

Wix's Lane, Clapham Common Northside, London, SW40AJ

**Inspection dates** 17–18 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- A period of instability in senior leadership last year adversely impacted on pupils' achievement across the school. New leaders and governors have not had time to reverse this fully.
- Key stage leaders require additional training in order to use assessment information effectively to drive up achievement.
- The standards that pupils reached in mathematics and reading at the end of Key Stage 2 and in writing and mathematics at the end of Key Stage 1 declined in 2014.
- The progress that Year 6 pupils made across Key Stage 2 in mathematics and reading fell in 2014.
- Progress for pupils supported through additional funding and for those with special educational needs was not good enough in some year groups across Key Stage 1 and Key Stage 2 in 2014.
- There remain gaps between the attainment of pupils supported through additional funding and pupils nationally in writing and mathematics.
- Teachers do not use assessment information well enough to provide work at the right level for pupils supported through additional funding.
- The most able pupils are not always challenged well in lessons. Attainment in the 'bilingual stream' classes is better than in the 'English stream' classes.
- Additional adults are not used effectively in lessons.
- Pupils do not routinely correct errors in marked work or act on comments from teachers, so their skills do not develop at a consistently fast rate.
- Actions taken to address behavioural incidents are not consistently well recorded and the impact of these actions is not evaluated.
- The school development plan does not provide clear time frames or persons responsible for actions.
- Pupils' behaviour, particularly at breaks and lunch times, is prone to be boisterous because pupils are not productively engaged in an extended curriculum.
- Children in the Early Years Foundation Stage make no better than typical progress. Recent improvements to leadership and assessment in these years are yet to impact fully on children's outcomes.

### The school has the following strengths

- Positive steps taken by the headteacher have ensured that a renewed culture of high expectations for pupils has been set this year.
- Leaders have been successful in eliminating almost all weak teaching. Attainment at the end of Year 6 rose significantly in 2012 and 2013, and progress across Key Stage 2 for Year 6 pupils was rapid in these years.
- Pupils' attendance has improved from the time of the last inspection, and is close to average.
- Pupils feel safe at the school. Parents agree that their children are safe, happy and well looked after.
- The school encourages pupils to understand different cultures. It provides good opportunities for pupils to learn in both French and English.

## Information about this inspection

- The inspection took place over two days.
- Inspectors observed teaching in all 'English stream' and 'bilingual stream' classes across the school. They observed a range of subjects including literacy, numeracy, physical education (PE), and music. Both child-initiated and teacher-led sessions in the Early Years Foundation Stage were seen. Eight of these observed sessions were conducted jointly with senior leaders.
- Inspectors observed and talked to pupils, both formally and informally, around the school. They sought parents' views on site and considered the 78 responses to the Parent view online survey. They also scrutinised responses to a staff questionnaire.
- Inspectors met with representatives from the governing body and a link inspector from the local authority, as well as the interim headteacher from last year.
- They looked closely at data relating to the attainment and progress of pupils and scrutinised a range of documentation relating to safeguarding and behaviour. They looked at pupils' work in books, both in lessons and as a separate activity with senior leaders. This included work in books from the last academic year.

## Inspection team

Najoud Ensaff, Lead inspector	Additional Inspector
James Waite	Additional Inspector
Jan Edwards	Additional Inspector

## Full report

### Information about this school

- Wix Primary School is a larger-than-average primary school.
- The school has a broadly average proportion of pupils who are supported through additional funding and a below average proportion who receive additional support in lessons.
- The largest group of pupils are from other White backgrounds, with the remainder coming from a range of minority ethnic groups. An above average proportion of pupils speaks English as an additional language. Some of these and other pupils join the school other than at the usual times in their schooling.
- The school works in partnership with theEcole de Wix, a school affiliated with the Lycee School, with which it shares a building. Pupils are taught through the English language in the 'English stream' classes and through combined English and French languages in the 'bilingual stream' classes.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The last headteacher retired at the end of 2013 and an interim headteacher led the school for three days a week last year. At the same time, an executive support lead was appointed by the local authority. She, the new headteacher and a deputy headteacher form the senior leadership team this year.
- The Early Years Foundation Stage leader and Key Stage 2 leader also took up their leadership positions last academic year. Leadership for numeracy and special educational needs is currently the responsibility of senior leaders.

### What does the school need to do to improve further?

- Raise the quality of teaching to good so that rates of progress accelerate by ensuring that:
  - teachers consistently use assessment information to set work at the right level for pupils
  - the most able pupils are challenged consistently well in lessons
  - good practice in marking is shared and pupils act on comments in their work
  - additional adults are used effectively in lessons to support pupils' learning.
- Strengthen leadership and management by:
  - providing additional training to key stage leaders so that they use assessment information more effectively to drive up the achievement of pupils, including those supported by additional funding
  - clearly recording actions taken in response to behavioural incidents and evaluating the impact of these actions
  - ensuring that actions for school improvement have clear time frames and named persons who will carry out tasks
  - extending the curriculum outdoors so that pupils are more productively engaged at break and lunch times.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management and governance may be improved.

