



Wilbury Primary School

Inspection Report

Unique Reference Number 102013
Local Authority Enfield
Inspection number 286244
Inspection dates 8–9 January 2007
Reporting inspector Graham Lee

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

Type of school	Primary	School address	Wilbury Way
School category	Community		Edmonton
Age range of pupils	3–11		London N18 1DE
Gender of pupils	Mixed	Telephone number	02088078297
Number on roll (school)	869	Fax number	02083456030
Appropriate authority	The governing body	Chair	Mr Cyril Dainow
		Headteacher	Mrs Sandra Heaviside
Date of previous school inspection	11 June 2001		

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is one of the largest primary schools in the country. It serves an area of considerable economic and social deprivation and more than half the pupils are entitled to free school meals. The school population is culturally diverse and a large majority of pupils are of minority ethnic heritage. Two out of three pupils speak English as an additional language. A significant minority of pupils are asylum seekers and refugees which contributes to the much higher than average proportion joining or leaving the school at other than the usual times. Nearly half the pupils have learning difficulties and disabilities, which is much higher than average. About half of the pupils start school in the Nursery and half join in Reception.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Wilbury provides its pupils with a satisfactory education and has a number of good and some outstanding features. At the heart of its work is an extremely successful commitment to welcoming and including all children whatever their background or ability. This is widely recognised by parents who hold the school in high regard. One, representing the views of many, commented 'I am proud to have my child attend this school.' Staff work outstandingly well with a range of outside agencies to ensure that children are all exceptionally well cared for. This is particularly true of the many vulnerable children that arrive on a regular basis, sometimes with little or no English. There is a calm and purposeful atmosphere in the school with good levels of racial harmony. Consequently, pupils feel safe and secure, behave well and enjoy the many opportunities the school has to offer. Their attendance, however, remains below average despite the school's best efforts to make all parents aware of their responsibilities in this area. School leaders have a strong commitment to raising standards but improvement strategies have not had sufficient time to impact fully on pupils' achievement, which is currently satisfactory.

From a very low starting point children are now making good progress in the Foundation Stage because of good provision. By the time they enter Year 1, however, standards are well below average particularly in communication and language. As they move through the infants and juniors' satisfactory teaching and learning ensures that most pupils make expected progress. Much of the teaching seen during the inspection was good but it was not sufficiently consistent to ensure that pupils were challenged to achieve as well as they might in all lessons. The relatively high levels of mobility have an adverse impact on overall standards and, by the time pupils leave the school; standards are significantly below average in English, mathematics and science.

The rich curriculum gives pupils many opportunities to be creative and develop their talents. In particular, the many sporting activities enhance pupils' excellent understanding of the need to adopt a healthy lifestyle. An exciting and innovative aspect of the curriculum is the international links which contributes to pupils' outstanding cultural development. Pupils with learning difficulties and those who speak English as an additional language are supported effectively and their progress is at least as good as their peers.

The headteacher has led and managed the school successfully for many years and established very good structures to ensure that this extremely large school functions very effectively on a day to day basis. She is ably supported by a new and enthusiastic headship team and effective middle managers, who monitor teaching and learning rigorously. Together they have a clear determination to raise standards and improve teaching and learning. Good use is now being made of performance data to set challenging targets for improvement. This determination and commitment, coupled with reasonable progress on the issues raised at the last inspection, indicate that the school has good capacity for further improvement.

What the school should do to improve further

- Ensure that teaching and learning is consistently good and challenges all pupils to achieve as well as they can.
- Use new assessment procedures effectively to set challenging targets for pupils to ensure that they make good progress in English, mathematics and science.
- Work with parents to improve attendance.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. When they join the school in the Foundation classes children's skills and understanding are well below average, especially in communications and language and mathematical development. Many have little or no English. Consequently, standards remain well below average by the age of five in spite of the good progress they are now making. There has been some underachievement in the infants and standards in reading, writing and mathematics at the age of seven have declined over the past three years and are very low in relation to the national picture. However, pupils are now making satisfactory progress as a result of improvements in teaching and provision. In the juniors pupils continue to make satisfactory progress but standards are significantly below average because of their low starting points. In spite of their relatively low standards in basic skills the school does a great deal to raise pupils aspirations and to develop positive attitudes which means that they are satisfactorily prepared for secondary school and the world beyond.

Personal development and well-being

Grade: 2

Pupils' personal development, including the spiritual, moral and social dimensions, is good. Their cultural development is outstanding. Pupils are proud of their heritage, have an excellent understanding of cultural diversity and show great respect for the beliefs of others. Pupils have very positive attitudes to learning and their behaviour is good. The school welcomes pupils who present challenging behaviour and is rightly proud that there has not been any permanent exclusion for many years. Pupils are proud of their school and one described it as 'a colourful, joyful and happy place where teachers always help them to do better.' Most pupils enjoy school although attendance levels remain below average despite the school's every effort to improve it. Pupils contribute well to the school community through the school councils and the 'buddying' systems for example. They are also involved in organising fund raising activities for a variety of charities. Their excellent understanding of how to adopt healthy lifestyles was exemplified by their healthy diets at lunchtime. One inspector came across a child admonishing another for eating sweets because they are unhealthy!

