

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



5 December 2016

Claire Macfie  
Acting Headteacher  
Wilberforce Primary  
Beethoven Street  
London  
W10 4LB

Dear Mrs Macfie

### **Special measures monitoring inspection of Wilberforce Primary**

Following my visit to your school on 15 and 16 November 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in April 2016.

Having considered all the evidence, I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The trust's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

Having considered all the evidence, I recommend that the school does not seek to appoint any further newly qualified teachers. The four newly qualified teachers already in post have been well supported by leaders but the school does not have the capacity to support further newly qualified teachers at this time.

I am copying this letter to the chair of the local governing body, the director of the United Learning Trust, the regional schools commissioner and the director of

children's services for Westminster. This letter will be published on the Ofsted website.

Yours sincerely

Ruth Dollner  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection that took place in April 2016**

- Leaders, managers and those responsible for governance should set a clear vision for the school's future that is communicated to and shared by leaders, members of staff, parents and pupils.
- Improve leadership and management, by:
  - ensuring that the principal and senior leaders work together to develop a strong team ethos supporting middle leaders to develop their knowledge and experience so that they can be held accountable for areas of the school's work.
- Improve the quality of teaching, learning and assessment and therefore pupils' outcomes, by:
  - developing a culture of high expectations which is clearly understood by adults and pupils
  - ensuring that leaders check the quality of teaching and take action to improve it
  - making sure that teachers use assessment information to precisely plan activities that will secure faster progress for groups of pupils
  - ensuring that the most able pupils are set challenging activities which enable them to reach their full potential.
- Improve the behaviour of pupils both in and out of lessons, by:
  - ensuring that a clear behaviour policy is in place, understood by pupils and consistently applied
  - reducing the number of serious behaviour incidents
  - eliminating low-level disruption in lessons by setting up and embedding routines that support pupils' better behaviour.
- Improve the attendance of pupils and reduce the number of pupils who are persistently absent from school.

## **Report on the first monitoring inspection on 15 and 16 November 2016**

### **Evidence**

During the inspection, meetings were held with the executive headteacher, the acting headteacher, the deputy headteacher, the director of the trust, the chair of the local governing body, the key stage 2 leader and the special educational needs coordinator. Meetings were held with all the teaching staff. The inspector visited all classrooms and observed learning, together with the acting headteacher and the deputy headteacher. The trust's statement of action and the school's improvement plan were evaluated. A wide range of other documentation was reviewed. This included records relating to safeguarding children, the single central record (showing the suitability of staff to work with pupils), governing body minutes and records of the checks leaders make on teaching. A range of pupils' books was scrutinised; information about the progress and attainment of pupils currently in the school was reviewed. The inspector talked with pupils in their classrooms and during social times. The inspector talked to a number of parents about their views of the school and considered the 12 responses to the online questionnaire.

### **Context**

The executive headteacher took up post immediately prior to the previous inspection. Following the inspection, there was a great deal of turbulence within the leadership team and among the teaching staff. Several teachers left the school. Following the departure of the substantive headteacher, the acting headteacher was appointed. Roles and responsibilities within the leadership team were reviewed. The deputy headteacher took over responsibility for leadership of the early years and for assessment. A new special educational needs coordinator has been appointed and a key stage 2 coordinator has recently taken up post. A new chair of the local governing body was appointed in September. A substantive headteacher will be appointed early next term.

### **The effectiveness of leadership and management**

Senior leaders and those responsible for governance have set a clear vision for the school's future that is shared by staff across the school. Plans for improvement are sharply focused on the areas identified at the previous inspection. Leaders rigorously and regularly evaluate actions to ensure that they are having a clear and sustainable impact. Leaders have a clear and accurate picture of the current teaching quality across the school.

All staff understand the school's priorities and value their roles in improving the school. Although parents' views remain mixed, many parents spoke of clear improvements to behaviour and to teaching this academic year. One parent stated she was 'very proud of the school right now'.

All senior leaders adopt a 'hands-on' approach in supporting teachers to improve their teaching and management of pupils' behaviour. As a result, teachers feel valued and very well supported. Staff morale is high. Teachers say that the training and support, along with the professional challenge they receive from leaders and from the trust, is 'brilliant'. They are confident that their teaching skills are improving and that this is having a positive impact on pupils' learning.

Newly qualified teachers have been extremely well supported by leaders. They receive appropriate training and in-school support. They value the guidance and the coaching that they receive from the acting headteacher and other staff. The executive headteacher and acting headteacher have very quickly established a culture of reflection in the school. Staff are confident that they can share any anxieties or issues with the headteachers and that they will be dealt with professionally and effectively. This is a great strength developed by leaders since the time of the previous inspection when staff morale was low. Nevertheless, leaders recognise that the quality of teaching is not yet good enough because it remains variable and leads to variable outcomes for the pupils.

Supported by the trust, leaders have implemented new planning and assessment systems which teachers are finding supportive. Leaders constantly evaluate the effectiveness of these systems, adjusting and amending them appropriately according to the feedback they receive.

The deputy headteacher, working with the director of the trust, has created a thorough plan for improving provision in the early years. Actions taken so far have resulted in signs of improvements in standards.

Recording systems for safeguarding pupils have been revised and updated. Not all leaders who have access to the records are fully confident in accessing and using the new online system. Senior leaders are aware that they need to ensure online records are kept up to date and that any key events recorded on paper must be updated on the main system swiftly. They are also aware that any leaders who are given responsibility for updating records must be confident in using the system. This is currently not the case.

