress in Years 3 to 6 is also good and, while overall attainment by the end of Year 6 remains broadly average, it has risen steadily in recent years. The successful strategy for teaching reading has ensured that attainment in reading is now above average by the end of Year 6. Improvement in writing has not been quite as rapid, but is still good overall. However, pupils are not always confident communicators in a formal setting and insufficient priority is given to developing their communication skills.

Where teaching strongly engages pupils, as in an outstanding writing lesson in a Year 3/4 class, where pupils adapted and created passages in a range of styles, progress is rapid. Pupils are keen to present their work and willingly accept constructive criticism from other pupils. In other successful lessons, such as a Year 1 phonics session, a Reception mathematics lesson and a Year 4 mathematics lesson involving the costing of a Jubilee party, pupils' learning accelerates rapidly, as a result of the high expectations of teachers, so that pupils produce good quantities of work through sustained effort, and to a good standard. Pupils work together

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cooperatively when the opportunity arises. Well-planned provision for disabled pupils and those with special educational needs, and for those at an early stage of learning English, ensures that they make at least satisfactory progress.

Quality of teaching

Parents, carers and pupils feel that teaching is good. Inspection evidence confirmed this perception. Increasingly effective teaching, including the teaching of reading, has contributed to pupils' steadily improving progress. Effective support for teachers, with focused coaching and mentoring, has had a positive impact on the quality of pupils' learning. The school has established shared, whole-school expectations of classroom practice, including the presentation and quality of pupils' work. This is contributing to more pupils, including those who are disabled or have special educational needs, or the very few who are at the early stages of learning English, making accelerated progress.

Teachers promote pupils' spiritual, moral, social and cultural development well. They provide good opportunities for independent learning. There are frequent opportunities for pupils to engage in practical activities. Good teaching in a well-paced Year 5 mathematics lesson on the presentation of data enabled pupils to make good progress because the tasks were interesting and allowed pupils to demonstrate a range of skills. The teacher intervened as necessary to move learning on. In a few lessons, the pace is slower and this reduces the level of challenge. Tasks are occasionally inappropriately matched to pupils' prior attainment, so affecting the pace of their learning. While there has been a major drive on writing and, more recently, reading, teachers do not always focus sufficiently on pupils' oral communication skills. Where teaching assistants are proactive and resourceful, they have a positive impact upon learning.

Progress in implementing assessment strategies, including self-assessment by pupils, has been good. Pupils have a range of individual targets and can track their progress through comprehensive target books. The marking of pupils' work, particularly in writing, is generally good, providing some guidance as to next steps. Occasionally, teachers' questioning could be more rigorous, in order to extend and develop pupils' thinking skills.

Behaviour and safety of pupils

Pupils' behaviour and safety are outstanding. This view is shared by almost all parents, carers and pupils. Despite recent difficulties, and the current constraints of temporary buildings and limited space for recreation or socialising, pupils are resolutely polite, cheerful and purposeful. Relationships between adults and pupils are close and positive. Pupils are exceptionally well engaged in their learning and there is a strong, positive community spirit. Almost all pupils are highly-motivated learners who are consistently keen to do their best. This is evident in lessons, in pupils' high quality written work and in their determination to make full use of time. Behaviour in lessons and around the school is excellent. Pupils, parents and carers

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have few concerns about behaviour. Any isolated issues are managed effectively. There are few recorded incidents, indicating that pupils' behaviour over time is rarely less than excellent. The effective prefect system contributes strongly to defusing potential playground problems. Incidents of racist behaviour, or exclusions, are rare.

Almost all pupils say that they feel safe and most parents and carers feel that their children are very safe in school. There are no current reports of bullying of any type. Pupils are well aware that bullying may take different forms. They have an excellent understanding of risk, including fire safety, road and personal safety. Pupils understand the need to stay safe when using the internet. Attendance is now above average. Pupils arrive at school punctually.

Leadership and management

Leadership and management are good. It is a tribute to the resilience, dedication and determination of the headteacher and other senior leaders that the school has weathered so successfully the catastrophic loss, not only of premises and resources, but also of the cherished records of the school's long service to its close-knit local community. With minimal delay, school leaders and staff, resolutely supported by parents and carers, ensured that pupils' learning was soon back on track.

Strong determined leadership underpins the school's success. The headteacher works tenaciously to improve pupils' educational opportunities and life chances. She communicates her high expectations persuasively, so that all staff have a shared sense of direction and feel part of a successful team. Senior leaders fulfil their responsibilities well. The school has implemented consistent, whole-school approaches to areas such as reading. As a result, learning continues to accelerate. All issues from the previous inspection have been successfully tackled.

Rigorous analysis of data enables leaders to identify inconsistencies in learning and progress. School self-evaluation is penetrating and effective. As a result, the school has an accurate view of its strengths and is able to tackle areas for improvement with precision. Subject leaders have a tangible impact on teaching and learning. The monitoring of teaching and learning is effective, successfully improving weaker classroom practice. Effective training opportunities ensure that staff are well prepared to meet pupils' needs. Good improvements have been made to the curriculum. The sustained trend of improvement indicates that the school has good capacity for further improvement.

Parents and carers strongly, and correctly, feel that school leaders and staff promote pupils' personal development and well-being effectively. Pupils are cared for consistently well, both during the school day and in the well-managed breakfast and after-school clubs. The school actively tackles discrimination and is committed to promoting equality. It monitors closely the good arrangements made to support disabled pupils and those with special educational needs.

The school fosters pupils' spiritual, moral, social and cultural development well. Social

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development is a particular strength. Pupils are polite, enthusiastic and keen to take on responsibilities. They go on regular residential visits. The school site, although not fully accessible at present, provides attractive garden areas and also tangible links to the local industrial heritage of iron-working and canals. This contributes both to pupils' spiritual and to their cultural development. Pupils' awareness of cultural diversity is not quite so strong, but they visit different places of worship and have some links with schools in different contexts. The curriculum is broad and well-balanced. Literacy skills are well promoted across the curriculum. Science is taught with some thoroughness, particularly in Years 2 to 4. The school is aware of the needs of able and gifted pupils although it recognises the need to enhance specific provision.

Governance is good. Governors have increased the rigour of their monitoring and evaluation and have a good knowledge of the school's academic performance. Safeguarding arrangements meet current requirements and are generally effective. Security arrangements are good.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 June 2012

Dear Pupils

Inspection of Wilkinson Primary School, Bilston, WV14 8UR

Thank you for making us welcome when we visited your school. We enjoyed meeting you, spending time in lessons and hearing your views. Thank you to those who completed our questionnaire. We found that Wilkinson Primary is a good school.

- You make good progress. Despite the school's difficulties in recent terms, your progress continues to improve. Although attainment by the end of Year 6 is still broadly average, it has risen steadily over recent years.
- The school provides well for pupils who are disabled or who have special educational needs and for the few for whom English is a new language.
- Teaching is good. You learn well in many lessons. Your written work and its presentation sets a good standard. Marking mostly gives you clear guidance on how to improve your work.
- You have very positive views about school, have excellent attitudes to learning and behave exceptionally well, especially given the very restricted space available to you. Attendance is above average.
- Senior leaders work very hard and are extremely clear about what remains to be done to make the school better.

To help you to do better, we have asked the school to:

- continue to develop teaching so that learning is at least good in even more lessons, making sure that lessons provide you with lots of challenge. We have also asked that your thinking skills are developed through your being asked challenging questions and that you are given good opportunities and guidance to help you develop your speaking skills.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan
Lead inspector

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