Quality of provision

Teaching and learning

Grade: 3

Although a number of examples of good teaching were seen during the inspection, teachers' expectations are not yet consistently high enough to ensure that all pupils make good progress. Teachers manage their classes well, plan consistently in their year groups and share the purpose of lessons with their pupils. As a result, pupils are well behaved, have good attitudes and know what they are learning. In some lessons teachers use questions very effectively and strategies such as partner talk to challenge pupils' thinking and consolidate their language skills. In others, however, teachers talk for too long and do not give pupils enough opportunity to contribute their ideas which results in a loss of focus and challenge for some. Teaching assistants make an important contribution to the quality of education, particularly for those with learning difficulties and disabilities and the many who are learning English as an additional language. There were good examples of marking which gives pupils a clear idea of what they need to do to improve their work but this was not the case in all classes.

Curriculum and other activities

Grade: 2

A wide range of enrichment opportunities and a commitment to include every pupil in all its activities contribute to the good curriculum. There are good levels of additional support provided for pupils who are learning English and those who are in danger of falling behind. Weaknesses in the curriculum in the infants have been addressed to overcome the underachievement the school had identified. There are also some good initiatives to challenge those who are identified as gifted and talented, for example through information and communications technology (ICT). The curriculum for the development of basic skills is sound but not yet sufficiently challenging to ensure that more pupils make better than expected progress. Pupils' enjoyment, creativity and personal development is enhanced through the wide range of clubs on offer in sport, the arts and activities as diverse as philosophy and sewing! The curriculum also has an interesting international dimension through strong links with schools in Africa and Europe. Music has a high profile through the school choir and the many opportunities for pupils to learn to play instruments. Provision for ICT has improved considerably since the last inspection and it is now used effectively to support learning in different subjects.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils is good and the pastoral element is outstanding, which contributes very effectively to pupils' good personal development. Vulnerable pupils are particularly well supported through initiatives such as the nurture group and wider opportunities class. The 'Place 2 Be' project provides an invaluable

counselling service for children and their families. The school also draws productively on its extensive links with a wide range of outside agencies to support its children. All these strategies help to meet the social and emotional needs of pupils very successfully. The good induction of children into the Foundation classes and of those pupils who arrive later helps them to settle quickly and make progress with their learning. The school enjoys warm relationships with parents. They feel that their children are safe and well cared for and one commented, 'My child is being taught good values which we support as a family.' The school has recently introduced an assessment system which is enabling the teachers to track pupils' progress more effectively and to set challenging targets for improvement. This has not yet had sufficient time to impact significantly on pupils' achievement.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some good features. The headteacher is held in high regard by staff, parents and governors. The new headship team have a very clear vision for the school encapsulated in 'enjoy and achieve.' They are very successful in promoting pupils' personal development and the care of children and their families is outstanding. School leaders know the strengths and weaknesses of the school well but their self evaluation is sometimes over generous in terms of its judgements. Leaders have put in a range of strategies to bring about improvement where necessary. This has been successful in the Foundation Stage, where an intensive programme of support has led to significant improvements in children's communication and language skills. In the infants and juniors the impact of its strategies is less demonstrable in improving pupils' achievements. Performance data is now being used much more effectively to set challenging targets for improvement. This has enabled the school to become more effective in identifying and supporting those pupils who are at risk of underachieving. Governors bring a great deal commitment and expertise to their roles and offer good support to the school but do not hold school leaders sufficiently to account for its standards and achievement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

I am writing to thank you all for making us so welcome when we visited your school recently. We really enjoyed our time at Wilbury and you all helped us by being so friendly and welcoming. I thought you would like to know what we found out.

We found that the school gives you a satisfactory quality of education and in some things it is good and in others outstanding. All the staff work hard to make sure that you are all safe and extremely well looked after. Those of you who are new to the school are made to feel at home very quickly. We thought your behaviour was good and we were impressed with the way you all get on together most of the time. You all seem to enjoy school and do your best in lessons.

You make a good start in the Foundation classes where the staff help you to get used to school. Teachers help you to make satisfactory progress as you move through the school. Some lessons are interesting and exciting and help you to do even better. Those of you who are learning English and those who find things a bit more difficult are given lots of help. Your good attitudes help you to get ready for secondary school although standards are not as high as they might be. You are very lucky because there are so many interesting and exciting extra things for you to do in school. We were very impressed with your work with schools in Africa and Europe and your excellent understanding of other cultures.

Your headteacher has worked hard over many years to make the school as welcoming as it is now. She is assisted very well by her new headship team and all the other staff. They are very keen to help you achieve well and to make the school even better for you. We have asked them to do a couple of things which we think might help. There is some very good teaching at the school and we want it all to be as good to help you achieve well. Secondly, we want them to set you targets that really challenge you to do even better. You can help with the final one. Some of you do not come to school regularly enough. This does not help your learning. We have asked the school to work with your families to improve this.

Yours truly

Graham Lee

Lead Inspector