

Inspection of a good school: Wilberforce Primary

Beethoven Street, London W10 4LB

Inspection date:

2 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The head of this school is Kim Cooper. This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Coles, and overseen by a board of trustees, chaired by Reena Keeble. There is also an executive principal, Seamus Gibbons, who is responsible for this school and two others.

What is it like to attend this school?

Pupils flourish in this thriving school community. There are high expectations for what pupils can achieve. The well-thought-out curriculum is ambitious and broad. Teachers are experts in the subjects they teach. Their passionate teaching brings learning to life. Pupils gain a deep understanding of the subjects they study. They skilfully make links between different parts of the curriculum.

Integrity is an important part of the school's culture. In the early years, children are helped to recognise right from wrong. Older pupils have high expectations of themselves and each other. Pupils in Year 6 have roles on the school behaviour panel. They meet with younger pupils to discuss the impact their behaviour has on other pupils. This encourages pupils to behave with empathy towards others around them. As a result, pupils behave very well.

Pupils make the most of the wide range of enrichment opportunities. All pupils attend educational visits linked to the curriculum. Performance is celebrated in the school. For example, pupils in Years 5 and 6 write and perform stories with a visiting author. All pupils take part in assemblies attended by parents and carers. This helps to develop their confidence in public speaking. Pupils in Years 4 and 5 also take part in performances alongside a professional choir.

What does the school do well and what does it need to do better?

The expectations for what pupils can learn are very high. The school's curriculum routinely exceeds what might be expected for the age of the pupils. Leaders have identified the key knowledge they want pupils to know. Pupils revisit fundamental concepts over time to deepen their understanding. In history, for example, children in Nursery learn about castles through stories. In Reception, children study the architectural features of castles and learn about the people who lived in them. They then visit the Tower of London to see these features for themselves.

Teachers are highly skilled. They deliver new learning with clarity. They emphasise the learning of new subject-specific vocabulary. Pupils then use this new vocabulary accurately when discussing what they have learned. For example, pupils explain their methods and reasoning to show how they solve problems in mathematics. Teachers use a range of strategies to check what pupils know and can do. They swiftly identify any misconceptions and address these before moving on.

Pupils of all ages love to read. The school places high importance on the value of reading. In the Nursery, adults support children's language and communication skills in readiness for learning to read. They play games and sing songs that develop vocabulary and introduce children to different letters and sounds. The phonics programme begins at the start of Reception. The school identifies pupils at risk of falling behind in the reading programme quickly. These pupils receive the support they need to become confident, fluent readers.

Pupils behave extremely well. In class, they are attentive and try their hardest. Staff establish good habits for behaviour right from the start in Nursery and Reception. Older pupils are role models for younger pupils. They take on roles as playground monitors to help younger pupils play together in harmony.

Staff have been trained well to support pupils with special educational needs and/or disabilities (SEND). The school ensures these pupils are swiftly identified. Teachers know the needs of the pupils with SEND that they teach. They ensure these pupils receive the additional support they need to be successful.

In the personal, social, health and economic curriculum, pupils learn about the importance of looking after their bodies and their minds. Pupils and their parents take part in mental health workshops. They are taught about strategies to develop mental resilience. Leaders have been quick to establish strong attendance following the pandemic national lockdowns. They work effectively with families to recognise the importance of attending school every day.

The school is aspirational for pupils' futures. During the school's careers week, pupils of all ages meet a range of professional visitors such as architects and doctors. Pupils attend workshops with university science graduates. They learn about sustainability and careers in science. Pupils in the school council regularly organise fundraising events. They support the local food bank and raise money for international relief efforts.

Staff are extremely proud of their school. They value the opportunities provided by the trust to develop themselves professionally. They enjoy networking with colleagues from other schools to share their experiences and develop new ways of working. Staff at all levels appreciate the efforts made to support their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139824
Local authority	Westminster
Inspection number	10290233
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	Board of trustees
Chair of trust	Reena Keeble
CEO of the trust	Jon Coles
Headteacher	Seamus Gibbons (Executive Headteacher) Kim Cooper (Head of School)
Website	www.wilberforceprimary.org
Dates of previous inspection	20 and 21 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the executive headteacher, the head of school and other school leaders. Inspectors also met with the chair of governors and the regional director of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons and spoke to teachers. They also spoke to some pupils

about their learning and looked at samples of pupils' work. Inspectors also sampled some lessons and documentation in some other subjects.

- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to parents at the school gate and considered the views of parents who responded to the Ofsted online parent survey, Ofsted Parent View. They also considered the views of staff and pupils who responded to the online surveys for staff and pupils.

Inspection team

Annabel Davies, lead inspector

His Majesty's Inspector

Karyn Ray

Ofsted Inspector

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