

Wilbury Primary school

Wilbury Way, Edmonton, London, N18 1DE

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- By the end of Year 6, all groups of pupils have made good progress from very low starting points.
- Pupils learn how to read quickly as a result of the good teaching strategies.
- The senior leaders, including governors, have been very effective in securing improvement in teaching and pupils’ achievement and attendance.
- Teaching is good and teachers check pupils’ progress regularly.
- The school gives effective support to the large group of families and pupils who do not speak English well.
- The school promotes pupils’ spiritual, moral, social and cultural development very well so that pupils feel safe and valued. They enjoy coming to school where they feel secure and behave well.

It is not yet an outstanding school because

- There are too few opportunities for more-able pupils to tackle work that really stretches them.
- Boys do not achieve as well in writing as they do in reading and mathematics.
- Adults in Reception classes do not always check children’s understanding in the activities children choose for themselves.

Information about this inspection

- Inspectors observed 37 lessons or parts of lessons, including three joint observations with senior leaders.
- Meetings were held with two groups of pupils, a representative of the local authority, the Chair of the Governing Body and three governors, the headteacher and other school leaders and four recently qualified teachers.
- Inspectors listened to pupils reading.
- Inspectors took account of 31 responses to the online questionnaire (Parent View), together with the views expressed by parents and carers as they arrived at school in the morning.
- They took account of 84 questionnaires returned by staff.
- A number of the school's documents were examined. These included the school's most recent data about pupils' progress, the school's self-evaluation and its development plan, evidence about monitoring and evaluating teaching, and records relating to behaviour, safeguarding and attendance.

Inspection team

Jim McVeigh, Lead inspector	Additional Inspector
Kate Rumboll	Additional Inspector
Sue Hunnings	Additional Inspector
Peter Thrussell	Additional Inspector

Full report

Information about this school

- Wilbury Primary School is much larger than the average primary school.
- The school has a high proportion of pupils from minority ethnic backgrounds. The four main ethnic groups are Black or Black British African and Caribbean, White British and Other White background.
- The proportion of pupils known to be eligible for the pupil premium (additional funding to support pupils in local authority care and those known to be eligible for free school meals) is high. There is also a high proportion of pupils who speak English as an additional language.
- The proportions of pupils who receive extra support through school action or by school action plus or with a statement of special educational needs are above average.
- The school does not use any alternative provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2.
- The school runs a breakfast club for its pupils.

What does the school need to do to improve further?

- Ensure that a higher proportion of teaching is outstanding by:
 - making sure that teachers plan activities that will stretch the more-able pupils and match the lessons learning objectives closely
 - sharing the outstanding teaching practice that is present in school more widely
 - making sure adults in Reception support children more effectively in their learning when children choose their own play activities.
- Improve boys' achievement in writing by:
 - increasing further the opportunities boys in all years have to write in all subjects.

Inspection judgements

The achievement of pupils is good

- Children start school with skills that are much lower than those expected for their age, particularly in their ability to communicate and use language and literacy. Children make good progress in the Early Years Foundation Stage because teaching, based on clear assessment of each child's progress, is good. Nevertheless, they are still below the expected levels nationally when they start Year 1.
- The school helps children to settle into the Nursery and Reception well by offering effective support to families through such activities as 'play and stay' sessions and 'surgeries' for parents and carers in their home language.
- Pupils continue to make good progress in mathematics and reading as they move through Years 1 to 6, although boys do less well in writing. Attainment at the end of Key Stage 2 has improved over the last three years and is now similar to national averages except for the proportion of pupils attaining Level 5, which is lower. Overall, pupils make good progress in English and mathematics.
- There was a significant rise in attainment in reading last year following an emphasis on effective teaching of phonics (letters and the sounds they make) and well-structured guided reading sessions. Pupils read with confidence and enthusiasm and have good strategies for tackling words they are unfamiliar with. Pupils enjoy reading and those who do not have an English speaking adult to read to at home are provided with more opportunities to read to an adult at school.
- The school has focused on improving writing, in part through the 'Big Writing' strategy. Pupils' current written work shows they are making good progress in all years, particularly in their use and range of vocabulary. In a Year 1 lesson, pupils made outstanding progress in developing their literacy skills because the teacher had high expectations, made the lesson fun and brisk and modelled how to sound words very clearly.
- Disabled pupils and those who have special educational needs achieve well because the support they receive is well matched to their needs and their progress is regularly checked. Pupils from minority ethnic groups achieve in line with other pupils in the school.
- The pupil premium funding is used to provide eligible pupils with effective support through such activities as summer schools, breakfast club and reading recovery schemes. They perform as well as their peers at school and the average point score gap between them and pupils nationally is small.

The quality of teaching is good

- Teachers work well together in year group teams to plan their lessons. Individual teachers then adapt them to meet the learning needs of each pupil more closely. However, teachers do not always plan for enough work that will stretch more-able pupils in their class so that their progress is not consistently as fast as it could be.
- Children are taught well in the Nursery and Reception classes. Teachers plan a wide range of exciting activities for children that stimulate children's interest and curiosity and develop their language skills well. In Reception, activities chosen by children, rather than adult-led ones, are not always as effective because adults do not intervene often enough to check children's understanding and stimulate further learning.
- Teachers plan interesting work in their lessons although sometimes the activities do not match the aims of the lesson well enough. For example, in a Year 6 lesson on punctuation there were too few opportunities for pupils to analyse and explain how the semicolon was used in sentences.
- Teachers mark work regularly and provide pupils with clear guidance on how they can improve.

