



# Edward Wilson Primary School

## Inspection Report

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**Unique Reference Number** 101110  
**Local Authority** Westminster  
**Inspection number** 285972  
**Inspection dates** 12–13 December 2006  
**Reporting inspector** Sue Vale

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

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<b>Type of school</b>	Primary	<b>School address</b>	Senior Street
<b>School category</b>	Community		London
<b>Age range of pupils</b>	3–11		W2 5TL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02076414303
<b>Number on roll (school)</b>	413	<b>Fax number</b>	02076414317
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr N. Stuart
		<b>Headteacher</b>	Mrs Debra Okitikpi
<b>Date of previous school inspection</b>	16 April 2002		

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<b>Age group</b> 3–11	<b>Inspection dates</b> 12–13 December 2006	<b>Inspection number</b> 285972
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Edward Wilson Primary School is a larger than average school. Attainment on entry into nursery shows children to be well below what is expected for their age. The majority of pupils are from minority ethnic communities and around 90% are learning English as an additional language. There are increasing numbers of refugees. Mobility at around 17% is high. Approximately two thirds of the school are entitled to free school meals. A quarter of pupils are identified as having learning difficulties or disabilities.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Edward Wilson Primary School is a good school with many outstanding features. Central to this is the outstanding leadership by the head teacher. It is her vision of educating the whole child which has ensured that pupils achieve as well as they do. As one pupil commented; 'Everyone does well in this school.'

Most of the children begin school with well below expected skills in many areas of development but particularly in spoken English and social skills. They make good progress in the Nursery and Reception classes due to a well planned early year's curriculum. Despite their good progress, children's low starting points mean that their attainment is still below average by the time they go into Year 1, because their communication, language and literacy skills remain weak.

Pupils build on this good start to reach broadly average standards in mathematics and science by the end of Year 2. Their standards are still below average in reading and writing. Pupils make very good progress as they move through the older classes. This is due in a large part to an outstanding curriculum which interests and motivates pupils to want to learn, and consistently good teaching. The result is that, although standards remain below average in mathematics and English, there are increasing numbers of pupils reaching higher levels in national tests. Standards are below average in mathematics because some pupils find it hard to understand the mathematical vocabulary of the subject. The school has rightly identified this as an area for future development. Pupils' behaviour and attitudes are excellent. Skilful classroom management promotes a positive learning ethos. This gives pupils, especially those who start at the school at different times, a strong foundation for the next stage of their education.

The personal development and well-being of pupils, along with care and guidance, are outstanding. The pupils' excellent spiritual, moral, social and cultural attributes pervade the school and create a positive, inclusive learning environment. The school caters for the needs of vulnerable pupils very well. Pupils feel safe and very well cared for. Parents have confidence in the school. All these factors make a significant contribution to pupils' good achievement.

The school has tackled the issues from the last inspection effectively.

Its good record of improvement shows that its capacity to improve further is good.

### What the school should do to improve further

- Raise standards in mathematics, particularly by extending pupils' knowledge and understanding of mathematical vocabulary.

## Achievement and standards

### Grade: 2

Achievement is good. Pupils start school with skills which are well below what is expected for their age. This means that, despite good progress, by the end of the Foundation Stage children reach below expected levels. Pupils make good progress in their achievement and reach average standards in science, but remain below average in reading and writing by the end of Year 2. The standards reached by the end of Year 6 in English and mathematics, although improving are below average. Pupils, including those with learning difficulties and disabilities, make good progress. High achieving pupils make very good progress, as a result of high expectations and effective teaching strategies. The high proportion of pupils with English as an additional language achieve well, due to the very effective emphasis on speaking and listening across the curriculum. The school has identified the need to improve pupils' understanding of mathematical vocabulary, which is a difficulty for many pupils, in order to raise standards in the subject. The school is systematically using assessment data to ensure all pupils' learning needs are identified and met. These innovative approaches are already beginning to work and the rate of pupils' progress is improving.

## Personal development and well-being

### Grade: 1

The personal development of pupils is outstanding, as a result of the high quality of the care and guidance the school gives them. Pupils' excellent spiritual, moral, social and cultural development is very well supported by assemblies and special events, and a rich curriculum. When they join the school, pupils quickly gain in self esteem and clearly enjoy coming to school. Pupils behave very well, have a good awareness of how to keep healthy and know how to stay safe. Attendance is satisfactory.

Pupils look after each other in the playground and play well together, for example older pupils organise team games for other pupils. This is outstanding practice in their personal development. Pupils develop the skills they need for their next step. One pupil said the school 'gives us a lot of help in planning for our futures.'