## Inspection judgements

### The leadership and management

### requires improvement

- The absence of a full-time headteacher last year and changes to senior and middle leadership resulted in a drop in pupils' achievement across year groups.
- The new headteacher has a fresh vision for the school and has re-energised teachers' resolve to improve teaching and raise expectations of pupils' progress. However, she and the executive support lead have not been in post long enough for initiatives to have impacted strongly on pupils' achievement.
- There remain differences between the achievement of pupils supported through additional funding and others nationally, as well as differences between the attainment and progress of pupils in the English and bilingual streams. These differences indicate that the promotion of equal opportunities is adequate rather than good.
- Improvements to attainment at the end of Key Stages 1 and 2 in 2012 and 2013, better assessment in the Early Years Foundation Stage and increased attendance since the last inspection mean that leaders demonstrate a secure capacity to make further improvements.
- Changes to leadership of the Early Years Foundation Stage have raised achievement, although it remains no better than typical over time.
- Middle leaders are committed to improving outcomes for pupils, but key stage leaders in particular require additional training in how to use assessment information effectively to drive up achievement.
- The leadership of numeracy and special educational needs is currently overseen by senior leaders. This, alongside the absence of named persons responsible for specific actions in school improvement plans, means that senior leaders are not as well supported as possible.
- Senior leaders' evaluations of school performance are broadly accurate and have been used well to identify relevant priorities and actions for school improvement. There are no time frames by which actions are required to be completed, however.
- Senior leaders monitor teaching effectively through a range of purposeful activities. They have tackled underperformance in teaching rigorously. As a result, they have eliminated almost all weak teaching.
- Staff and parents who responded to the Parent View online survey and who spoke to inspectors are supportive of the new leaders' vision for the school.
- In the last year local authority support has predominantly focused on leadership and improving the accuracy of assessment. Strong partnership work between the school, the Ecole de Wix, a local pupil referral unit and a teaching school are helping to improve outcomes for pupils.
- Subjects are planned appropriately and offer balance and breadth, although subject plans indicate that 'English stream' pupils get more opportunities to learn about different religions through lessons than their bilingual counterparts. Regular assemblies and personal, social and health education (PSHE) lessons help pupils to develop an understanding of what it means to be a young person in modern Britain.
- **The governance of the school:**
  - Governors know the strengths and weaknesses in teaching and achievement at the school. They have high aspirations for pupils and increasingly hold staff to account for pupils' achievement. They ensure that pay progression now links securely to teachers' performance. Governors ask searching questions of leaders in relation to pupils' progress and differences between the achievement of pupils.
  - The governors ensure that additional funding is spent appropriately, but are not rigorous in ensuring its impact is evaluated so that it makes an effective difference to these pupils. They make sure that sport funding is spent well, for example on training for staff, additional sports coaching and access to swimming for pupils. They ensure that the funding positively benefits pupils through increased participation in sports activities and take up of healthy choices at breakfast club. All statutory requirements with regard to safeguarding are met.

### The behaviour and safety of pupils

### requires improvement

- The behaviour of pupils requires improvement.
- Pupils sometimes lose concentration in lessons where the work set is not at the right level or where they are not well supported. A few pupils said that noise levels in classrooms can sometimes distract them from their work. Pupils are proud of their school and there have been recent improvements to the pride with which pupils present their work.
- At break times and lunch times, lots of pupils play in a relatively small area. This includes pupils from Wix Primary and the Ecole de Wix. They interact appropriately but, without relevant activities to engage them,

pupils' behaviour can become boisterous. Senior leaders recognise the need to extend learning to the outdoors in order to engage pupils more productively and eliminate the potential for behavioural incidents.

- While behavioural incidents are recorded properly, actions taken to address these are not always written down, and the school has not evaluated the impact of actions taken. There have been two fixed-term exclusions in the last year.
- Attendance of pupils has improved to broadly average, but pupils supported through additional funding do not attend as regularly as they should.
- The work that the school does to keep pupils safe and secure is good.
- Pupils are supervised so that they are kept safe at break and lunch times. Staff are trained in safeguarding and checks on staff, governors and volunteers are well maintained.
- Pupils report that they feel safe and parents who responded to the Parent View on-line survey and who spoke to inspectors agreed that their children are safe and well looked after.
- Pupils understand well how to keep safe in case of a fire and when using the internet. They understand about different types of bullying, such as racist and cyber bullying, but are less clear on what homophobic bullying is.