In mathematics, teachers usually provide a challenging follow-up problem after each topic. Pupils are given good opportunities to respond to teachers' guidance.

- Reading is taught well. Teachers model how to produce the sounds that letters make clearly and encourage pupils to read widely at school and at home. They check the development of pupils' reading skills regularly and provide extra support whenever pupils' progress is slow. Children arriving speaking little or no English receive intense effective support until they can access literacy lessons properly.
- Teachers use questioning well to help pupils extend their understanding and think about their learning. In a Year 5 lesson, the teacher skilfully led a whole-class discussion on ways to test fairly if sound could travel through a solid. Pupils made outstanding progress.
- Pupils know the current standard of their work and how to improve it. Each term, teachers set pupils demanding but achievable targets for improvement in English and mathematics.
- Teachers have established good relationships with their pupils and manage classroom behaviour well. They know the strengths of each child in detail and encourage them to try their hardest.

The behaviour and safety of pupils are good

- Pupils really know the school's behaviour management system. They behave well around the school and in lessons and have positive attitudes to learning. However, in a few lessons, where activities were not well matched to their abilities, pupils did not concentrate well enough to produce their best work.
- The school is a calm and caring place. Teachers know their pupils well and each pupil's welfare is given a high priority. Consequently, pupils feel safe and secure.
- Pupils cooperate well with each other in group activities. For example, they share materials fairly and listen to one another considerately during discussions.
- Due to the school's focused strategies, pupils' attendance is now equal to the national average after continually improving over the last three years. Pupils are enthusiastic about coming to school and enjoy their lessons.
- Pupils are aware of the different forms of bullying, including cyber-bullying, and state there is little bullying at school. Any incidents that do occur are tackled quickly and effectively by staff.
- Pupils know how to be healthy and keep themselves safe. Year 6 pupils remembered the talk in an assembly given to them by an ex-gang member that helped them to be safe and streetwise when out of school.
- The school promotes pupils' spiritual, moral, social and cultural development very well through assemblies, celebrations of religious festivals, displays and lessons. Pupils are aware of the variety of beliefs and cultures in the school and are respectful of and care about each other. This supports their good behaviour.

The leadership and management are good

- The new leadership team have high expectations and a clear vision for the school which is shared by all staff and governors. The team have a 'no excuses' approach to raising standards. They have quickly developed a strong sense of teamwork across the whole school staff and brought about significant improvements in teaching and in the achievement of pupils. The full impact of their leadership and management has yet to be seen.
- Standards are rising, particularly in mathematics and reading, and pupils are making good progress.
- The local authority supports the school effectively by providing an external evaluation of the

school's work and training for teachers and governors.

- The school engages well with parents and carers. The support for families whose first language is not English, through a variety of clubs and group activities such as the Turkish Parenting Group and parent workshops in literacy and mathematics, is greatly appreciated by them. Senior leaders work hard to ensure all pupils are treated equally and that there is no discrimination.
 - The school has thorough procedures to monitor and evaluate the work of teachers based on the government's Teachers' Standards. Teachers receive suitable and effective support to continually improve the quality of their teaching. There is a clear link between teachers' movement up the pay scales and the progress their pupils make in class.
 - Leaders know their school well. Plans for improvement are based on results, are clearly focused on areas of relative weakness and are already having a positive impact. These include strategies to raise boys' achievement and continually improve reading and writing. The increases in pupils' attendance and attainment demonstrate the school's capacity to improve.
 - Leaders and managers visit outstanding schools to learn about the features of good practice. By setting up expert groups of teachers within Wilbury they have introduced the successful approaches, such as extended writing activities, in their own school.
 - There is very good continuing professional development, including mentoring, for all teaching staff. However, senior leaders rightly acknowledge the need to share outstanding teaching practice more widely across the school.
 - The curriculum is broad and balanced with very good further enrichment activities. There are a variety of well-attended clubs for such things as science, Turkish dancing and African drumming. Pupils enjoy the trips to zoos and museums that enhance their learning in particular topics. The school also takes part in projects that link classes with schools in Europe and in China.
 - **The governance of the school:**
 - Governors are well informed about how well the school is doing through the focused visits they make and the regular updates on school performance given to them by the headteacher. Following recent training, they understand the information they are presented with, such as how teaching is improving, and ask the right questions of the school so that it maintains its focus on improving pupils' progress. Governors, with good support from the local authority, set robust targets for the performance of the headteacher. The governing body helps to ensure that the school's decisions in allocating the pupil premium funds are effective in raising this group's attainment, and that teachers are appropriately rewarded for their work through the performance management procedures.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102013
Local authority	London Borough of Enfield
Inspection number	400523

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	960
Appropriate authority	The governing body
Chair	Leon Levy
Headteacher	Kate Turnpenney
Date of previous school inspection	4–5 November 2009
Telephone number	020 8807 5335
Fax number	020 8345 6030
Email address	headteacher@wilbury.enfield.sch.uk

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