The new chair of the local governing body has an incisive knowledge of school improvement strategies, along with a proven track record of rapidly improving schools as a headteacher. He has high expectations of governors and is bringing an increased level of challenge to governing body meetings. Leaders and teachers are already benefiting from informal links which have been established with one of the chair of governors' schools.

Leaders have ensured that an effective behaviour policy has been implemented consistently by all staff. As a result, behaviour has improved significantly since the previous inspection. Parents and pupils agree that this is the case. New online record-keeping systems ensure that incidents are followed up swiftly. There is still a

very small minority of pupils whose behaviour is poor. Leaders and teachers work together to manage this behaviour so that in most cases it does not impact on other pupils' safety or learning. Incidents of exclusion have reduced recently and leaders are thorough in their monitoring of incidents. There have been no racist incidents this academic year.

Senior leaders have taken on extra workloads to ensure that the school has made progress in the areas for improvement identified at the last inspection. The leaders of the trust recognise that current workloads are not sustainable over time. The director of the trust agrees that leadership capacity over time needs to be developed as a priority. This will ensure that the early improvements evident during this inspection will be sustained and built upon.

### **Quality of teaching, learning and assessment**

Leaders have ensured that all teachers in the school are planning work which is at an appropriate level for the pupils' age group. This marks an improvement since the time of the previous inspection and is a reflection of the new planning and assessment system's impact. Teachers are confident in using this system and can show how it helps them plan pupils' next steps. It is too early to see the full impact of this work on pupils' progress.

Some teachers have responded swiftly and effectively to training in order to improve their teaching. For example, where teaching is at its strongest, teachers are making sure that pupils talk to each other about the learning during lessons, in line with school policy. In key stage 1 mathematics lessons there was a high level of pupil involvement and engagement with each other as well as with teachers, leading to some good progress.

Leaders have emphasised the importance of using resources to promote practical and effective learning experiences for pupils. This is having a good effect in some classrooms, particularly in the early years and in key stage 1. In Year 6, teaching is leading to strong progress in reading, writing and mathematics for most pupils. Disadvantaged pupils make similar progress to their classmates.

The most able pupils across the school are not set tasks which challenge them and help them to make rapid progress. Leaders recognise that this is a key priority in moving the school forward. Leaders also concur that teaching, learning and assessment in the school still requires improvement.

### **Personal development, behaviour and welfare**

Behaviour has improved significantly since the previous inspection. Parents and pupils agree that this is the case. The number of serious behaviour incidents has reduced. There are a very small minority of pupils whose behaviour is poor. Systems ensure that most staff manage these pupils well. Nevertheless, a very

small minority of pupils sometimes spoil learning for others through their disruptive behaviour.

Relationships between pupils and teachers are positive. Teachers have a firm but fair approach which most pupils respond well to. Pastoral care in the early years is particularly strong. Pupils who have special educational needs and/or disabilities are well cared for.

Throughout the inspection, the vast majority of pupils behaved well in lessons and around the school. Pupils' behaviour during a music assembly was impeccable. They enjoyed the visiting band and took part with respect and enthusiasm. There was very little low-level disruption seen in lessons during the inspection. Even pupils who sometimes struggle to behave well were proud to share their work and thoughts respectfully.

There is a high level of supervision in the playground at lunchtimes to ensure that pupils are safe and better behaviour is maintained. Rewards and sanctions are imposed fairly and consistently. Leaders have found that the number of pupils needing to be given detentions is reducing. The effectiveness of other sanctions means that leaders are considering removing detention as a punishment.

Attendance has improved since the previous inspection and persistent absenteeism has improved. Leaders have carefully considered plans in place to ensure that these improvements are sustained.

### **Outcomes for pupils**

Pupils who left the school in 2016 achieved standards which were well below the national average. The progress that they made was poor. Following the inspection in April 2016, the high staff turnover and turbulence in leadership had a negative impact on outcomes for these pupils.

Pupils have made variable progress in reading, writing and mathematics this year. This is evident in their books. Progress remains variable because the quality of teaching remains variable. Year 6 pupils are on track to achieve standards which are in line with the national average in reading, writing and mathematics.

Teachers are using the assessment system effectively to chart pupils' progress and to inform their planning. As a result, teaching is improving and this is showing itself in the quality of work that pupils are producing this term.

The assessment system is used effectively by leaders to monitor the progress that pupils are currently making in key areas of the curriculum. The school's data shows that most pupils are making expected progress in mathematics, reading and writing. This includes disadvantaged pupils, including the most able disadvantaged. However, it is too early to see the impact of leaders' actions on pupils' outcomes

over time. Too few of the most able pupils are making more than expected progress in reading, writing and mathematics.

### **External support**

- The support and challenge provided by the United Learning Trust has been highly effective. The trust had an accurate view of the school prior to the inspection and was swift and effective in supporting the school during a period of great turbulence following the inspection.
- The trust secured the excellent leadership of the executive headteacher and appointed the acting headteacher. Together, they have ensured that the school has made effective progress with the areas identified for improvement at the time of the previous inspection.
- The director of the trust works alongside senior leaders to ensure that plans for improvement are rigorously implemented and constantly evaluated. He was instrumental in securing a highly effective new chair of governors. He also supports teachers in planning for improvement. Teachers value his input and have faith that the trust will be successful in helping them to move the school forward.
- The trust has secured quality training and support for teachers and leaders from other schools within and beyond the trust's remit.
- The school and the trust have maintained good relationships with the local authority.