### The quality of teaching

### requires improvement

- Teachers do not use assessment information effectively to set work at the right level for pupils. While some of the most able pupils are not given demanding enough work in lessons, other pupils who receive additional support have difficulty tackling work which is too difficult.
- Additional adults are not always used well to support pupils' learning. In some lessons there are two or three additional adults, some of whom are not involved in pupils' learning for lengthy parts of lessons. In others there are none and pupils' learning is not well supported.
- Teachers' expectations for pupils are not always high, and in some lessons classroom routines are not consistently clear. As a result, the level of noise from pupils escalates, distracting pupils.
- Where teaching is good, additional adults and teachers use effective questioning and guidance to support and deepen pupils' understanding. This was seen in a Year 4 literacy lesson related to study of *Charlie and the Chocolate Factory* and in another literacy lesson about finding relevant information for a list poem in Year 6.
- Teachers' secure subject knowledge makes a positive contribution to pupils' learning. Where teachers encourage pupils to reflect over their learning and to use their imagination, such as in music and physical education lessons, pupils' spiritual and cultural development is well promoted.
- Pupils' social skills are promoted effectively through paired and group work in lessons. Pupils spoke about the ways that they learn about other religions and cultures and about what it means to be a citizen, recognising the differences between right and wrong. Many benefit from the unique opportunity of being taught in two languages.
- Marking in books is regular and helpful. Often it praises pupils' achievements and guides them in their learning, but pupils do not routinely act on comments or improve their work as a result of marking.
- Positive working relationships exist between pupils and teachers. Pupils' work is celebrated on walls and useful guidance is provided to them through, for example, reminders about connectives and approaches to calculations.

### The achievement of pupils

### requires improvement

- Pupils' progress across different year groups, classes and subjects is not consistently strong. Both other White and minority ethnic pupils' progress is not always good.
- Year 6 pupils in 2014 left with standards in reading and mathematics which were lower than those in 2013. Year 2 pupils left with standards in writing and mathematics which were lower than their predecessors.
- While children enter the Early Years Foundation Stage with skills which are broadly typical, and sometimes below, until recently they did not make enough progress during their time in Nursery and Reception. Improvements to assessment systems and teaching in this section of the school last year mean that over time their progress is typical. Pupils enter Key Stage 1 still not quite at national levels.
- By the end of Key Stage 1, pupils' attainment has improved to broadly average. However, some pupils supported through additional funding, some who have English as an additional language and some with special educational needs do not make good enough progress across Key Stage 1 or in some year groups

or classes in Key Stage 2. Most often this weaker progress is in writing or mathematics.

- Pupils supported through additional funding remain behind those pupils nationally by up to two terms in writing and sometimes mathematics. Generally, however, gaps between groups of pupils are closing steadily.
- The most able pupils sometimes make good progress, but in lessons where challenge is not high enough their progress slows. The number of pupils who reach Level 6, the highest level at the end of Year 6, is below that found nationally.
- Work in books indicates that although some pupils make good gains in their knowledge and understanding, such as in some literacy books, progress is not consistently strong. Overuse of worksheets in mathematics books particularly in Key Stage 1 classes last year stemmed the flow of progress for pupils. Senior leaders have initiated plans to reduce the use of these, with some success.
- Pupils were able to talk with interest and understanding about their work. While some indicated that work was sometimes easy in lessons, most said that they believed they had made progress. A few stated they had improved in, for example, their ability to use a wider range of vocabulary.
- Pupils' scores in the phonic reading checks in Year 1 and Year 2 in 2013 and 2014 indicate that pupils' phonic skills are broadly in line with others nationally. Most pupils who were listened to reading were able to sound out words successfully, although school leaders recognise the impact of differences between pupils' early exposure to letters and sounds in the bilingual and English stream classes.

### The early years provision

requires improvement

- Children enter Nursery with skills which are broadly typical and sometimes below those typically found, particularly in personal, social and emotional development. In the past they have made no better than typical progress, leaving at the end of Reception with only about two fifths having achieved a good level of development. This is below the proportion found nationally which is roughly half.
- The skills of teachers and adults in this section of the school have improved as a result of training and visits to outstanding settings. With improvements in the accuracy of assessment, children are now set to make better progress.
- Leaders' analysis of children's progress has identified a focus this year on children's literacy development and personal and social development. The new Early Years Foundation Stage leadership is providing clear direction for this phase recognising, for example, the need to provide greater cohesion between English and bilingual classes. However, leaders have been in place too short a time to have impacted strongly on children's achievement.
- Children have opportunities to develop a range of skills including, for example, mark making, number recognition, texture handling and fine motor skills in the Nursery, and simple subtraction and shape labelling in Reception. Children were seen using outdoor climbing frames and tricycles with good levels of control, balance and coordination.
- They also develop their social and personal skills through opportunities to work in small groups and with support from adults. Unique to this setting is the fact that children in Reception are taught in an English and a bilingual stream, which means that some children learn two languages from a young age.
- While this is a benefit for some, it can lead to confusion for others. Because two separate programmes of study are combined in the bilingual stream, children in this class do not develop their ability to link sounds and letters as well as those in the English stream. As a result, they have to make up a lot of ground in Year 1.
- Learning journeys record children's work and serve as a way of involving parents in their children's learning and of reflecting children's development.
- Children move around safely inside and outside, although some play equipment in the outdoor Nursery area is outdated. The school is remedying this and some uneven ground in the Reception play area with an injection of funds. Accidents are carefully logged and actions taken noted.

## 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

<b>Unique reference number</b>	101025
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	448211

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Delhaise
<b>Headteacher</b>	Tania Kodjovi-Stapp
<b>Date of previous school inspection</b>	15–16 September 2009
<b>Telephone number</b>	02072283055
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