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good with some outstanding features. The relative stability of staffing has helped produce a good level of classroom practice, and, as a result pupils achieve well. Teachers demand high standards. In addition to good classroom teachers, the school makes very good use of additional teaching and support staff, who work intensively, and very effectively, with identified groups of pupils with particular needs. Teachers know that developing confidence and competence especially in spoken English is a critical goal for the pupils, and appropriate emphasis is given to

this. Teachers do not always provide sufficient opportunities for pupils to learn, explore and use mathematical vocabulary. Pupils learning is at its best when the outstanding curriculum captures their interest and concentration. This was observed in an outstanding numeracy lesson in Year 2 when the teacher used the interactive whiteboard very effectively to make mathematics fun and exciting.

Teachers have very good relationships with pupils and high expectations of their behaviour. As a result, pupils are very keen to learn. Pupils are challenged effectively and lessons move at a brisk pace. Pupils say that lessons are fun because they are hard work and make them think. Teachers plan well to ensure that the learning needs of all pupils are met. Classrooms are visually stimulating and help to create a positive atmosphere where learning is exciting.

## **Curriculum and other activities**

### **Grade: 1**

Curricular provision is outstanding and has a very positive impact on achievement. Skills in literacy and information and communication technology (ICT) are rigorously taught, with a strong and appropriate emphasis on spoken language. Links between subjects are very well developed and there are exciting projects in areas such as music, history and art. There are excellent opportunities to develop personal, social and physical skills, both in lessons and in the well-supported programme of clubs and activities.

Staff appreciate the important contribution enrichment activities can make to pupils' development, especially in learning English. There is a wide range of educational visits and pupils have regular opportunities to perform in concerts and other cultural events. Visitors come to the school to share their skills and personal experiences with the pupils.

A particular strength of the curriculum lies in its commitment to the diversity of cultures represented in the school and to the celebration of the bilingualism of the vast majority of the pupils. Themed events, for example Black History Month and Refugee Week, help to stimulate pupils' interests, break down barriers between subjects and promote learning. As a result, learners' horizons are broadened considerably as they move through school.

## **Care, guidance and support**

### **Grade: 1**

The quality of these aspects is outstanding and the school is rightly proud of its caring ethos. Pupils say that they are very well cared for. Pupils are known and treated as individuals. As a result, they feel that there is always someone to turn to if they have problems or are upset. The school has designed many strategies, such as a 'pyramid club', to support and encourage pupils who lack confidence and self-esteem. A member of the school council encapsulated the outstanding ethos of the school when he said: 'Every one in this school treats you fairly and everyone shares'. High expectations of

pupils and judicious use of praise and encouragement are helping to sustain very good levels of behaviour.

Teachers and support staff are very sensitive to the needs of pupils. Pupils with learning difficulties and disabilities, including the visually impaired, and those who are new to learning English receive very good support by teachers and teaching assistants to help them achieve as well as others. The procedures to deal with child protection issues, accidents and incidents are robustly in place and staff receive regular training. The school works very well with a wide range of outside agencies. Detailed risk assessments are carried out to ensure pupils' health and safety.

The school has effective systems for assessing and recording learners' attainment and progress. Assessment information is used well to guide planning. Pupils have clear targets in literacy and numeracy. Teachers are increasingly making use of data to track pupils' progress.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. There is a real sense of teamwork and high expectations throughout the school. These factors, along with outstanding leadership by the headteacher have brought about good improvements and resulted in the school's good overall effectiveness. The headteacher leads her team very well. She, along with the governing body, has a clearly focused vision for the development of the school. There are very good procedures in place for the day-to-day management. The school's evaluation of its strengths and weaknesses is accurate. The leadership team focus sharply on the school's key priorities which are always linked to the best interests of the pupils. A more stable staff since the last inspection have meant that key issues such as reviewing the curriculum and raising standards have been successful and pupils achieve well.

The governors are supportive of the drive to raise standards and are clear in their understanding of the strengths and weaknesses of the school. They act as critical friends and are challenging in their expectations of what the school can achieve. The very large budget surplus has been allocated to improve the playgrounds and internal development of the building. The governors are very focussed on the development of the school as a central hub to the community which it serves, and this is why the school is in a strong position to continue to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us welcome when we came to visit your good school. It was lovely to be able to meet some of you.

You and your teachers do lots of things really well.

- You work very hard and you make good progress in your learning.
- Your teachers also work very hard and make what you learn fun and interesting. They are good teachers.
- Your headteacher and other staff are very good at helping you to do as well as you can.
- The care, guidance and support you receive is outstanding and this means that most of you are confident and happy learners.
- Your school is very well led by your headteacher.

In order to make your school even better;

- Some of you need to get better at mathematics, particularly in learning new words to help you when you are solving problems.

With best wishes

Sue Vale

Lead inspector